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Contact:/Cysylltwch â: Gwasanaethau Democraataidd



THIS IS A MEETING WHICH THE PUBLIC ARE ENTITLED TO ATTEND

Dydd Mawrth, 23 Tachwedd 2021 Dydd Mawrth, 23 Tachwedd 2021

Dear Sir/Madam

PWLLGOR CRAFFU ADDYSG A DYSGU

A meeting of the Pwllgor Craffu Addysg a Dysgu will be held in Siambr y Cyngor, Canolfan Ddinesig on Dydd Mawrth, 30ain Tachwedd, 2021 at 10.00 am.

Please note that a pre and post meeting will be held 30 minutes prior to the start and following the conclusion of the meeting for members of the committee.

Yours faithfully

Michelle Morris
Managing Director

AGENDA

Pages

1. CYFIEITHU AR Y PRYD

Mae croeso i chi ddefnyddio'r Gymraeg yn y cyfarfod, ond mae angen o leiaf 3 diwrnod gwaith o hysbysiad ymlaen llaw os dymunwch wneud hynny. Darperir

We welcome correspondence in the medium of Welsh or English. / Croesawn ohebiaith trwy gyfrwng y Gymraeg neu'r Saesneg.

gwasanaeth cyfieithu ar y pryd os gwneir cais.

2. YMDDIHEURIADAU

Derbyn ymddiheuriadau.

3. DATGANIADAU BUDDIANT A GODDEFEBAU

Ystyried unrhyw ddatganiadau buddiant a goddefebau a wnaed.

4. COFNODION PWYLLGOR CRAFFU ADDYSG A DYSGU

5 - 20

Derbyn cofnodion y cyfarfod o'r Pwyllgor Craffu Addysg a Dysgu a gynhaliwyd ar 19 Hydref 2021.

(Dylid nodi y cyflwynir y Cofnodion er pwyntiau cywirdeb yn unig).

5. DALEN WEITHREDU – 19 HYDREF 2021

Derbyn dalen weithredu.

6. SEFYLLFA DIWEDDARU COVID MEWN ADDYSG AC AR DRAWS Y STAD YSGOLION

Derbyn diweddariad llafar gan y Cyfarwyddwr Corfforaethol Addysg.

7. CYFARWYDDIAETH ADDYSG – DIWEDDARIAD DIWYGIO ANGHENION DYSGU YCHWANEGOL

21 - 188

Ystyried adroddiad y Cyfarwyddwr Corfforaethol Addysg.

8. PRESENOLDEB YSGOLION

189 - 194

Ystyried adroddiad y Pennaeth Gwella Ysgolion a Chynhwysiant.

9. / ADRODDIAD YMGYNGHORI CYNLLUN STRATEGOL CYMRAEG MEWN ADDYSG 10-MLYNEDD BLAENAU GWENT

195 - 300

Ystyried adroddiad y Cyfarwyddwr Corfforaethol

Addysg.

10. **RHEOLI LLEOEDD DISGYBLION A'R STAD** 301 - 348
YSGOLION 2020/21

Ystyried adroddiad y Cyfarwyddwr Corfforaethol
Addysg.

11. **BLAENRAGLEN GWAITH: 1 CHWEFROR 2022** 349 - 352

Derbyn yr adroddiad.

To: H. Trollope (Cadeirydd)
J. Holt (Is-gadeirydd)
D. Bevan
G. Collier
M. Cook
M. Day
L. Elias
S. Healy
J. Hill
C. Meredith
J. C. Morgan
J. P. Morgan
T. Smith
B. Summers
D. Wilkshire
T. Baxter
T. Pritchard

All other Members (for information)
Manager Director
Chief Officers

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COUNTY BOROUGH OF BLAENAU GWENT

REPORT TO: THE CHAIR AND MEMBERS OF THE EDUCATION & LEARNING SCRUTINY COMMITTEE

SUBJECT: EDUCATION & LEARNING SCRUTINY COMMITTEE – 19TH OCTOBER, 2021

REPORT OF: DEMOCRATIC & COMMITTEE SUPPORT OFFICER

PRESENT: COUNCILLOR H. TROLLOPE (CHAIR)

Councillors: J. Holt
D. Bevan
M. Cook
M. Day
L. Elias
S. Healy
J. Hill
C. Meredith
J.C. Morgan
J.P. Morgan
T. Smith
B. Summers
D. Wilkshire

AND: Corporate Director of Education
Head of School Improvement & Inclusion
Service Manager Education Transformation & Business Change
Service Manager Young People & Partnerships
Senior Education Welfare Officer
Press & Publicity Officer
Scrutiny & Democratic Officer / Advisor

ALSO: Representatives of EAS
Hayley Davies-Edwards, Principal Challenge Advisor
Alexis Edwards
Sarah-Jane Waters

Representative of Estyn
Liz Counsell - Observer

ITEM	SUBJECT	ACTION
No. 1	<p><u>SIMULTANEOUS TRANSLATION</u></p> <p>It was noted that no requests had been received for the simultaneous translation service.</p>	
No. 2	<p><u>APOLOGIES</u></p> <p>Apologies for absence were received from Councillor G. Collier and T. Baxter (Co-opted Member).</p>	
No. 3	<p><u>DECLARATIONS OF INTEREST AND DISPENSATIONS</u></p> <p>There were no declarations of interest or dispensations reported.</p>	
-----	<p><u>VERBAL UPDATE RESPONSE TO COVID-19</u></p> <p>At the invitation of the Chair the Corporate Director of Education gave a brief strategic overview of both the education and schools response to COVID-19.</p> <p>The latest position across Blaenau Gwent was 518 cases per 100,000 population. Blaenau Gwent was ranked 14th out of 22 local authorities across Wales regarding the amount of positive cases. However, indications from Environmental Health was that this was likely to approach circa 800 per 100,000 population over the next few days.</p> <p>The highest incidence rates were across under 16 year olds and mirrored the current situation across Wales. The amount of incidences schools have handled over the last 14 days were 142 positive cases in the primary sector; and 274 in the secondary sector. The School Infection Control Framework had been put in place and in line with other authorities in the region, Blaenau Gwent was currently at a moderate level of response.</p> <p>From a school workforce perspective, 40 positive cases had been identified, 23 confirmed positive cases, 5 fall into the vulnerable category, 7 identified as having new symptoms, 2 staff identified by TTP to self-isolate, 1 had received a</p>	

positive lateral flow test and two members of staff with ongoing symptoms associated with long COVID. Schools had secured face to face learning for learners across the board, despite the challenges that they were facing. The Director confirmed that support services, both catering and cleaning were managing at this point in time. From a learner perspective, it was important to note that the vaccination programme for 12 to 15 year olds was rolling out and progressing well, and currently there were circa 60% of 12 to 15 year olds who had now been vaccinated.

From an Education perspective the Directorate had prioritised four areas; i.e. learner well-being, support for vulnerable learners, standards and progress for learners, and school operations. The Director felt it was important to have a strategic approach, consistency and commonality across the school estate.

A Member commented on the considerable increase of 518 cases and the expectation of further increases to 800 and enquired regarding the safety measures in place to keep children and staff safe. The Director of Education pointed out that the 518 per 100,000 figures related to the amount of positive cases across the whole of Blaenau Gwent and included positive cases within the school estate. With regard to the school infection control framework they work on a school by school basis to consider the risk mitigation that was needed. The Education Transformation team had been working with one secondary school around potential extra measures due to the amount of positive cases that they had, an example was that face coverings would be introduced in order to reduce any transmission of COVID.

The Service Manager Education Transformation & Business Change reiterated that education at this point in time were at moderate risk level and they were regularly reviewing the risk level in conjunction with colleagues in Environmental Health, Civil Contingencies and Public Health Wales. They were working on a localised approach to support schools with increased cases and were reviewing risk assessments and looking at operational considerations to target improvements wherever possible, whilst ensuring continuity of learning throughout that process. The team were working very closely with schools on a daily basis and

	also regular discussions with parents and community members.	
No. 4	<p><u>EDUCATION & LEARNING SCRUTINY COMMITTEE</u></p> <p>The Minutes of the Education & Learning Scrutiny Committee Meeting held on 14th September, 2021 were submitted.</p> <p>The Committee AGREED that the Minutes be accepted as a true record of proceedings.</p>	
No. 5	<p><u>ACTION SHEET – 14TH SEPTEMBER, 2021</u></p> <p>The action sheet arising from the meeting of the Education & Learning Scrutiny Committee held on 14th September, 2021 was submitted, whereupon:-</p> <p><u>Education Services – Main Self Evaluation Report (SER)</u></p> <p>A Member referred to the attachment and asked for clarification on the rates of transfer figures for Brynmawr Foundation School and Georgetown Primary school. The Service Manager Education Transformation & Business Change explained that the wrong document had been attached in error and she would provide Members with the correct document.</p> <p>A Member raised concerns regarding the number of outward migration of pupils and enquired why pupils were choosing to be educated outside of Blaenau Gwent. The Director said the overall data illustrated that there was comparability between those learners that were moving out of county and those that were coming in county. The Member commented that in year transfers out of Blaenau Gwent also needed to be captured in the tables to give Members a clearer picture of transfer rates.</p> <p>The Director commented in relation to the secondary sector, three of the four secondary settings were now starting to experience, not surplus places, but sufficiency issues. That meant schools were actually having more applications than the amount of school places that were available. He informed Members there had been some progress against</p>	Service Manager

	<p>Section 106 planning agreements, where the housing prospectus was now starting to generate additional requirements for places across the school estate. Overall, the position was improving across the secondary sector in relation to the amount of learners that were either staying or actually coming into those schools.</p> <p>With regard to reasons for outward migration, the Service Manager Education Transformation & Business Change said they vary significantly from application to application. Parental preference usually dictated where the pupil attended school, other considerations were friendship groups, transport, child care and sometimes the parent's workplace, it could be a matter of convenience to access out of county schooling rather than better Education provision.</p> <p>A Member suggested that post-16 transfer figures for pupils transferring from Blaenau Gwent secondary schools to out of county colleges be available in the future. The Officer would look into providing this information in future.</p> <p>The Committee AGREED, subject to the foregoing, that the action sheet be noted.</p>	Service Manager
No. 6	<p><u>EDUCATION DIRECTORATE – RECOVERY AND RENEWAL PLAN</u></p> <p>Consideration was given to the report of the Corporate Director of Education, the Head of School Improvement and Inclusion, and the Service Manager Education Transformation and Business Change, which was presented to provide Members with an opportunity to scrutinise the Education Directorate's identified priorities for recovery and renewal, as part of the response to the COVID-19 situation.</p> <p>The Head of School Improvement and Inclusion spoke to the report and highlighted the main points contained therein.</p> <p>The Chair raised concerns regarding a recent request for all IT equipment issued to learners during COVID, was now being recalled and the affect this may have on vulnerable learners. The Service Manager Education Transformation</p>	

and Business Change said IT equipment was not being formally recalled, but a review of equipment was being undertaken and schools had been asked to review their digitally disadvantaged learner data, to ensure that the Council could look to support upgrades with the existing equipment and ensure it was functioning correctly. Schools had been asked to continue to monitor, and where there was obvious pupil need the schools would not be expected to return any IT equipment until such time as a replacement device could be provided.

A Member felt that this was a big programme of recovery and raised several concerns including:-

- the number free school meal pupils;
- mental health of pupils;
- delays with the CAMS programme; and
- literacy and numeracy programmes with some parents unable to help their children with IT programmes.

He felt strongly that children must be given the best opportunities possible. The Head of School Improvement and Inclusion said that the Recovery and Renewal Plan was an evolving document, working closely with schools through a Strategic Group with Headteachers in order to keep abreast of any changes within their pupil population. Julia Carmichael had recently been appointed to the post of Service Manager for Inclusion and would focus on well-being which was reflected in the recovery and renewal plan. With regard to literacy and numeracy, grant funding from Welsh Government had focused on supporting those young people with identified gaps in their literacy and numeracy skills. The Directorate was supporting schools, along with the EAS, to enable them to develop literacy and numeracy skills of all young people and advised that some schools had ran parent classes to help parents if there was a return to the blended learning situation.

The Member reiterated his concerns, as the last set of figures were from 2019, and certain schools had numeracy levels of 33%, and for Members there was no new information available to consider, as there had not been any testing or Estyn inspections due to the pandemic and hoped that these pupils were not falling behind.

A Member referred to paragraph 2.4 of the report - *Education Staff Training - Staff training needs aligned to operations are not all currently adapted to be delivered online e.g. first aid* – and enquired when first aid would be taught in schools. The Head of School Improvement and Inclusion said that a number of schools had a first aid programme, which had been impacted by COVID. Some schools worked with St. John’s Ambulance to deliver training, she would discuss with schools whether first aid training could be restarted, taking into consideration current COVID restrictions.

The Member again referred to paragraph 2.4 of the report – *Poverty – Family entitlement to benefits has increased across Blaenau Gwent and the region, including free school meals. Additional funding has been allocated to support these families, however, many schemes are not sustainable and so the ongoing impact will need to be assessed.* He enquired regarding the schemes that were not sustainable.

The Service Manager Education Transformation and Business Change said that the COVID secure risk assessment restrictions placed pressure on those schemes continuing in the short term, but where they were able to be reintroduced in a safe way, they were looking to support schools to affect that change.

The Member agreed with paragraph 2.6 of the report and said it was an important message that the relationship between the Council and its schools was stronger than ever before.

The Director gave a brief overview of some of the key points raised by Members. He said the levels of families eligible for free school meals had increased, with just over 2,700 direct payments being made, that was directly correlated to the economic impact of COVID. Work would continue on the Pupil Development Grant (PDG) around providing support to individuals and groups of learners who were eligible for free school meals.

With regard to support for pupil well-being there were delays with the CAMHS service, however, there was counselling provision in place across schools and more resources were recently announced by the Welsh Government. The Youth

	<p>Services team managed the counselling service, which provided information and support to children and young people across the school estate.</p> <p>The Adult and Community Learning team as part of their basic skills agenda could support parents particularly around digital aspects of learning, to assist their children during blended learning.</p> <p>The Director said a key strategic point in the recovery and renewal report was that learner progress was fundamental to all key priorities that had been identified. He advised Members that there would be a range of measures to demonstrate progress from the current response. The Recovery and Renewal report and Action Plan would be reported to Scrutiny Members on a regular basis.</p> <p>The Chair enquired regarding schools paying for licences for digitally disadvantaged learners. The Service Manager Education Transformation and Business Change said they were asking schools for their current position to determine the financial issues. A financial exercise was being undertaken to scope out what would be required going forward to secure sufficient resource and if schools were in a position to be able to contribute. She clarified that the licences had not been withdrawn, they continued to be funded by Welsh Government up to the summer period.</p> <p>The Committee AGREED to recommend that the report be accepted and endorse Option 1; namely that the report, associated documentation and proposed course of action be accepted.</p>	
<p>No. 7</p>	<p><u>IMPROVING SCHOOLS PROGRAMME 2021</u></p> <p>Consideration was given to the report of the Corporate Director of Education which was presented to provide Members with an update on the BG Improving Schools Programme, in line with national changes to school evaluation, improvement and accountability. The report covered the pilot of the new regional approach 2021-2022, which reflected the national changes.</p> <p>The Corporate Director of Education spoke to the report and highlighted the main points contained therein. The EAS had</p>	

collaborated on the report and gave a brief update on each school.

A Member commented that good leadership and good planning was key to taking schools forward to make improvements. The EAS were playing a major role in supporting schools and staff and he enquired how Blaenau Gwent schools compared with our family of schools. He said in the past there had been concerns with Abertillery Learning Community that pupils were transitioning out of the area and this had led to low pupil numbers and resource implications. The Director agreed with the Members comments and reiterated the importance of leadership. In relation to benchmarking and our family of schools, there had been a relaxation of performance measure reporting arrangements across Wales but assured Members that on a school by school and learner by learner basis they would be looking at progress at a forensic level. With regard to the creation of Abertillery Learning Community, one of the key drivers was around sustainability, he reported that for the third year running the school's year 7 pupil population had exceeded the capacity of 150 learners. The cohort going through in year 7 was now 160 learners and they were above school in-take capacity, which was important in terms of getting resources into the school and making sure that learners had continuity from primary into secondary phase learning.

A Member raised concerns regarding the River Centre Learning Community and felt this provision needed to get back on track or it could impact on other schools in the borough. The Director said they were working closely with the school and EAS to ensure that support was fit for purpose. The River Centre was engaged with the Council around areas for improvement via the schools causing concern discussions. He assured Members that this was a top priority as the provision of the River Centre did impact on placement of learners from all other schools across the school estate. It was important that the right provision was in place for learners and the right learners were placed into the setting with the support that they needed.

The Director clarified that requirements around the Council's expectations were clearly outlined in both the pre-warning notice and the statutory warning notice. The

Inclusion team had been working to secure the improvements needed and they were committed to making those differences where challenges had been identified. He advised that the EAS had also been supporting the leadership and governing body within the setting.

Councillor Martin Cook left the meeting at this juncture.

A Member commented that it was pleasing to note the progress that had been made in Abertillery Learning Community. With regard to Brynmawr Foundation school he commented on one of the recommendations from the Estyn report regarding the unsatisfactory target setting, tracking and assessments and enquired if this had improved. The EAS representative said that the target setting processes were receiving support and was an ongoing piece of work. A challenge facing all schools was ensuring that children were baselined from the beginning of autumn term so that schools could monitor their progress. Cardiff High School were working directly with leaders in Brynmawr Foundation school to look at their systems and had supported with some standardisation activity to ensure consistency i.e. that a C grade was a C grade.

In relation to the River Centre the Member raised several issues and sought clarification on the pre-warning and statutory warning notices and also, as a unique setting, what was the designation of the River Centre i.e. Special school. He also commented on the revolving door policy, and enquired regarding dual registration between the main comprehensive or primary school and the River Centre.

The Director clarified the nature of the pre-warning and statutory warning notices, there were three strands, the first related to capacity of the school, second to admission arrangements, and third to an element that had emerged around school improvement. The statutory notice indicated that it was a school that falls within a special school category. The officer confirmed that revolving door activity was a key component ensuring that learners had the right support and was a key part of the admissions issues that were outlined within the statutory warning notice. With regard to dual registration, the Director said there would be an element of dual registration for certain learners. Moreover, in line with the requirements of ALN reform there

	<p>would be Individual Development Plans that would have bespoke arrangements and requirements for learners based upon their own individual needs.</p> <p>The Head of School Improvement & Inclusion added that the overarching requirements for the River Centre were being reviewed and were working with the school to ensure that there was a clear policy for pupils that attended on a revolving door basis and for those that attended on a permanent basis.</p> <p>The Member felt that 64 places was not sufficient and that some pupils would be there for a longer period than others and the setting would suit some pupils throughout their educational needs. He felt it was about ensuring that pathways were set correctly so pupils came out with qualifications as this affected every school within the county borough.</p> <p>The Committee AGREED to recommend that the report be accepted and endorse Option 2; namely that the report be accepted as provided.</p>	
<p>No. 8</p>	<p><u>PUPIL EXCLUSIONS</u></p> <p>Consideration was given to the report of the Corporate Director of Education which was presented to provide opportunity for Members to scrutinise internal exclusion data for Blaenau Gwent in both the primary and secondary school sectors for the academic year 2020-21, as well as the regional exclusion data for the academic year 2019-20.</p> <p>The Head of School Improvement and Inclusion spoke to the report and highlighted the main points contained therein.</p> <p>In relation to professional development meetings the Chair enquired if it would be beneficial to engage with the Chair and Vice of School Governors. He also enquired regarding exclusions in relation to Children Looked After. The Officer confirmed that Chairs of Governors were invited to professional development meetings.</p> <p>With regard to the data for exclusions for Children Looked After, the Senior Education Welfare Officer explained that</p>	<p>Senior Education</p>

<p>recording of this information had begun in the summer term on a regional level via the EAS and would provide Members with this information in due course.</p> <p>In response to a Member's question regarding clarification on unofficial exclusions being unlawful, the Head of School Improvement and Inclusion clarified that the Welsh Government guidance on exclusions was clear that only a Headteacher could undertake an exclusion, either through a fixed term exclusion or a permanent exclusion. Headteachers could not, for example, send a pupil home to calm down, this would be viewed as an unofficial exclusion and would be unlawful.</p> <p>A Member enquired if there was a standard procedure across all schools for exclusions. The Head of School Improvement and Inclusion advised that there was one approach across all schools in the County Borough.</p> <p>Regarding paragraph 6.1.12 of the report - <i>Number of Exclusions by Reason</i>, a Member enquired regarding the 'other' category. The Senior Education Welfare Officer said there was no official definition and would look into this categorisation.</p> <p>With regard to the sharing of good practice, the Head of School Improvement and Inclusion said that part of the recovery and renewal working group with Headteachers was around well-being and sharing ideas on how to support those young people who had been adversely impacted by having significant periods of time off school. She gave an example of a school who had set up a nurture group, the idea was that young people accessed that provision and when they felt ready would gradually be reintroduced into mainstream classes. She advised that this had impacted very positively on the exclusion rates in the school.</p> <p>A Member felt that the number of children was comparatively low when compared to the number of exclusion days and the main point was how to work with those young people causing the most disruption. The Head of School Improvement and Inclusion agreed that they were relatively small numbers of young people who were extremely vulnerable and needed significant support from schools. A number of schools had undertaken trauma</p>	Welfare Officer
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	<p>informed schools training and this was key to supporting those young people before they reach crisis point and was essential that early interventions be put in place to avoid exclusion behaviour being exhibited.</p> <p>A Member referred to paragraph 5.1.1 of the report - <i>the Council is required by the Education Act 1996 to ensure that pupils who have been permanently excluded are in receipt of an appropriate education after fifteen days</i>. The Head of School Improvement and Inclusion said in those circumstances tuition would be provided for those young people as a temporary measure while different schools were explored to accommodate the pupil.</p> <p>The Committee AGREED to recommend that the report be accepted and endorse Option 2; namely that the report be accepted as provided.</p>	
<p>No. 9</p>	<p><u>EDUCATION PLANNING OBLIGATIONS - OVERVIEW REPORT</u></p> <p>Consideration was given to the report of the Corporate Director of Education and the Service Manager for Education Transformation and Business Change which was presented to provide the Education and Learning Scrutiny Committee with an overview of Education Planning Obligations and associated processes.</p> <p>The Service Manager for Education Transformation and Business Change spoke to the report and highlighted the main points contained therein.</p> <p>A Member commented on the houses potentially being constructed in the County Borough over the next 4-5 years and enquired how the Council could increase the capacity of schools to facilitate the projected increase in the number of children. The Officer said even though standard projections were produced twice annually, there was also effective monitoring and management processes in place, which informs the capacity assessments undertaken in the autumn term each year. The Officer then gave an overview of the work that was undertaken to inform the capacity assessments. The information was also used to plan school reorganisation and 21st Century school priorities and</p>	

planned maintenance of the school estate management processes. Modelling is undertaken within each school in line with projections, birth data and trend data etc. Secondary schools were under pressure and were programmed for investment under Band B and potentially Band C of the 21st Century schools programme.

A Member commented that the Education Directorate needed to be included in discussions regarding planning matters. He commented on two schools within Blaenau Gwent that had the Section 106 agreements withdrawn and had concerns how this would impact on education within that area. He felt this was an excellent report as it gave Members the chance to see how planning matters affected capacity within schools.

In response to a Member's question regarding applying for Section 106 agreements, the Officer outlined the procedure. There was an established format with a dedicated form and a set formula, she advised that the methodology for calculating payments was set out in paragraph 2.7 of the report. She explained that when a potential planning obligation was identified a set form was completed and potential implications discussed with the Planning Department who then discussed with the developer. She referred to the two schools within Blaenau Gwent who had Section 106 agreements withdrawn and explained that there had been concerns about the viability of those residential developments should the contribution to Education and others be realised. They had scrutinised the data to determine whether or not they could potentially be able to manage the school estate without the developer contribution.

A Member raised concerns that as the Council had not implemented the Section 106 agreements on the residential development for over 200 houses due to the viability of the scheme, had a precedent now been set on Section 106 funding. The Officer felt that a precedence had not been set and that it was manageable as a large scale piece of work had been undertaken around that development and as the predominantly affected school was subject to a 21st Century schools funding proposal, they determined that they could forgo the developer contribution as it could be managed within their own financial resources aligned to the

	<p>capital investment from both the Local Authority and Welsh Government.</p> <p>A Member commented that Section 106 agreements were important as the funding was used to benefit the pupils within the area.</p> <p>The Committee AGREED to recommend that the report be accepted and endorse Option 1; namely that the report be accepted as provided.</p>	
<p>No. 10</p>	<p><u>FORWARD WORK PROGRAMME – 30TH NOVEMBER, 2021</u></p> <p>Consideration was given to the report of the Chair of the Education & Learning Scrutiny Committee which presented the Education and Learning Scrutiny Committee Forward Work Programme for the Meeting on 30th November 2021.</p> <p>The Director advised that the Education Directorate Director’s Overview 2021 report would be presented to the February meeting of this Committee.</p> <p>A Member raised concerns regarding the recent transport disruption and how it was impacting on home to school transport. The Service Manager for Education Transformation and Business Change responded that the issues were being discussed with colleagues and would provide a briefing note on the latest position for Members consideration.</p> <p>A Member requested that information regarding the number of surplus places be included in the Management of Pupil Places and the School Estate 2020/21 report.</p> <p>The Committee AGREED, subject to the foregoing, that the report be accepted and endorse Option 1; namely that:</p> <ul style="list-style-type: none"> • the Education Directorate Director’s Overview 2021 report be presented to the February 2022 meeting of the Education & Learning Scrutiny Committee; and • information regarding the number of surplus places be included in the Management of Pupil Places and the School Estate 2020/21 report. 	<p>Service Manager</p>

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Agenda Item 7

Executive Committee and Council only

Date signed off by the Monitoring Officer:

Date signed off by the Section 151 Officer:

Committee: **Education and Learning Scrutiny Committee**

Date of meeting: **30th November**

Report Subject: **Education Directorate – ALN Reform Update**

Portfolio Holder: **Executive Member of Education, Cllr. Joanne Collins**

Report Submitted by: **Corporate Director of Education, Lynn Phillips and Head of School Improvement and Inclusion, Luisa Munro-Morris**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
	18/11/2021	19.11.21			30/11/2021	15.12.21		

1. **Purpose of the Report**
 - 1.1 The purpose of the report is to provide Members with an opportunity to review the progress made against ALN reform and associated policy renewal.

2. **Scope and Background**
 - 2.1 The Additional Learning Needs Educational Tribunal (Wales) Act 2018, makes provision for a new statutory framework for supporting children and young people with additional learning needs (ALN). This replaces existing legislation surrounding special educational needs (SEN). The LA has a duty to review the arrangements made by the authority and the governing bodies of maintained schools in its area for children and young people with additional learning needs, having regard to the additional learning provision that may reasonably be arranged by others.

 - 2.2 Principles of the Act:
 - a) **A rights-based approach** where the views, wishes and feelings of the child, child's parents/carers or young person are central to planning and provision of support;
 - b) **Early identification, intervention and effective transition planning;**
 - c) **Collaboration** where all involved work together in the best interests of the child or young person;
 - d) **Inclusive education** supporting participation fully in mainstream education, wherever feasible, and a whole setting approach to meeting the needs of learners with ALN; and,
 - e) **A bilingual system** where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh.

 - 2.3 **From 1st September 2021** the revised ALN system commenced for children of compulsory school age and below who are **newly identified** as having ALN (that is, those without already identified SEN, or are not awaiting or undergoing an SEN assessment).

- 2.4 **From 1st January 2022** the ALN system will commence for children of compulsory school age and below who attend a maintained setting in: Nursery (N1 and N2), Year 1, Year 3, Year 5, Year 7 and Year 10 who have special educational provision via early years' action/ early years' action plus or school action/school action plus.
- 2.5 Children who currently have special educational provision via a statement, are awaiting or are in the process of an SEN assessment, and those who are over compulsory school age, **will not be** included in the first year of implementation.
- 2.6 Children or their parents can request they move to the ALN system earlier than they are due to move to the ALN system. However, they will not be able to request a move to the new system **until 1st January 2022** (and onwards). The statementing process will cease for those captured by the Commencement Orders on December 31st 2021.
- 2.7 Regional Implementation Plan 2020/21
A Regional Implementation Plan 2020/21 for ALN reform is in place. Progress against this plan is monitored monthly by the Additional Learning Needs Transformation Lead and SEWC ALN panel.

The strategic priorities in the Regional Implementation Plan for 2020/21 are:

1. Early Years
2. Schools
3. Post 16
4. Collaboration – SEWC, Health and Social Care

- 2.8 Update on Priority 1: Early Years (EY)
- 11 training modules have been developed regionally (specifically on ALN and Act/Code requirements) and this is available to all BG settings (maintained, non-maintained and child minders);
 - Regional EYs steering group set up - sharing good practice and develop best practice.
- 2.9 Update on Priority 2: Schools
- Training offer 2021/22 available to all schools and all school staff;
 - SEWC ALN Transformation network on HWB;
 - Code process training and all resources, including leaflets for parents, developed;
 - Implementation training guidance and all relevant resources available for all schools;
 - Cluster lead ALNCos meet half-termly. Facilitate progress of their clusters on their action plans;
 - BG ALNCos meet half-termly;
 - School Development Plans have a specific action on ALN transformation, which is monitored and supported by the EAS;
 - Removing Barriers to Learning matrix is available to all schools electronically - supports all teachers and teaching assistants to use

the most appropriate strategies and resources to help every pupil make progress.

2.10 Update on Priority 3: Post 16

- LA Post 16 steering group- multi-agency including ABUHB and Social Care;
- Post 16 transition protocol developed;
- Principles and expectations work - LA/Colleges working together to support young people and ensure successful transitions.

2.11 Update on Priority 4: Collaboration

- Social Care - ALN leads meetings bi-monthly. Training and raising awareness has taken place and specific training for Children's teams e.g. Disability teams;
- Separate Health Implementation Plan;
- ALN champions meet monthly;
- Q and A sessions organised for ALNCOs monthly;
- Gwent Attachment Service delivered attachment training for schools;
- Statutory officers working together have developed Code process guidance and Removing Barriers to Learning matrix;
- SNAP CYMRU - regular parent forums and co-construction of parental leaflet;
- Regional Youth Forum - produced presentations to support other young people to understand the Act and their rights.

2.12 LA Implementation - Lead Organisation

Tredegar Comprehensive School (TCS) was approached in May 2021 by the LA to support with the realisation of the Regional Implementation Plan. It was agreed that the school would lead on Priority 2 for all mainstream settings across the LA.

2.13 Since September 2021, TCS has met with nearly all maintained schools across the LA, and engaged in high-quality professional dialogue with headteachers/SLT and ALNCOs. Following these initial discussions, TCS will now put in place relevant and tailored support for each school, in order to realise fully the implementation plans for mandated years by Summer 2022. A more comprehensive report can be found in Section 8 – ALN Education Transformation Summary.

2.14 The Council are well on track for implementing ALN reform. Where challenges for implementation have been identified, relevant training opportunities are being put in place for both senior leaders and ALNCOs. Further training will also be commissioned for Governors.

2.15 ALN Policy - Updates

A number of LA policies have been created or updated in line with the Act, please see section 8 (please note that where policies have been updated, updated parts are highlighted for ease of reference):

- Traveller School Attendance Guidance

- Pastoral Support Plan Guidance
- Policy for the Education of Pregnant School Girls and School Age Parents
- Policy and Guidance for Schools on the Use of Reduced Timetables
- Hard to Place Protocol
- Exclusion Guidance
- Education Other Than at School Guidance
- Blaenau Gwent Policy for the Education of Children and Young People with Medical Needs
- Admission Guidance

3. **Options for Recommendation**

3.1 This report has been discussed by Education DMT and CLT prior to submission to Education and Learning Scrutiny Committee.

- **Option 1** – Education and Learning Scrutiny Committee considers and accepts the report, associated documentation and proposed course of action.
- **Option 2** – Education and Learning Scrutiny Committee provide comments in relation to improvements that can be made in relation to the associated documentation and proposed course of action.

4. **Evidence of how does this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

4.1 Education is a strategic priority and key to facilitating effective delivery of the Corporate Plan.

4.2 One of the objectives in the Blaenau Gwent Well-being Plan is for every child to have the best start in life. Implementation of the Act will support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from and enjoy learning.

5. **Implications Against Each Option**

5.1 **Impact on Budget**

- Cost of translation of key documentation for schools.
- Posts to support the Act's implementation (ALN Officer and CLA ALN officer) that are currently supported through the WG ALN grant, could create a cost pressure for the Education Portfolio if the ALN Grant ceases next year. However, this is likely to be a component of WG's financial settlement arrangements.

5.2 **Risk including Mitigating Actions**

- The current delay in the publication of the WG implementation guidance is placing schools and LAs at risk. The new ALN system went live on September 1st and we have yet to receive WG guidance

on which pupils are included during the first term of implementation and the subsequent remaining two terms of this academic year. Furthermore, schools and LAs need to understand the longer implementation programme in order that they can plan strategically. However, once the guidance is released relevant training for all schools and ALN leads will be put in place by the Regional Implementation Lead;

- There is lack of clarity regarding how implementation will be supported post March 31st 2022 as the ALN Transformation Lead post will cease at this point. Alternative support models are currently being explored with the other Inclusion leads from SEWC;
- Schools are engaged but some attendance at meetings has been affected by pressure placed on schools by Covid. To mitigate this risk, all training is recorded and uploaded onto Hwb so that relevant staff can catch up with any missed training;
- Impact of lockdowns and interruptions to regular routines and learning of pupils, creating a rise in learning needs over academic year 2020/21 which will impact on schools and LA services in the short and long term – possibly leading to an over identification of pupils with ALN 2021/22. This situation will be monitored and schools will be supported by the Inclusion Service to support with both early and correct identification of learners with ALN;
- Large numbers of referrals to all ABUHB children’s therapy services is causing anxiety as waiting lists are constantly growing and increasing COVID numbers may lead to pressures, which could impact negatively on collaborative working with ABUHB; The SEWC Inclusion group is working with ABUHB to continue to monitor this situation;
- Pressure of work on social care – steep rise regionally in numbers of CLA will have impact on workload with new Code requirements. The appointment of a CLA Officer in the ALN team will support the mitigation of this risk.

5.3 **Legal**

This report provides information relating to the Additional Learning Needs Educational Tribunal (Wales) Act 2018.

6. **Supporting Evidence**

6.1 **Performance Information and Data**

Education are in the process of mapping individual schools existing progress against the requirements of the Act, please see section 8 for further details on progress.

6.2 **Expected outcome for the public**

There is a commitment from the Council and its schools to provide quality education for our children and young people to improve their life chances, this includes pupils with ALN.

6.3 **Involvement**

- Young people have been involved via the regional youth forum, the participation officers in each LA and via the Youth Service across SEWC;
- Parents have been engaged termly via SNAP facilitating local parent forums for each LA and Coleg Gwent;
- Partnership work with the EAS has led to the development of training and support for schools, GBs and ALNCOs;
- Governor training is delivered to all LAs;
- Termly newsletters for all headteachers and ALNCOs are produced by SEWC to update on progress.

6.4 **Thinking for the Long term**

The Act has been partially implemented since September 2021. However, it is imperative that we now receive WG guidance on the Code to ensure that the Act is implemented correctly over the long term period.

6.5 **Preventative focus**

The LA will continue to work closely with SEWC and different partners to ensure the best provision can be in place for all learners, particularly those identified as having an ALN.

6.6 **Collaboration / partnership working**

The report outlines the significant amount of partnership working at a strategic and operational level. This has resulted in a strengthening of the working relationships between the Council, schools and other key partners.

6.7 **Integration**

The approach to ALN readiness has been based on partnership working with SEWC and the EAS.

6.8 ***Decarbonisation and Reducing Carbon Emissions***

Any physical works planned and undertaken within education settings are planned in order to take account of decarbonisation and reducing carbon emissions.

6.9a ***Socio Economic Duty Impact Assessment***

An assessment will be carried out in relation to each priority area during the autumn-term review process.

6.9b **EqIA**

The application of EqIA's to each priority has been considered as part of the Regional Plan.

7. **Monitoring Arrangements**

- 7.1 The report will be presented to the Education and Learning Scrutiny Committee and then subsequently through to the Executive Committee for monitoring purposes.

Background Documents / Electronic Links

Appendix 1 – Ysgol Gyfun Tredegar Comprehensive – Evaluative Summary

Appendix 2 – Traveller School Attendance Guidance

Appendix 3 – Pastoral Support Plan Guidance

Appendix 4 – Policy for the Education of Pregnant School Girls and School Age Parents

Appendix 5 – Policy and Guidance for Schools on the Use of Reduced Timetables

Appendix 6 – Hard to Place Protocol

Appendix 7 – Exclusion Guidance

Appendix 8 – Education Other than at School (EOTAS) Policy

Appendix 9 – Policy for Education of Children and Young People with Medical Needs

Appendix 10 – Admission Guidance

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ALN Education Transformation: Supporting LA Implementation

Evaluative Summary (Autumn 2021)

Context

YGTCs was approached in May 2021 by BG LA to support with the realisation of the Regional Implementation (RI) Plan for Educational Transformation. It was agreed that the school would lead on Priority 2 for all mainstream settings across the LA. The school would work in close liaison with the LA Inclusion and ALN teams, the Lead for Early Years, the Lead for post-16 provision and the WG Additional Learning Needs Transformation Lead.

In July 2021, the new Education Minister announced a delay in the implementation of Phase 1, with the exception of those newly identified. As such, schools would be expected to commence their roll-over plans for mandated years from January 2022. However, given the preparations and plans to date, it was deemed that schools in BG could be in a position to initiate the process during Autumn 2021.

As part of its work, YGTCS planned to discuss with individual schools, their own status and plans. In order to secure the requirements of the RI plan, it was anticipated that all schools would engage fully in open, honest and non-judgemental discussions with regards to their current position for ALN transformation. The initial dialogue was to be held with the school's respective Headteacher (and/or SLT Lead where applicable) and ALNCO, together with YGTCS's Headteacher and ALNCO.

Following these initial discussions, YGTCS would seek to support schools to progress, in line with their set timelines, in order to realise fully the implementation plans for mandated years by Summer 2022. YGTCS would be very much led by the individual school's own requirements, and any support identified would reflect fully these bespoke needs as part of a co-constructed provision package.

Over the course of the first half term, nearly all maintained schools across the LA have engaged in a high-quality professional dialogue with YGTCS. This valuable engagement has provided a comprehensive snapshot of the position of our schools in relation to Priority 2 of the RI plan.



Priority 2 of the RI plan comprises six key objective areas. Each of these aspects were explored in detail through the initial school discussions and a summary of the findings, in relation to those schools met, is as outlined below.

Objective 1

'Ensure consistent PCP approaches involve children, young people and parents at every opportunity'

PCP approaches across both primary and secondary schools are strong. All schools have adopted these principles and have implemented these practices within their settings. C-19 has presented challenges in the facilitation of the reviews, with most being held through virtual platforms over the past 18 months. Since the return in September 2021, there has been a shift back by many schools to the 'face-to face' processes. It was identified by many ALNCOs that, although the virtual aspect had allowed for continuity, the 'in-person' opportunities supported a greater involvement and a richer dialogue with the children, families and external agencies (as required).

In terms of facilitating the PCP reviews, most ALNCOs are currently undertaking this role within their settings, although there was a common appreciation for this aspect of the role to be delegated within settings, as appropriate. In light of this, there has been extensive professional learning provided by ALNCOs to either whole staff or identified staff with regards to the PCP process. Most ALNCOs confirmed that throughout this academic year, there would be opportunities provided for key staff to observe 'roll-modelled' PCP reviews and to share the facilitation. There was a clear need recognised for robust quality assurance processes, once the PCP facilitation had been delegated, to ensure a consistent and high-quality approach within settings.

Objective 2

'Ensure the school continues to develop and effective and efficient workforce ready for transformation'

The time allocation for ALNCOs to fulfil their now statutory roles is highly variable, and ranges from non-teaching ALNCOs to those allocated one afternoon a week. The increasing strategic demands of the role was recognised by all leaders, but budgetary demands were identified as the key limiting factor in providing greater time. Despite not having the capacity to provide greater timetabled time allocations, all leaders were fully supportive of providing additional time, as needed, in response to ALNCO requests and key 'pinch-points' e.g. annual reviews.

In many primary settings, the ALNCO is part of the leadership team. In many secondary settings, the ALNCO role does not sit within the senior or extended leadership teams, although there is a direct line to leadership through line management arrangements.



In nearly all schools, initial Governor training has been delivered by the Headteacher and/or ALNCO. All schools identified ongoing training provision for Governors throughout the academic year. In a minority of schools, bespoke ALN governor sub-committees had been established at the start of the year to develop further understanding and knowledge.

All schools have identified calendared opportunities throughout the year to support the ongoing professional learning for their staff. Nearly all schools discussed how they have used the available time during the pandemic 'lock-down' periods to extend the skills and knowledge of the teaching assistant teams. Many schools identified key specialists within their teams focusing on areas such as literacy, numeracy and wellbeing. In the majority of schools, there were clear plans to further build and strengthen TA 'specialisms' to support both in-class and in small group/1:1 interventions.

All ALNCOs identified the significant training and input they had received to date through the LA forums, cluster meetings and work with Tracey Pead.

Objective 3

'Develop robust and consistent practices to inform early identification of need using a graduated response, resulting in effective provision mapping'

All primary settings confirmed that the identification of need occurs during early years settings, with the exception of in-year transfers into later years. Any potential difficulties or problems are quickly recognised by the early years teams and shared with the leadership team and ALNCO. As such, appropriate provision and additional requests for support are timely, although there are significant identified challenges for schools when learners are awarded the 2-terms funding support in nursery but then progress to reception without ongoing allocated support.

At the secondary level, identified learner needs are discussed by all schools as part of the transition processes. Any 'newly-identified' within these settings are a result of in-year transfers.

Revised provision mapping, in line with the graduated response, is variable. Whilst there is no expected 'structure' e.g. columns/pyramids etc., at this point in the journey, there is a clear distinction between the quality and depth of information/strategies/processes. In around half of the schools, there are highly detailed and comprehensive approaches, not only detailing universal, targeted and specialised provisions, but also the clear expectations and accountability for all staff. Nearly all schools were able to articulate their targeted and specialised provisions, but a minority of schools had greater difficulty identifying clear provisions at a universal level.

In schools presenting high-quality practice, an array of ideas and approaches were identified. These included:



- ALN standing-item on staff meeting / HT reports to Governors
- Regular ALN scrutiny panels between HT/SLT and ALNCO to ensure effective learner provision
- Half-termly review meetings between ALNCO and individual class teachers (and associated TA where applicable) to review targets and have in-depth discussions on each identified learner.
- An 'eyes-wide open' consistent approach by all staff to ensure no learner missed
- ALNCO 'drop-in' sessions for staff to discuss specific learners and strategies
- Interventions case studies and directory of effective strategies provided as staff toolkits

Objective 4

'Ensure teaching responds to the needs of individual learners; Develop effective systems for monitoring the progress and achievement of learners with ALN'

All schools provided a comprehensive overview of their processes and practices for tracking and monitoring at a whole school level. Progress reviews by all were at least termly, and in the majority of cases, half termly. Deep data analysis ensures a full review of learner progress. In most schools, there is review meeting with the ALNCO and Headteacher/SLT to discuss the school's current position for ALN, with actions identified as needed. In the majority of schools, the ALN register is also reviewed at these 'snapshot' points.

In a few schools which have LA resources bases attached, the ALNCO has been timetabled to teach within this provision to ensure a full understanding of all learner needs across the school community.

In a few schools, ALN targets are included as part of the performance management process.

Objective 5

'Develop arrangements for reviewing the effectiveness of interventions'

There is an array of interventions being implemented across BG schools to support literacy, numeracy, social and emotional skills. Commonly identified interventions include: THRIVE, ELSA, Catch -up literacy and numeracy and COMIT. In a few schools, nurture and sensory rooms have been, or are in the process of, being developed to support pupil wellbeing further.

All schools have appropriate tracking and monitoring systems in place for their interventions. In nearly all cases, the impact of the interventions are reviewed on a half-termly basis, although flexibility in approach with this was noted should it become evident that an intervention was having limited impact at an earlier stage.



In all schools, teaching assistants play a pivotal role in planning, delivering and monitoring interventions. One school has made the innovative decision to move away from the traditional 'out-of classroom' small group intervention, moving instead to an in-class provision which is accessible and therefore 'universal' provision for all. Although this approach is in its infancy, the initial indications for this approach are very positive. Another approach, within a secondary setting, was to allocate teaching assistants to a faculty, rather than to a learner or class. In this approach, the faculty lead is accountable for the effective deployment of the teaching assistant within the subject area. In this school, the ALNCO is responsible for quality assuring the role of the teaching assistant within each faculty. Again, this novel and progressive idea is in its infancy but has real potential to be a highly effective strategy in supporting learners with ALN at a subject-specific level.

Objective 6

'Undertake moderation of IDPs to secure a consistency of approach and understanding by all'

It was evident through discussion that this is the area of most concern within Priority 2. There is a global desire for greater opportunities to be provided for both cluster and BG - wide moderation. Whilst there is the full appreciation that every learner is an individual and as such will have different needs, a bank of WAGOLL IDPs would be invaluable to support ALNCOs and other key staff.

The number of IDPs across school settings was variable with one school reporting over 15 IDPs (ex of a resource base) whilst others reporting none. Whilst there is the full recognition that schools will have differing numbers of learners with ALN, further work is evidently needed to confidently determine whether a learner satisfies the full requirements for an IDP. A few schools proposed the idea of a 'requirements checklist' by way of supporting this as part of a IDP toolkit.

All schools identified the want and need to have IDPs checked and agreed in the early stages of educational transformation. This would help build confidence levels and secure a greater knowledge and understanding of the IDP requirements.

There is some confusion with regards to the IDPs for learners placed with LA maintained resource bases. Clarity is needed as to who is accountable for owning and maintaining the IDP in this case. Further clarity is also required with regards to the legislation with regards to IDPs and how the LA will support schools with this to avoid any resulting tribunal scenarios.

One school faces significant additional challenges due to its language status. As a Welsh medium school, the availability of translated documentation is extremely limited and as such, a significant amount of time is needed to undertake the translation requirements. Furthermore, the school in question, sits within both a LA and Welsh-medium provision



cluster, and as such can receive different and occasionally conflicting messages and information.

Moving forward

Firstly, YGTCS would like to thank all participating schools for their valuable time and honest contributions during a period which has been extremely challenging for all.

The next half term will focus solely on IDPs and ensuring all concerns and requests for support are addressed. It is the ambition that by January 2022, all schools will have had the opportunity to engage in meaningful and worthwhile professional learning opportunities to build further confidence and knowledge with the IDP process and paperwork, with a view to confirming a BG consistent approach. This work will not only be of significant value to our own school settings but consistency in approach will be imperative to support learners with placement changes, in-year transfers and transition points.

Traveller School Attendance Guidance

Education Inclusion Service
Traveller School Attendance
Guidance

September 2021



Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

Introduction.

A number of different groups are covered by the generic term Traveller – Roma, English and Welsh Gypsies, Irish and Scottish Travellers', Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers'.

The Education Act 1996 and the Education (Pupil Registration) (Wales) Regulations 2010 make statutory provision for all of these groups.

Children of Traveller groups, whose families do not travel are expected to register at a school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly once registered at school.

However, many Traveller families will travel for work purposes. Blaenau Gwent County Borough Council has issued this guidance to support schools with clarity around attendance and registration of Traveller pupils.

School attendance regulations.

Section 444(6) Education Act 1996, gives parents a defence in which they cannot be found guilty of a school attendance offence, provided that the child is of no fixed abode and:

- (a) parents are engaged in a trade or business of such a nature as to require them to travel from place to place, and
- (b) the child has attended at a school as a registered pupil as regularly as the nature of that trade or business permits, and
- (c) if the child has attained the age of six, that he or she has made at least 200 attendances during the period of 12 months ending with the date on which the proceedings were instituted.

Registration Codes.

The Education (Pupil Registration) (Wales) Regulations 2010 provide the following registration guidance.

When should the T code be used?

On days when a pupil from a Gypsy, Roma or Traveller (GRT) family is known to be out of the area for work purposes and is not in educational provision, schools can use the T code to record the absence.

Parents should make sure they let the school know in advance when they are going to be travelling and when they expect to return. This enables the child's attendance and absence to be recorded accurately, their safety and well-being to be monitored and appropriate distance learning work to be set by the school.

The term 'travelling' means travelling as part of the parents' trade or business that requires them to travel from place to place. It does not mean travelling as part of a holiday.

The T code can only be used if the child is travelling for work purposes with their parents, not with any other relatives.

The use of the T code to authorise a pupil's absence is at the discretion of the headteacher.

The school and the GT Officer must make every attempt to encourage Traveller parents to come back for a week in May for children to sit their national tests.

D code

The law allows for dual registration of pupils at more than one school. To help ensure continuity of education for GRT children it is expected that the child(ren) should attend school elsewhere when their family is travelling. Where a GRT pupil is travelling and attending another school the pupil should be dual-registered using D code. The child remains on the D code until the subsidiary school informs the base school they have left and are off roll, or until they return to the school full time.

C code

Only exceptional circumstances warrant an authorised leave of absence. Schools should consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.

O code

Where GRT children are registered pupils at a school and are known to be residing at a site (official or otherwise) or in a house and are not attending school, the absence must be investigated in precisely the same way as that for any other pupil. If the reason for the absence is not known, it must be recorded as unauthorised.

Apart from travelling for work purposes, Gypsies and Travellers participate in events and occasions that are of particular significance to them, e.g. Appleby show/horse fairs. Extended family and religious events such as weddings and christenings or economic gatherings such as horse fairs will draw together extended family groups and reinforce communal identity. Gypsies and Travellers put high value on extended family responsibilities so families may move to care for sick relative or a bereaved family member.

If a school approves leave of absence, the school needs to make it clear the days that are authorised and from what time that approval takes place.

What actions should school undertake when a GRT child does not return to school after travelling?

If a child/ young person does not return to their base school after travelling the school should:

- Make regular attempts, beginning on the first day of any unexplained absence to contact the pupil's parents either by telephone or text messaging. Every effort to locate and contact the family must be taken.
- Contact the GRT access and attendance officers who will make every effort to visit the family and ascertain when the child will be returning to school (contact details below).

- Contact any other school where the pupil or their siblings are known to attend while they were away.
- For pupils known to be at risk or where safeguarding is a concern the school should contact social care.
- If despite these efforts the pupil's absence continues and his/her whereabouts remains unknown where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days' school must contact the Education Welfare Service in line with the CME Policy.

Distance learning and parent held education records.

When it is known that a family is going travelling the school should supply a Parent Held Education record, to the family. Parent held records can be downloaded from the National Association of Teachers for Travellers website at <http://www.natt.org.uk/parent-held-education-record-book>

The school should complete the relevant sections before handing it to the family. This record enables swift transfer of important information, including base school contact details, between dual registered educational settings. It can also serve as a record when children are travelling with distance learning materials.

Clarifying Guidance

Schools must not remove Traveller children from the school register when they are travelling for occupational purposes and have stated their intention to return. It is good practice for schools with registered Traveller pupils to ensure that the guidance in this document is written into the school's attendance policy and that the guidance is explained to parents. Schools may differentiate Traveller absence statistics for school attendance evaluation purposes in the school's self-evaluation form.

Estyn

Estyn should not criticise schools for absences of Traveller children, providing the school can demonstrate that it:

- has used the registration codes correctly
- is strategic and proactive in communicating with Traveller parents about their travelling patterns on a regular basis
- is strategic and proactive in ensuring excellent attendance when the children are not travelling
- provides distance learning materials in accordance with good practice
- provides Travelling families with the parent held education record before they travel
- includes specific guidance for Travellers in the school's attendance policy and ensures the policy is accessible to parents
- evaluates its provision for narrowing the gap in attendance for Traveller children in the school self-evaluation form
- evaluates its provision for narrowing achievement gaps for Traveller children in the school self-evaluation form

Pastoral Support Plan (PSP) Guidance

September 2021



Cyngor Bwrdeisdref Sirol
Blaenau Gwent
County Borough Council

Education Inclusion Services

Pastoral Support Plan Guidance

Pastoral Support Plan Initial Summary Sheet

The Reason for a Pastoral Support Plan is:

To improve academic attainment, attendance and/or prevent alternative provision / permanent exclusion.

To support the pupil to manage his/her behaviour/attendance/academic performance.

To identify precise and realistic behavioural/academic/attendance outcomes for him/her to work towards.

Basic Details

Name	<input type="text"/>	Date of Birth	<input type="text"/>
Dates of Fixed Term Exclusions	<input type="text"/>	Attendance	<input type="text"/>
Primary need / diagnosis for PSP	<input type="text"/>	Year Group	<input type="text"/>

Brief description of current support in school and at home

Background information:

School:	<input type="text"/>		
Address:	<input type="text"/>	Home/Mobile Phone nos.	<input type="text"/>
Nationality:	<input type="text"/>	Ethnicity:	<input type="text"/>
Preferred Language:	<input type="text"/>	Gender:	<input type="text"/>
FSM:	<input type="text" value="Yes / No"/>	Other (e.g. MAT,EAL):	<input type="text"/>
Any medical information:	<input type="text"/>		

Additional Needs

SEN Register?	YES/NO	Code of Practice Stage (SA/SA+/ST):	
Initial Statement/IDP date:		Last Statement/IDP Review date:	
Support:			
Educational Psychologist		Date of last Consultation	

Educational Attainments (Complete as appropriate.)

Foundation Phase Outcomes (Outcomes 1-6)

Date Outcomes Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being; Cultural Diversity

National Curriculum Levels (KS2 - 4)

Teacher Assessment	Current National Curriculum Level			Cognitive Ability Tests (CATs) Standardised Scores (SS)			
	KS2	KS3	KS4		NC Y4	NC Y7	NC Y9
English				Verbal			
Mathematics				Non-verbal			
Science				Quantitative			
Welsh				Mean S.S.			

Standardised Measures of progress

Date of Assessment	Name of Test	Result (Standard Score)	Age Equivalent if available

KS4 Predicted Grades and Courses

Course	Subject	Predicted Grade

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Safeguarding Information

Looked after by the LA:

Social Worker Name:

Social Worker Contact details

Child Protection Register:

Child In Need:

Risk Assessment:
(If yes the RA must be completed and attached to this form)

Involvement of Other Agencies

Educational Psychology Service		Inclusion Officer	
Education Welfare Service		Social Services	
CAMHS		Learning Coach	
Police		School Nurse	
Restorative Justice		Young Carers	
Families First		BAROD (substance abuse)	
Domestic Abuse		Youth Offending Service	
School Counsellor		REACH	
GP		CLA	

ATTENDANCE CONCERNS?			
Truancy		YES/NO	
Attendance for last three terms	%	E.W.O. Involvement?	
Current term	%	E.W.O. Name:	
Last term	%	Action by E.W.O / School	

Term before last	%		
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Exclusions

Internal	Date initiated	Length in lessons/days	Reason	Parents/Carers informed

External	Date initiated	Length in days	Reason	Return Date

Governor Discipline Committee	Date	Parents/Carers attended	Outcome

**Pastoral Support Plan
Initial Meeting**

Name of Pupil:		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
Attending			
Agency	Name	Agency	Name
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
Main points arising from the discussion			
Key Triggers Identified			

Effective Support Already in Place		
Target 1	Strategies to support target 1	
Target 2	Strategies to support target 2	
Target 3	Strategies to support target 3	
Additional actions to be taken		
Action	When	By whom
Future meeting dates:		
Weekly (school and parents/carers)		
Interim (all professionals)		
Final (all professionals)		
Agreed by:	Signature	
Pupil		

Parents/carers	
School	
Other agencies	

**Pastoral Support Plan
Interim Review Meeting**

Name of Pupil:		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
Attending			
Agency	Name	Agency	Name
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
Apologies			
Summary of progress			
Target 1	Progress made		

Strategies	Review	
Target 2	Progress made	
Strategies	Review	
Target 3	Progress made	
Strategies	Review	
Additional Strategies		
Additional actions to be taken		
Action	When	By whom
Future meeting dates		
Weekly (school and parents/carers)		
Final (all professionals)		
Agreed by	Signature	

Pupil	
Parents/carers	
School	

**Pastoral Support Plan
Final Review Meeting**

Name of Pupil:		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
Attending			
Agency	Name	Agency	Name
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
Apologies			
Summary of progress			
Target 1	Progress made		

Strategies	Review	
Target 2	Progress made	
Strategies	Review	
Target 3	Progress made	
Strategies	Review	
Evaluation of progress		
Next steps to be taken		
Additional actions to be taken		
Action	When	By whom

Agreed by	Signature
Pupil	
Parents/carers	
School	

Appendix 1 - Guidance

What is a Pastoral Support Plan (PSP)?

The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion. This guidance aims to provide both a school management process and procedural framework within a PSP in any Blaenau Gwent school.

The PSP procedure and process is designed to support those pupils for whom the normal school based strategies have not been effective. A PSP is a structured intervention for pupils at risk of permanent exclusion. The aim of the PSP is to involve the pupil, parent and family in the shared challenge of improving behaviour and social skills and ensuring social and educational inclusion.

The PSP should not be used to replace the normal Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice.

A PSP is essentially a school based and owned process. Schools and parents/carers will for the most part, be providing the additional support, interventions, adaptations and communication that are agreed.

Given the intensive nature of a PSP, schools need to target those pupils whose behaviours mean that they are at risk of permanent exclusion. A number of factors may be considered including the number of fixed term exclusions (three exclusions or more than ten days in one term should certainly be a trigger), integration from a managed move or starting at a school following a permanent exclusion. There is an expectation that pupils who receive three or more fixed term exclusions that amount to more than ten days' exclusion will be placed on a PSP.

It is for individual school leadership and management to decide upon the number of PSP's that it can manage at any one time, but given the fact that each one will require additional intensive support over and above that, that could be agreed as part of a normal Individual Education Plan (IEP) it is likely that only small numbers can be managed.

There would have to be a good reason for a pupil not to be on a PSP at the point of permanent exclusion. It would be expected that a PSP would have been in place within the last two terms. The PSP process is useful in co-ordinating support and reviews of alternative packages. The decision to propose a PSP should be done in conjunction with the school's behaviour policy.

Who should be invited to a PSP meeting?

An Inclusion Officer should be invited to attend the first meeting. This allows them to hear a potted history of issues and support to date. If by the time the interim and final reviews are held, things have not progressed then the Inclusion Officer should be invited to these meetings. The Inclusion Officer keeps records of all the information sent. This can be particularly helpful and important if he/she is supporting schools, for example in cases where parents/carers feel that a school is not doing enough to support a child or young person.

What should already be put in place?

Before initiating a PSP, the following should have been considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum
- adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- baseline behaviour assessment
- discuss difficulties with pupil
- discuss difficulties with parents/carers
- consult colleagues in department, key stage, pastoral team and/or ALNCO regarding special educational needs
- additional staff training
- IEPs with smart targets and regular reviews

- referral to and liaison with EPS and any other Outside Agencies
- withdrawal from lessons
- flexible curriculum and/or individualised timetable
- use of IT
- risk assessment
- allocation of a key worker
- managed move
- internal exclusion
- restorative approaches work
- CAF

If it is decided that a PSP is the best way forward, the school staff member identified as being responsible for co-ordinating monitoring and reviewing a PSP needs to initiate a meeting.

What does an effective PSP look like?

Before the meeting

The nominated person at the school for organising PSP's should arrange a PSP and invite the parents/carers (a model letter is available – Appendix 4) and appropriate outside agencies, as well as ensuring that key staff that are involved with the child are included. It would be advisable to check an Inclusion Officer is available before booking the date.

At this stage, the co-ordinator needs to ensure that the parents/carers and pupil understand the nature of the process before the initial meeting. Close liaison with the ALNCO is paramount.

Schools should also remember that good practice indicates that PSP's are most effective when there are on-going weekly meetings between the school and the parents/carers to discuss progress against the agreed targets.

Schools should ensure a suitable room is available.

The Staff Questionnaire (Appendix 2) should be completed to elicit staff views about the pupil and highlight the main areas of concern.

The Parent Questionnaire (Appendix 3) should be sent to parents/carers to give them the opportunity to describe the qualities in their child and express their own concerns.

A member of staff who has a good rapport with the pupil should elicit how the pupil feels about the current situation. The pupil should be encouraged to express views freely and honestly and they should be recorded uncritically. (Appendix 5 can be used for Primary pupils and Appendix 6 for Secondary pupils.) The purpose of a PSP should be explained to the pupil and the agenda of the initial meeting shared before the meeting.

The Initial Meeting

The following information needs to be available at the meeting:

- The Initial Summary Sheet
- An up to date Behaviour Log
- Completed Staff questionnaire(s) (Appendix 2)
- Completed Parent Questionnaire (Appendix 3)

This may be presented as a written summary of significant information.

Parents/carers and school staff will need to consider whether the pupil should be present for the whole meeting or whether it may be appropriate for him/her to contribute towards the end.

The chairperson will need to clarify the purpose and aims of the meeting, encourage brief introductions and run through the agenda (Appendix 7). A note taker should be agreed.

Everyone should have the opportunity to have their say and offer some contribution to the solution to the issues.

At the conclusion everyone will need to be clear about what is to be done, by whom and by when. A consistent approach both in and out of school is necessary to affect a positive outcome.

Targets agreed at the meeting will need to be distributed to all appropriate staff the next school day.

A record of the meeting (not minutes) will need to be sent to everyone who attended and others who are involved.

A date for the next meeting will need to be set which includes key professionals.

PSPs run for approximately 16 weeks or a similar length of time at the discretion of the meeting

Ongoing Support

At the initial meeting monitoring arrangements will have been made explicit. These would usually be weekly or fortnightly with a key member of staff (although in exceptional circumstances, daily reporting may be helpful).

The most effective PSP's are where there is ongoing communication between school and home. There should therefore be a commitment from both the school and the home for adults to meet each week to review how things are going. The pupil may be included for all or part of the meeting. This will provide opportunities to share successes and if necessary amend any arrangements to support the pupil to continue to move forward.

The Mid Term Review

A midterm review meeting between the pupil and all the participants from the initial meeting will be useful to reflect on the progress to date. An outline agenda can be found in Appendix 7.

The focus of the meeting should be on areas of improvement and the pupil should be praised for progress made. The half way point is the occasion for encouraging further and

better efforts. The aim is to assess what is working, maximise it and to shift the emphasis away from what has gone wrong. Adjustments can be made to the routine, content and targets in the programme. Prior to the meeting the pupil's views should have been sought about how they feel they have made progress against the targets and strategies that are in place.

Where targets have been achieved, subsidiary or consequent targets can be introduced. It is important both to keep up momentum and to monitor and evaluate targets.

The idea of the session is to give pupils the opportunity to identify what has gone well, what effect that has had and how to replicate success.

The Final Review

Although it should have been clear at some point in the second half of a PSP whether or not the programme has been successful, reviewing and assessing the intervention is an integral part of the process. Appendix 7 provides an outline for this review meeting.

Focusing on solutions is the key. If the current provision is not meeting the pupil's needs what further measures can be put in place to help a pupil sustain his/her place in mainstream schooling. The experience of the programme should provide excellent information from which to plan for the future.

An assessment by the school of each programme will help develop knowledge for subsequent PSPs. Identifying what went wrong has a place, but of far greater importance is to examine, replicate and develop what went right.

The procedures following a PSP could be as follows:

- School repeat PSP
- Look for a planned request for change of placement

Appendix 2 - Staff Questionnaire

Name:		Class:				
National Curriculum Levels						
Speaking and Listening		Reading				
Writing		Maths				
Any additional Comments regarding their learning						
Please rate his/her behaviour this term						
5 – Very good	4	3	2	1 – Very poor		
Please rate the behaviour of the class						
5 – Very good	4	3	2	1 – Very poor		
Please rate the pupil's behaviour in each of these aspects:						
Positive to teacher	5	4	3	2	1	Negative to teacher
On task	5	4	3	2	1	Off task
Self-contained	5	4	3	2	1	Attention seeking
Appropriate behaviour	5	4	3	2	1	Inappropriate behaviour
Positive to peers	5	4	3	2	1	Negative to peers
In their place	5	4	3	2	1	Out of their place
Appropriately equipped	5	4	3	2	1	Inappropriately equipped
Work up to date	5	4	3	2	1	Work behind deadlines
Able to follow instructions	5	4	3	2	1	Ignores instructions
Puts up their hand	5	4	3	2	1	Calls out
Answers appropriately	5	4	3	2	1	Answering back
Homework always done	5	4	3	2	1	No homework done
Calm when others behave inappropriately	5	4	3	2	1	Reacts badly when others behave inappropriately

Things this pupil does well in school	
What strengths / skills does the pupil demonstrate in other areas?	
What specific behaviours shown by this pupil regularly cause concern?	
Any other comments you may wish to make.	
Please return this form to:	
Return date:	

Appendix 3 - Parent Questionnaire

Name:	Class:
What do you think are your child's best qualities?	
What sort of things worry you about your child?	
When did you first notice difficulties with your child's behaviour?	
How does your child behave at home?	
What do you think we can do to help your child at school?	
Is there anything else you think we should know about?	
I/We will/will not be able to come to the meeting. Please delete as applicable.	
Signed:	Date:

Appendix 4 - Letter to Parents/Carers

Dear _____

As you know we are worried that _____ may be placing themselves at risk of permanent exclusion from school. We want to do everything we can to avoid this, and are asking for your help.

We would like you to come to a meeting to plan a support plan for _____ on _____ at _____.

It will be an opportunity for you to give us your views and will enable us to work together to help _____ to be successful in school. We have also invited staff from the school and professionals from other services to attend.

Would you please complete the form and return it to me by _____? If you wish to add additional information, please do so overleaf.

Thank you for your help.

Appendix 5 - Pupil View – Primary

Name:		Date:		
Class:		Year Group:		
<p>Please help us by saying how you feel you are getting on in school. A grown up you trust can help as much as you want but they need to record your ideas and comments in your words.</p>				
Activity	Happy	Okay	Sad	Comments
Reading				
Writing				
Maths				
PE				
Computers				
Science				
Art/Craft				
Carpet/Listening time				
Working by yourself				
Working with a group				
Assembly				
Playtime				
Lunchtime				
Homework				
With friends				
With teachers				

What things do you enjoy doing in school?

What things do you find tricky in school?

What would make school better for you?

What do you enjoy doing when you are not at school?

Appendix 6 - Pupil View – secondary

Name:		Date:	
Tutor Group:		Year Group:	
How would you describe yourself?			
What things do you like doing at school?			
What things do you find tricky in school?			
What would make school better for you?			
What do you enjoy doing when you are not at school?			

What do you think about your behaviour in?					
	Very Good	Quite Good	OK	Poor	Very Poor
Classrooms	5	4	3	2	1
Corridors	5	4	3	2	1
Assembly	5	4	3	2	1
Toilet	5	4	3	2	1
Breaks	5	4	3	2	1
Outside school	5	4	3	2	1
Canteen	5	4	3	2	1
How do you feel you generally behave?					
5 – Very Good	4	3 - Average	2	1 – Very Poor	
Do you think your behaviour needs to change?					
Yes			No		
How do you feel about changing your behaviour?					
5 – Able to change	4	3 – May be able to change	2	1 – Unable to change	
Would you like some help to change your behaviour?					
Yes			No		
What would that help look like?					

Appendix 7 - PSP Meeting Agenda

Initial PSP Meeting Agenda

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil does well (Class teacher, Head of Year/House or form tutor)
5. Analysis of staff questionnaires (SENCO)
6. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
7. Parent comments
8. Pupil comments (Their view should be given if they are not attending)
9. Contributions from other professionals
10. Summary and target setting
11. Strategies to support targets including rewards.
12. Monitoring and review arrangements
13. Dates of next meetings – weekly session, interim review, final review.
14. Thanks

Interim PSP Meeting Agenda

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil is doing well (Class teacher, Head of Year/House or form tutor)
5. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6. Parent comments
7. Pupil comments (Their view should be given if they are not attending)
8. Contributions from other professionals
9. Summary of progress to date
10. Review of targets and strategies to date, any additional actions
11. Monitoring and review arrangements
12. Thanks

Final PSP Meeting Agenda

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil is doing well (Class teacher, Head of Year/House or form tutor)
5. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6. Parent comments
7. Pupil comments (Their view should be given if they are not attending)
8. Contributions from other professionals
9. Summary of progress
10. Review of targets and strategies
11. Next steps
12. Thanks

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POLICY FOR THE EDUCATION OF PREGNANT SCHOOL GIRLS AND SCHOOL AGE PARENTS

Education Inclusion Service

**Policy for the Education of
Pregnant School Girls and
School Age Parents**

July 2021



Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

Education Inclusion Services

Policy for the Education of Pregnant Schoolgirls and School Age Parents

Policy for the Education of Pregnant Schoolgirls and School Age Parents

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Introduction

This policy has been developed to support pregnant schoolgirls and teenage parents in continuing their education. It outlines the responsibilities of the local authority and schools and the need to ensure adequate support and safeguarding arrangements and child protection procedures are in place. It is essential that all agencies work together to provide a co-ordinated support package for the young person.

The legislative framework:

This policy is cognisant of the 2016 Welsh Government Pupil Support and Inclusion Guidance as well as the Protocol from All Wales Child Protection Procedure which in accordance with the Sexual Offences Act 2003 states that:

- Children under the age of 13 are of insufficient age to give consent to sexual activity;
- For young people aged between 13 and 16 whilst mutually agreed, non-exploitive sexual activity between teenagers does take place, the age of consent should still remain at 16. This acknowledges that this group of young people is still vulnerable, even though they do not view themselves as such; and,
- For young people over the age of 16 but under the age of 18 consideration needs to be given to sexual exploitation and abuse of power and where appropriate a referral needs to be made.

In any of the above circumstances a member of staff receiving the disclosure should not promise to maintain confidentiality and should share the information with the schools Designated Safeguarding Officer who will then determine the most appropriate course of action, which in the case of children under the age of 13 will involve an automatic child protection referral.

The Equality Act 2010

The Equality Act 2010 removed the exemption that previously applied to schools about bringing discrimination cases on the grounds of pregnancy and maternity. This means that pupils should not be excluded because of their pregnancy or be required to study at home or in an alternative provision when they wish to remain in school. Pupils must also be allowed to return to school once they have had their babies.

The responsibilities of the local authority

The local authority has a statutory duty to provide suitable education for all pupils who reside in the local authority and ensure all learners are kept safe. This includes pregnant schoolgirls and young parents.

Child Protection

In line with the Wales Safeguarding Procedures (2019):

When a girl under the age of 13 is known to be pregnant, an immediate referral to Social Services **MUST** be made.

Any staff member in a school setting who becomes aware that a girl is pregnant must inform the school's Designated Safeguarding Officer who will determine the most appropriate course of action and ensure appropriate support and safeguarding arrangements are in place. Further advice may be sought from the Safeguarding in Education Manager, Sarah Dixon (01495 356016 / 07815 005241).

Any professional in any learning setting in Blaenau Gwent must not assure confidentiality to a young person, under the age of 18. Appropriate safeguarding and child protection procedures must take precedence. The duty of confidentiality is not absolute and must not be assured or guaranteed.

Any decisions regarding disclosure must be justified according to the particular facts of the case and guidance and documented accordingly. Advice should be sought in cases of doubt from Social Services, Information, Advice and Assistance team.

The responsibilities of the schools

When a school becomes aware that a pupil on their roll is pregnant they should follow the Child Protection guidance and safeguarding arrangements as set out in this policy. The school must also make sure that the pupil is made aware of local services and how to access them.

The school should inform the school's Education Welfare Officer so that appropriate support can be put in place. This support could include counselling, youth service projects or Families First. The head teacher will ensure that the pupil is able to continue with their education and that teachers and other pupils deal with the pregnancy sensitively.

A meeting should be arranged in school to complete a risk assessment, to develop a pre and post-natal plan and look at what multi-agency support might be needed. This may include counselling if the young mum wants to talk about her situation and options. Awareness is needed of the reaction of other pupils to the pregnancy and the support structure that may be needed for the young mum regarding this. Childcare arrangements should form part of the meeting. The risk assessment will need to be reviewed every trimester.

The Youth Service are able to support the young mum using the Baby Think It Over (BTIO) programme to help develop the young mum's confidence and skills (also dads). Other ways in which the Youth Service could provide support should also be explored.

It is good practice for schools to identify a designated person to have responsibility for school age parents so that they can oversee the young person's educational and pastoral support needs. This could be the Designated Officer for

Safeguarding in the setting. It should be noted that pregnancy is not a reason for exclusion.

School Attendance

The pregnant school girl is expected to attend school as regularly and punctually as her pregnancy allows as she is still a child of compulsory school age. Where necessary the pupil should be allowed out of class to rest during the day.

Pregnant schoolgirls and expectant young fathers are entitled to attend ante-natal classes. These absences should be authorised and code 'C' must be used for registration purposes.

A schoolgirl who becomes pregnant is entitled to up to 18 weeks authorised absence to cover the time immediately before and after the birth. It would also be reasonable to authorise two weeks' paternity leave for the expectant father following the birth. Code 'C' must be used for registration purposes for both young mum and dad.

The school should consider how they can best support the pupil's education during the period of maternity leave, for example by sending work home.

After the period of maternity leave, the young mother should return to the school at which she is on roll. There may be instances when it is agreed, in consultation with the pupil and her parents/carers that a return to mainstream education would not be in her best interests. In this situation the school are advised to seek guidance from the Inclusion Service.

Breastfeeding has a strong protective effect on the health of the mother and baby. It is important that schools support the student's choice to breastfeed. If the childcare is close to the school, the pupil should be allowed to leave at agreed times or arrangements made for the baby to be brought into school. The school should identify a private area to enable the student to express milk and provide suitable facilities to store milk during the school day.

Young parents are also entitled to some time off to care for their baby in the case of illness. Absence in this instance should be classified as 'authorised' for the mum or the dad. However, should this be an ongoing issue it would be advisable to contact the allocated EWO to discuss what support is available.

Supporting Young Parents

Schools should be supportive of both parents, acknowledging the additional needs that school age fathers and fathers-to-be have. In some cases, the parents may attend the same school. Schools may need to consider offering counselling or additional support to the father as appropriate.

Childcare

The availability of childcare facilities should be taken into account when considering options. Lack of appropriate or affordable childcare provision can prove to be a significant barrier to participation in education. The Family Information Service can provide advice to the young parents about accessing childcare. Families where both grandparents are working, or where a lone grandparent works, may be eligible for the childcare element of the Working Tax Credit for the childcare of their grandchild while they are claiming child benefit for that child. Further information about Working Tax Credit is available by calling 0345 300 3900.

Provided that appropriate education and free childcare facilities are available, any pupil who still fails to attend education will be liable to the same legal action as any other pupil. Where there are childcare problems the young parent should contact the designated Education Welfare Officer to see whether there are alternative educational arrangements that could be made.

Wherever possible, pregnant schoolgirls and young parents will continue their education in mainstream settings. However, where there are medical or psychological difficulties preventing this then an alternative placement or part-time education will be considered.

Appendix 1

School Risk Assessment - Example

To be completed by schools educating a pregnant schoolgirl

Extra-curricular school visits and events necessitate a separate risk assessment.

Young parent name:	Tutor group:	Estimated date of delivery:
Young parent lead:	Risk assessment lead:	Current planned maternity leave date:
Risk assessment date:	Review date:	Review date:
Emergency contact numbers: Parent/Guardian emergency contact number 1 – Parent/guardian emergency contact number 2 –		
Pregnancy and coronavirus guidance: The coronavirus environment and official guidance is constantly evolving. Please see the latest NHS pregnancy and coronavirus guidance to inform your risk assessing. https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/pregnancy-and-coronaviru Your workplace risk assessment should already consider any risks to female employees of Childbearing age and, in particular, risks to new and expectant mothers. As part of your risk Assessment, you should consider whether adapting duties and/or facilitating home working may be Appropriate to mitigate risks. It is recommended that schools follow the same principles for pregnant pupils, in line with their wider Health and safety obligations. From week 28 if school are unable to offer a separate room for the pupil to work in, remote learning should be offered. If it is felt that this would be unsuitable due to additional learning needs then an I needs to be completed and forwarded to the Inclusion service, along with a current risk assessment.		
Additional Notes		

--

Activity or Risk	Hazard	Control Measures In place	Further Controls Measures required Y/N
Manual handling of equipment and school books/bag.	Excessive manual handling increases the potential for postural issues to arise. Risk may increase as the pregnancy progresses.	<ul style="list-style-type: none"> - Pregnant schoolgirl should take particular care when moving or carrying any loads and should not presume that she is capable of moving equipment "as normal". - Reduce manual handling tasks where possible and alter the way the task is done to minimise fatigue and reduce physical stress. - Provide a locker to reduce the need to carry heavy loads. - These measures are especially important from the 28th week of pregnancy onwards. 	N
<p>Exposure to shocks, vibration, sudden movements.</p> <p>Risk of impact injuries, falls and being knocked over.</p>	<p>Regular exposure to shocks and vibrations can lead to health complications for the unborn child.</p> <p>Impact injuries, falls and being knocked over can lead to health issues for the pregnant schoolgirl and her unborn child.</p>	<ul style="list-style-type: none"> - Workstations to be assessed taking the schoolgirl's need for more space into account. - Pregnancy pass (or similar more discrete pass if appropriate) issued permitting schoolgirl to leave class five minutes early to avoid congestion in corridors and to avoid queueing for lunch. - Agreed quiet space can be accessed during break and lunch to avoid congested social areas. - Contact sports ceased. No new sports not already undertaken before pregnancy, to be started in PE. 	N

<p>School activities causing physical fatigue.</p>	<p>Fatigue caused by excessive physical exertion can lead to significant health issues for the unborn child.</p> <p>Fatigue caused by over exerting during P.E lessons or walking around a large school site with urgency and multiple flights of stairs</p>	<ul style="list-style-type: none"> - In discussion with the schoolgirl, adjustments to the length of school day and lessons undertaken should be under regular review. - Seating to be provided where possible and additional rest breaks should be considered. - Access to food and drink between lessons for regular snacking, a bottle of water accessible during lessons. - The amount and type of exercise a pregnant schoolgirl is able to undertake within P.E. lessons to be determined by the schoolgirl in collaboration with her P.E. teacher or identified mentor. - Pregnancy pass (or similar) issued to allow schoolgirl to leave class five minutes early so she can take her time and not rush around the school site. - Consider if a lift pass would be appropriate. 	<p>N</p>
<p>Using chemical agents during science lessons.</p>	<p>Use of chemical substances may cause ill-health to the pregnant schoolgirl and her unborn child.</p>	<ul style="list-style-type: none"> - Normal safety practices which apply to all students will protect the pregnant schoolgirl and her unborn child. - Consider seating plan allow the schoolgirl to be sat in a well ventilated part of the classroom to minimise exposure to smoke and fumes. 	<p>N</p>
<p>Ingesting harmful foods during food</p>	<p>Ingesting foods the NHS recommends</p>	<p>Food technology teacher should be aware of the pregnancy and educated on which foods pregnant women should avoid.</p>	<p>N</p>

		- Particular care is taken to ensure the pregnant schoolgirl avoids food the NHS has recommended pregnant women avoid	
Extended use of computer equipment during lessons.	Postural issues may occur through being seated for extended periods of time.	- Workstations assessed taking into account additional needs such as more space needed and postural support. - Sufficient rest breaks to be taken away from the screen.	N
Working in extremes of hot and cold.	Pregnant schoolgirls may be more susceptible to heat stress and may generally feel more uncomfortable in extreme conditions.	- Pregnant schoolgirl not to be in areas where temperatures are especially hot or cold. - Consider additional rest and refreshment breaks.	N
Evacuation in an emergency	Pregnant schoolgirl may be injured through impact with other evacuees during evacuation.	- Personal Emergency Evacuation Plan put into place, schoolgirl fully informed of plan in case of emergency. - Key staff informed of pregnancy	N
Access Arrangements to and from school.	Fatigue through travelling and risk of knocks and bumps from travelling in crowded areas.	- Schoolgirl to allow adequate travel time so no need to rush. - Consider using alternative modes of transport if appropriate - Consider travelling and arriving/leaving school before it becomes crowded.	N
Poorly fitting school uniform due to an inevitable increase in size during pregnancy.	Severe discomfort leading to adverse effects. Difficulty wearing school uniform.	- Allow comfortable clothing, ideally in school colours. - Consider if some uniform, such as a blazer, could be comfortably worn in a larger size.	N
First aid needs to be administered.	Pregnancy not taken into account during administration of first aid.	- First Aiders are discretely familiar with the pregnant schoolgirl - First Aiders and team responsible for calling an ambulance have quick access to	N

		<p>emergency contact details.</p> <p>- Pregnant schoolgirl to keep maternity notes with her throughout the school day.</p>	
Sitting exams.	<p>Increased stress and anxiety potentially causing health complications.</p> <p>Postural issues from being seated for long periods.</p>	<p>- Pregnant schoolgirl to be assessed for Exam access arrangement needs and necessary provision made.</p> <p>- Postural support should be provided.</p> <p>- Emotional support provided through a mentor or through mental health services</p>	N

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POLICY AND GUIDANCE FOR SCHOOLS ON THE USE OF REDUCED TIMETABLES

September 2021



POLICY AND GUIDANCE FOR SCHOOLS ON THE USE OF REDUCED TIMETABLES

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1.0 Purpose

This guidance is intended to support all maintained Blaenau Gwent schools, Pupil Referral Units and specialist provision settings, hereafter referred to as 'schools', in the appropriate use of reduced timetables (sometimes referred to as 'partial' or 'part-time' timetables), within the current legal and safeguarding framework for pupils deemed medically fit to attend school.

This guidance does not refer to the 'staggered' introduction of reception-aged pupil.

2.0 Summary

There is no statutory basis upon which to establish a reduced timetable, however, in exceptional circumstances schools may need to implement a reduced timetable in order to support a pupil who cannot attend school full-time for a short, agreed period.

To ensure that the application of a reduced timetable is time-limited and that re-integration to full-time education occurs swiftly and is appropriate to the pupil's personal needs, abilities and circumstances, BGCBC is sharing this guidance with all schools in respect of all pupils of statutory school age.

Schools and education settings have a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes.

In very exceptional circumstances, where the needs of a pupil require it, (for reasons outlined below), it may be reasonable for schools to consider placing a pupil on a reduced timetable for a short period. As the pupil's ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil would be re-integrated quickly into full-time education.

For the purposes of this guidance, a reduced timetable means by agreement with the parent/carer, school and the Senior Education Welfare Officer, that the number of hours spent in education is reduced for a time-limited period of usually no more than six weeks. Schools should consult with all appropriate agencies involved with a pupil when considering a reduced timetable.

Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment, safeguard the well-being of all children and young people and reduce the likelihood to the school of charges being made in respect of a failure to educate.

3.0 What is a reduced timetable?

All pupils are entitled to a full time education consistent with their Key Stage.

The WG recommendations are that the school offer for the taught curriculum on a weekly basis should be:

- Reception and Years 1 to 2 (children aged 5 to 7): 21 hours
- Years 3 to 6 (children aged 7 to 11): 23.5 hours
- Years 7 to 10 (children aged 11 to 15): 24 hours
- Year 11 (children aged 15 to 16): 25 hours

However [s19](#) of the Education Act 1996 permits a Local Authority to not provide full time education if it is considered in the best interests of the child.

If a school decides to implement a reduced timetable, then there must be a suitable reason to take such an approach as they could be found to have discriminated against a pupil (contrary to s15 of the Equality Act 2010) by a tribunal because the pupil has been denied full time education.

A reduced timetable is one which restricts a pupil's access to a full time curriculum. Careful consideration must be given by schools to the impact that reduced timetables will have on a pupil's entitlement, academic progression and any safeguarding issues that may arise as a consequence of a reduced timetable being implemented.

4.0 General Principles of a reduced timetable

4.1 In very exceptional circumstances there may be a need for a temporary reduced / part-time timetable to meet a pupil's individual need. For example, where a medical condition prevents full-time attendance in education and reduced / part time timetable is considered appropriate to support the pupil's medical needs at this time. This package should form part of a planned reintegration package. A reduced timetable should be supported by a timetable comprising blended learning led by and monitored by the school and that it is suitable for the individual pupil.

4.2 The Local Authority advice is that schools should keep detailed records of the learning programmes provided to the pupil and identify a teacher /teachers who will be responsible for marking completed work and providing feedback to the pupil.

4.3 A reduced / part-time timetable must not be treated as a long-term solution and any agreement must have a time-limit by which point the pupil is expected to attend the school on a full-time basis. (Timescales are outlined in 5.3 below) If despite a robust reintegration plan a child/young person does not respond positively to school, consideration may need to be given to reviewing the current provision. If this is the case

the school should call a meeting with parents, Senior Education Welfare Officer and other relevant LA Officers; e.g. Family First to discuss if other agencies can provide advice and support to address underlying need or Outreach Support to discuss strategies to support the pupil.

4.4 Where a pupil has a Statement of Special Educational Needs or an Individual Development Plan delegated then a reduced / part-time timetable should only be used in exceptional circumstances and agreement must be obtained from the ALN Manager. A pupil should not be considered for a part-time timetable because of their additional learning need as this may constitute discrimination.

4.5 For a pupil who is looked after (either through agreement under section 76 of the Social Services and Wellbeing (Wales) Act 2014 or a Care Order), has a care and support plan or is on the Child Protection Register, consideration of implementing a reduced timetable must be taken in the context of the significant vulnerability of the pupil and this should be discussed with relevant agencies who may have a view as to whether or not this should be agreed. In these cases, any reduced timetable must be agreed with the Corporate Parent and the Senior Education Welfare Officer.

5.0 Reduced timetables could be implemented due to any of the following: -

- A pupil having a short term medical condition
- A pupil in receipt of tuition for long term medical reasons
- A pupil who has been excluded from school and is being reintegrated back into school

5.1 When agreed by school's / education providers, Local Authority and parents/carers as part of a planned reintegration approach for a pupil who has not attended school / provision for a period of time due to a significant event such as illness, disability or mental health issues

5.2 Where a pupil has an on-going medical condition, which results in them being unable to attend school as a result of the condition, then schools can refer them to the Local Authority for tuition in line with Local Authority practice.

5.3 In limited circumstances reduced timetables are used as a method of managing a pupil at risk of exclusion. The Local Authority identify that this may only be chosen after other strategies have been implemented and exhausted. In this case the Local Authority advice is that these are for a maximum six-week period with regular reviews.

NB Where a reduced timetable is agreed, the offer or provision must also include blended learning through the school's hub to ensure continuity of learning. If the pupil does not have access to suitable technology to access this, the school would be expected to provide the equipment necessary to do so.

6.0 Implementing a reduced timetable

6.1 When considering placing a pupil on a reduced timetable, the school must:

- be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be a clear and evidenced rationale for considering a reduced timetable as an intervention aimed at supporting the needs of the pupil. A detailed assessment undertaken by the school with relevant evidence from an appropriate professional must be available to inform the decision in line with the rationale for a reduced timetable (e.g. if it is felt that a pupil requires tuition as they are not in a position to engage with the full curriculum due to significant medical/wellbeing concerns then this must be supported by appropriate advice from a CAMHS consultant prior to a referral being made for tuition, or if a pupil is struggling to access a full day in school then EPS advice should be sought as to appropriateness of a reduced timetable with the aim of reintegrating the pupil and enabling them to access a wider range of provision in school.
- formally notify the Senior Education Welfare Officer and where appropriate also alert the ALN Manager that this approach is being considered. Either Officer will link with relevant officers, i.e. EP, EWO, Social Worker to ensure agreement from the Local Authority
- clearly evidence all strategies that they have implemented to engage the pupil in a formal document such as a Pastoral Support Plan
- ensure ethical and informed permission has been secured from parent / carer. This will be underpinned by a written agreement with the parent / carer ensuring signed parental permission prior to the commencement of a time limited reduced timetable. If the parent does not agree, the reduced timetable arrangements cannot be implemented. In these circumstances the school must consider alternative interventions
- complete a detailed written action plan with clear objectives, agreed with the parents / carers and the pupil and involving a relevant Local Authority Officer, demonstrating a clear path of planned reintegration from part time to full time provision over a maximum of a six-week period, reviewed regularly.
- ensure that the written agreement / action plan is provided to the Local Authority within 2 days of its completion
- ensure that review information is provided to the Local Authority within 2 days of each review
- ensure the pupil has an active involvement in the process of planning, reviewing and evaluating the planned intervention
- ensure full time education is in place at the end of the agreed period or arrange a review meeting to identify the way forward. A maximum of one further period of six

weeks should only be agreed in exceptional circumstances with parental and Local Authority agreement. In this case, the school should revisit the plan to reflect the need for an extension.

- ensure that where the pupil has a Statement of Special Educational Needs/Individual Development Plan, a copy of the reintegration plan must also be sent to the Statutory ALN Team so that it can be included in the pupil's file. The Local Authority must agree to the intervention and a reintegration (reduced) timetable must not interfere with any additional support given to a pupil due to his/her educational needs.
- amend / undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the child / young person. It is essential that the pupil's welfare during any absence from school is considered.
- amend any other existing documentation as appropriate to reflect the reduced timetable
- ensure the blended learning offer is in place and that the pupil has the necessary equipment, IT infrastructure and skills to access the school's learning platform
- ensure parents / carers are clear they are taking responsibility for the pupil when he/she is not in school and guarantee that the pupil will be supervised off site and that this is recorded on the agreement
- provide termly returns to the Senior Education Welfare Officer indicating the numbers and names of learners who are accessing reduced timetables (in line with Local Authority practice for monitoring)

7.0 Roles and responsibilities

7.1 The school must:

- Notify the Senior Education Welfare Officer (and where necessary also notify the ALN Manager) that a reduced timetable is in place
- Meet with parent / carer to consider proposals
- Provide the pupil with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements should be made to ensure that the work is marked; assessed and constructive feedback is given to the pupil.
- Establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff.
- Ensure the written agreement and action plan is completed and shared with the Local Authority

- Ensure effective communication with parents or carers and key professionals with regard to progress towards the pupil's full re-integration to school.
- Record the pupil's attendance, using the appropriate registration codes, any sessions where the pupils are undertaking blended learning from home whilst not directly supervised by a school member of staff would be coded "C" i.e. an authorised absence
- Consult with Local Authority and provide appropriate information as outlined above to enable Local Authority to make an informed decision and consider the need for officer involvement (if not already in place) if an extension to the initial 6-week period is being sought

5.2 The Local Authority must:

- ensure appropriate monitoring and challenge by collecting termly returns
- agree to any request for a further extension to a part time timetable for it to continue beyond 6 weeks
- undertake quality assurance with schools to audit arrangements where part time timetables are in operation

Appendix 1

Reintegration (Reduced) / Part-time Timetable Process Flow chart

Step 1. School informs Senior Education Welfare Officer that it is considering implementing a reduced timetable and also inform relevant LA Officers; e.g. ALN Manager, Social Worker as required. Consultation with ALN Manager would be required if a pupil has a statement

Step 2. School gathers clear evidence in the form of robust assessment information to support the rationale for a reduced timetable.

Step 3. Local Authority discuss request and give agreement if pupil in receipt of additional funding/provision or is known to Social Services

Step 4. School meets with parents / carers.

Step 5. School completes written agreement and action plan and provides copy for Local Authority

Step 6. Named senior member of school staff to monitor and review at agreed periods and at the end of the 6-week period. Review information to be shared with Senior Education Officer and where appropriate ALN Manager.

Step 7. Meeting arranged to agree way forward

Step 8. A further period of 6 weeks may be considered in exceptional circumstances with agreement from the Local Authority. *

*If the Local Authority do not give agreement further discussion would be required with relevant officers before extending the reduced timetable period.

Appendix 2

Reintegration (Reduced) / Part-time Timetable Consent Form and Action Plan

Pupil Name:		UPN:	
Date of birth:		Gender: MALE/FEMALE	
School:		Year Group:	
FSM: YES/NO	CLA: YES/NO	EAL: YES/NO	ALN: YES/NO
If FSM: What arrangements that have been made to ensure child has access to lunch meals?			
If CLA: Who have proposals re amended timetable been discussed with and what were their view?		Local Authority:	
		Name of Social Worker:	
		Social Worker View:	
		Discussed with Senior Education Welfare Officer:	
		Senior Education Welfare Officer View:	
Is pupil on Child Protection Register/ Child In Need of Care and Support?		Name of Social Worker:	
		Social Worker View	
Have any safeguarding issues been highlighted and discussed with Safeguarding in Education Officer?		SIE Officer view:	
Is the pupil in receipt of ALN provision?		Discussed with ALN Manager:	
		ALN Manager View:	
Has the child had a part-time timetable before? YES/NO		If yes, when:	

Name of parents / carers:	
Name of lead person at school:	
Date when this has been discussed and agreed with head teacher by lead person at school:	
Name of head teacher:	
Name of lead LA Officer	
Name of EP:	
Name of EWO:	

Reason for reduced / part time timetable (Including evidence)
<ul style="list-style-type: none"> • A pupil having a short term medical condition • A pupil in receipt of tuition provision for long term medical reasons • A pupil who has been excluded from school and is being reintegrated to school

Date of meeting agreeing the part-time timetable:	
Persons Present at above meeting:	
Start date of part-time timetable:	
Number of hours in education each week	
Review date of part-time timetable:	
End date of part-time timetable:	

--	--

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Time in school					

Objectives of part time /reduced timetable:

Reintegration Plan

Review date	
Outcome:	

I / we agree to my child being placed on a reduced / part time timetable for a time limited period in line with the Local Authority policy on reintegration timetables. This has been discussed with me in detail and I understand that this is an intervention to support the reintegration of my child into full time education.

I agree to take full responsibility for my child during the hours they are not attending school / education

Parent/carer signature:

Date:

School signature:

Date:

Other signatures (if required):

LA Officer:

Date:

Social worker:

Date:

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HARD TO PLACE PROTOCOL

**Education Inclusion Service
Hard to Place Protocol**

September 2021



Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

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Aim of the Hard to Place Protocol

The aim of this Protocol is designed:

- to provide a fair, equitable and open allocation of school places for those learners who do not have a school place, have been permanently excluded or require re-integration following specialist provision;
- to ensure that vulnerable learners who require a school place quickly are admitted without unnecessary delay;
- to be fair and transparent and to have the confidence of all schools with all schools working collaboratively;
- to take account of the School Admissions Code (2013) and the statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions;
- to ensure implementation in conjunction with the Blaenau Gwent School Admissions Policy for Nursery and Statutory Education;
- to ensure up-to-date and accurate records are kept of the movements in and out of all schools;
- to take account of genuine school concerns, e.g. previous serious breakdown of relationship between school and family.

Needs of Learners considered by the Hard to Place Protocol?

Learners covered under the Protocol will be those who are in years Reception to Year 11 who are not solely on a mainstream school roll or are out of school because they are in the process of transferring between schools and who fall under one of the following categories:

- Children who were permanently excluded from their last maintained school placement and are able / ready to integrate to an alternative school;
- Children attending PRUs or alternative provision who are ready to be reintegrated back into mainstream education;

- Children returning from the criminal justice system (secure estate);
- Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);
- Children who are CLA;
- Children who have been out of education for longer than two months, including electively home educated pupils where there is evidence that the child has not been in receipt of a suitable education
- Children with below 50% attendance;
- Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;
- Children of carers, Gypsies, Roma, Travellers, children whose parents offend, asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school;
- Homeless children who have been placed in temporary housing;
- Children who are in a refuge due to domestic violence;
- Children of UK service personnel where a change of location ordered by the service leads to a need for a change of school and will have experienced multiple moves;
- Children who have received 10 days' exclusions in the last twelve months;
- Children on the child protection register;

Coordinating the Hard to Place Protocol

It will be the role of a Designated Inclusion Officer (DIO) to coordinate the movement of learners who are considered hard to place, working in close liaison with the Admissions Officer who manages admissions arrangements and the general transfer process.

The role will include:

- point of contact for schools regarding hard to place learners;

- management of the Hard to Place Learner spreadsheet;
- oversight of PSPs;
- close liaison with schools, parents/carers, social services, health and other agencies to ensure a team around the learner approach for those hard to place;
- providing quality assurance of the hard to place summary forms;
- provision of regular updates to DMT, Attendance Forum, Admissions Forum and ALN QA Group.

In addition to the role of the DIO, and in line with the Welsh Government School Admissions Code (2013) and Blaenau Gwent Admissions Policy for Nursery and Statutory Education, the Admissions Forum will monitor how well the protocol is working, how quickly learners are found places, and the contribution every school in the area is making.

Determining which Learner is Hard to Place

The table below (Hard to Place Learner Summary) will be used to determine those learners who are considered hard to place. Learners will fall into one of three categories:

Level 1 – Straight admission

Level 2 – Admission with acknowledged need but not meeting criteria for hard to place

Level 3 – considered hard to place

The table sets out 14 categories each covering areas that would either cause a learner to be hard to place (such as permanent exclusion) or contribute in part to a learner being hard to place (such as a learner having been out of education).

Each category has a weighting attached to it, the sum of which determine whether a learner is considered hard to place.

NB: It should be noted that a learner who meets the criteria for Hard to Place does not mean that the learner is unable to be placed or is not appropriately placed in mainstream. It simply gives an indication of those pupils for whom a mechanism is needed to ensure a careful, coordinated and planned integration/reintegration and a recognition that the school has enrolled a pupil with particularly needs.

Nor is the Hard to Place Learner summary a list to be used to support a position that a learner in mainstream is no longer suitable for mainstream. Where schools consider a learner requires a more specialist placement appropriate documentation must be completed and submitted to ALN Panel for consideration.

Hard to Place Learner Summary

Category Score	Category	Tick if relevant	(for INC use only)
7	Children who were permanently excluded from their last maintained school placement and who are ready for re-integration to an alternative school.		
7	Children attending PRUs or Alternative Provision who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended;		
7	Children returning from the criminal justice system (secure estate);		
5	Children who are CLA and in a residential setting;		
3	Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);		
3	Children who are CLA.		
2	Children who have been out of education for longer than two months including electively home educated pupils where there is evidence that the child has not been in receipt of a suitable education;		
2	Children with below 50% attendance;		
2	Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;		
2	Homeless children who have been placed in temporary housing;		
2	Children who are in a refuge due to domestic violence;		
2	Children who have received 10 days exclusions in the last twelve months;		

2	Children on the child protection register;		
1	Children who are carers; children of Gypsies, Roma, Travellers; children where parents offend; children of asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school; children with SEN.		
1	Children of UK service personnel where a change of location ordered by the service leads to a need for a change of school;		
		Total	

Hard to Place Level

Description	Points
Level 1 - Straight forward Admission	0
Level 2 - Admission but doesn't meet scoring for Hard to Place (added to Hard to Place Learner spreadsheet)	1-5
Level 3 - Hard to place (Education Information) form to be completed	6+

The Learner form is sent to schools as part of the information requested by the Admissions Officer upon receipt of an in-year transfer request.

When the summary has been completed the scoring will determine whether a learner is considered hard to place.

Should a learner be Level 1 there is no further action required and the admission will be processed by the Admissions Officer in the usual way. Details of the learner will not be recorded by the DIO.

Should a learner be Level 2 the Admissions Officer will pass the details to the DIO who will hold the information provisionally until placement has been agreed through the Admissions process. Level 2 acknowledges a level of need but not to the extent that a learner could be considered hard to place. The DIO would allocate the scoring to the school the learner transfers to once enrolled and remove the same allocation from the school the pupil has left.

Should a learner be Level 3 then a Hard to Place (Education Information) form will be sent to the school for completion and the Hard to Place process will commence.

All in-year transfers have a 15-day processing deadline. If there is an indication or relevant additional information submitted that determines the pupil(s) is hard to place, then the transfer request will still need to be processed in line with the Blaenau Gwent Admissions Policy for Nursery and Statutory Education, within the 15-day deadline.

Foundation Schools

Foundation schools manage their own admission process and therefore reference to Admissions Officer in this document refers to both a local authority Officer in the Education Transformation Team and the admissions committee responsible for admissions in the Foundation school.

Who can refer a pupil under the Hard to Place Protocol?

An officer of the Council can refer an individual under the Hard to Place Protocol. It is anticipated that any individual who has been identified as unplaced will be referred immediately following the local authority becoming aware of their status.

Any school receiving an application outside the normal applications round can refer any applicant under the Hard to Place Protocol if they consider that the applicant satisfies the criteria referred to in the Hard to place Protocol. However, if a parent/carer has applied for a place as an In-Year Admission and a place is not subsequently offered the parent/carer is entitled to appeal this decision. The outcome of an independent School Admissions Appeal will take precedent over the Hard to place Protocol.

All referrals to the Hard to Place Protocol will be reviewed within 15 working days of the referral date.

Hard to Place Processes

Each year a significant number of learners change schools. For the majority, the change of placement will be straightforward and managed solely through the Admissions Team.

However, there are a smaller number of learners who will have a range of needs that would warrant consideration of being Hard to Place.

A number of processes are needed to ensure that for such learners' movements between schools and in and out of specialist provision are managed smoothly.

Below are processes for:

- Movements between Blaenau Gwent schools
- Learners permanently excluded from a mainstream school
- Integration from Specialist Provision into a new school
- Re-integration from Specialist Provision back into current m/s school

Movements between Mainstream Schools

The process below covers only Hard to Place pupils moving between schools following an in-year request by parents.

NB: This process sits separate to the managed move protocol although for pupils who are managed moved, once the learner is sole registered on the new school roll, and if the pupil met the level 2 or 3 criteria then the Hard to Place Learner spreadsheet will be updated to reflect the learner starting in the new school and leaving the previous school. The additional weighting will be added to the new school and subtracted from the old school.

1. Admissions form is submitted to the Education Transformation Team.
2. Admissions Officer forwards a copy of the Learner form to the current school.
3. Learner form completed and returned to Education Transformation Team.
4. If the learner scores 0 the Admissions Officer will process the admission in accordance with the Blaenau Gwent Policy.
5. If the learner scores above 0, the Admissions Officer will pass the details to the Designated Inclusion Officer (DIO).
6. If the learner scores above 0 but does not meet the threshold for Hard to Place, the learner's details and scoring will be recorded on the Hard to Place Learner spreadsheet and the Admissions Officer will be informed to proceed with the general admissions process.
7. If the learner's score meets the threshold for Hard to Place, the DIO will contact the current school and request that an Education Information Form (EIF) is completed.

8. Upon receipt of the EIF, the DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of new pupil placements accepted and pupils who have moved into other provisions or out of the Borough, as recorded on the Hard to Place Learner spreadsheet.
9. Should it be agreed that based on the current scoring a placement in an alternative school should be considered, the DIO will discuss this with the parents/carers.
10. Once a placement has been determined in discussion with parents/carers (whether the original choice of school or an alternative) the DIO will contact the school to provide a copy of the EIF and the Learner form and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

11. Should a school not agree with the placement they will be asked to complete a Hard to Place referral form which will be returned to the DIO for discussion at the Additional Learning Needs Panel (Appendix 1)
12. On receiving a referral from a school the Additional Learning Needs Panel will consider the application and make a determination as to whether the referral meets the criteria for placement on the grounds of challenging behaviour.
13. Any referral under the Hard to Place Protocol that does not meet the agreed criteria will be referred back to the named school for admittance as an in year admission. The Additional Learning Needs Panel reaching this determination will provide the School full reasoning for this decision. Schools accept that the Additional Learning Needs Panel's decision in this matter is final and all pupils will be admitted within 5 days of receipt of the Vulnerable Pupil's Panel's decision.
14. Any referral not accompanied by suitable supporting evidence from the School will not be considered. Schools will instead be required to admit any pupils as an In-Year Transfer (in order to reduce the period of time a young person is unplaced). Pupils are to be admitted as an In-Year Transfer within 5 days of receipt of the Additional Learning Needs Panel's decision.

Additional Learning needs panel decision

Any school required to admit a pupil under the Hard to Place Protocol will be provided with the full reasoning for this placement and any supporting evidence and information that would assist with the pupil's admission and transition to the school.

Once a placement decision has been made, the Chair will notify the school that has been identified, in the first instance. The Council's Admissions Department will formally notify the school and parent/carer. Schools accept the Panel's decision and must contact the parent/carer to arrange the admission within seven calendar days. The School must also notify the Admissions Department of the admission date confirming that the child is on roll.

In the event that a school refuses access of a pupil they must provide a written response to the Corporate Director of Education within seven calendar days. In this event the Council will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

Learners permanently excluded from a mainstream school

Excluded learners should only be educated outside of the mainstream where there are significant problems that need to be addressed in a different environment. For some permanently excluded learners the best course of action is for them to re-join a mainstream school within a matter of days or weeks. The longer a learner is out of school the more difficult it is for them to be reintegrated. For those who are permanently excluded from primary schools, rapid reintegration into a mainstream environment is particularly important.

For a small number of learners approaching the end of compulsory schooling it may be unrealistic to expect them to make a successful return to school. In these circumstances the LA will arrange a programme of study and experience designed to lead to further education, training or employment.

Admission authorities should not normally refuse admission to learners because of their past disciplinary record, including any previous exclusions. The Welsh Government School Admissions Code (2013) - Statutory Code Document No: 005/2013 makes it clear that admission authorities should not make subjective judgements as to the suitability of certain learners for a school.

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions. However, this duty does not apply when a learner has been permanently excluded from two or more schools and at least one of the exclusions took place after 1 September 1997. The requirement to comply with parental preference is disapplied for a period of two years following the second exclusion.

When a pupil is permanently excluded from a Blaenau Gwent school, in addition to following Welsh Government process guidance, the school will complete an Education Information Form (EIF) within five school days of the permanent exclusion being issued and forward it to the Designated Inclusion Officer (DIO).

For learners who are CLA, a meeting will also be held within the first five days following the issuing of a permanent exclusion. More details are in the section 'CLA Learners' on page 17.

The LA will convene a Permanent Exclusion meeting within five school days of receiving the EIF with Lead Officer for Inclusion, Principal Educational Psychologist, ALN Manager, DIO and a senior representative from the River Centre. The meeting will determine whether it would be appropriate for the ALN Panel to consider a placement in revolving door provision if available or whether a mainstream placement should be sought.

Option 1 – Mainstream

1. If agreed that a mainstream placement should be sought the outcome of the Discipline Committee and appeals process will be awaited.
2. If the permanent exclusion is overturned the pupil will return to school.
3. If the permanent exclusion is upheld the DIO will liaise with the parents/carers to ascertain parental choice of placement.
4. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of the Hard to Place Learner spreadsheet and pupil movements.
5. Should it be agreed that a placement in an alternative school to the one expressed as parental preference should be considered, the DIO will discuss this with the parent.
6. Once a placement has been determined in discussion with parents (whether the original choice of school or an alternative) an admissions form will be completed and the DIO will contact the school to provide a copy of the EIF and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

7. Should a school not agree with the placement they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter

remains unresolved, the Lead Officer for Inclusion will provide a brief for the Director of Education.

Option 2 - Specialist Provision

1. If agreed that a River Centre revolving door placement may be appropriate the outcome of the Discipline Committee and appeals process will be awaited.
2. If the permanent exclusion is overturned the pupil will return to the school unless it is agreed at independent appeal that because of exceptional circumstances or other reasons it would not be practical to give a direction requiring reinstatement
3. If the permanent exclusion is upheld the DIO will make contact with the parents/carers regarding placement and will:
 - a. gain parental consent for discussion at ALN Panel
 - b. gain the parents/carers and learner views
 - c. ascertain parental choice of roll school
 - d. explain next steps.
4. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference for roll school and the current position of each school in terms of the Hard to Place Learner spreadsheet and pupil movements.
5. DIO will agenda the learner for discussion at the next ALN Panel (late inclusion on the agenda is agreed in this instance).
6. DIO will inform parents/carers of outcome.
7. DIO will liaise with Admissions Officer regarding enrolment.
8. Revolving door placement, if agreed, will begin. If not agreed, the process for integration into mainstream will be followed.
9. After a period of intervention, the pupil will be reviewed and paperwork submitted to ALN Panel with recommendations (either move to mainstream or continued placement at River Centre). If the latter, DIO will agenda under 'Ongoing Placement' and provide a clear rationale as to what has been done with the pupil and what will be done differently to meet their needs to prepare for reintegration.

10. If it is the view of the ALN Panel that a mainstream placement is appropriate, then the process for 'Integration from Specialist Provision into a new mainstream school' should be followed.

Integration from Specialist Provision into a new mainstream school

This process is applicable for:

- Learners who have been permanently excluded and are awaiting placement into a new school from a specialist provision.
- Learners who attend a specialist provision on a dual registered basis but it would not be appropriate for them to reintegrate back into the school they previously attended.

1. At the point at which it is felt that a pupil is ready to integrate into a new school from specialist provision an EIF will be completed. It is not necessary for a Hard to Place summary to be completed as pupils in specialist provision for SEBD are considered Hard to Place learners automatically.
2. The DIO will liaise with the parents/carers to ascertain parental choice of placement.
3. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of new pupil placements accepted and pupils who have moved into other provision or out of the Borough, as recorded on the Hard to Place Learner spreadsheet.
4. Should it be agreed that a placement in an alternative school should be considered, the DIO will discuss this with the parent.
5. An admissions form will be completed.
6. Once a placement has been determined in discussion with parents (whether the original choice of school or an alternative) the DIO will contact the school to provide a copy of the EIF and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

7. Should a school not agree with the placement they will be asked to complete a Disagreement form which will be returned for discussion

between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter remains unresolved, the Lead Officer for Inclusion will provide a brief for the Director of Education.

8. Should it be determined that the integration is not appropriate at that time, a further period of specialist provision will be allocated.
9. Once placement has been agreed, but whilst the learner is still on roll at the specialist provision, a PSP meeting should be held to update the PSP. This will be attended by the DIO, a senior member from the specialist provision, a senior leader from the school's relevant key stage as well as representatives from other agencies involved.
10. Once the learner is on roll, the Hard to Place Learner spreadsheet will be updated reflecting the learner starting in the new school and leaving the previous school. The additional weighting will be added to the new school.

Re-integration from Specialist Provision back into current mainstream school

1. At the point at which it is felt that a pupil is ready to re-integrate back from specialist provision into their current school, an EIF will be completed. It is not necessary for a Hard to Place summary to be completed as pupils in specialist provision for SEBD are considered to be Hard to Place automatically.
2. As the pupil is already dual registered there is no requirement to seek parental choice or complete an admissions form.
3. The DIO will contact the school to provide a copy of the EIF.
4. The DIO will coordinate a meeting between the school, DIO, specialist provision and the school's Educational Psychologist.
5. The meeting will discuss the reintegration plan, the establishing of a new PSP, timescales and the support that may be required to ensure a successful reintegration.
6. Should a school not agree with the reintegration they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter remains unresolved, the Lead Officer for Inclusion will provide a brief for the Director of Education.

7. Should it be determined that a reintegration is not appropriate at that time, a further period of specialist provision will be allocated.
8. Once reintegration has been agreed, but whilst the learner is still dual registered at the specialist provision, an updated PSP meeting should be held. This will be attended by the DIO, a senior member from the specialist provision, a senior leader from the school's relevant key stage as well as representatives from other agencies involved.
9. Once the learner is on roll, the Hard to Place Learner spreadsheet will be updated reflecting the learner being back in school.

Permanent Exclusion – More Details

The School's Role

A decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the head teacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon.

Exclusion should not be imposed in the heat of the moment. Before deciding whether to exclude a learner the head teacher should:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations. The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be
- take account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010
- allow the learner to give his or her version of events
- check whether the incident may have been provoked, e.g. by bullying or by racial or sexual harassment
- if necessary consult others, but not anyone who may later have a role in reviewing the head teacher's decision, e.g. a member of the discipline

committee

- keep a written record of the incident and actions taken.

The school's obligation to provide education continues while the learner is still on the roll and therefore the name of a permanently excluded learner should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged. It may be removed earlier if the parents/carers and/or learner give notice in writing that they do not intend to appeal.

CLA Learners

Everything must be done to avoid the permanent exclusion of any Child Looked After. Schools are expected to be proactive in working with the young person, carers, social workers, CLA Education Coordinator, River Centre and the Inclusion Service in doing everything possible to avoid permanent exclusion.

Should a head teacher permanently exclude a Child Looked After, the school will provide a completed Education Information Form to the LA within five school days. In addition, the head teacher will convene a meeting within that same timescale to discuss the pupil needs and the support available. The meeting will be attended by the social worker, foster carer/parent, CLA Education Coordinator and representative from the River Centre. The meeting will be chaired by the CLA Education Coordinator.

The head teacher will present the case for the permanent exclusion, providing evidence that the decision was reasonable, fair, proportionate and lawful. Those present will then have an opportunity to comment on the permanent exclusion. At the meeting it will be determined whether there is an option to put alternative provision in place that would enable the head teacher to rescind the permanent exclusion, dual registering the pupil whilst an alternative school setting is found. However, the right still remains with the head teacher to permanently exclude should the circumstances warrant it.

The Education (Admission of Looked after Children) (Wales) Regulations 2009 places a duty on admission authorities in Wales to admit children looked after by a LA in Wales where an application for admission outside the normal admissions round is made by the corporate parent on their behalf.

However, before making an application, the corporate parent (i.e. the Welsh LA responsible for looking after the child) must consult with the relevant admissions authority and make every effort to ensure the appropriateness of the named school in the light of the child's background including SEN and/or faith needs.

Learners with a Statement of SEN/Individual Development Plan

Other than in the most exceptional circumstances, schools should avoid permanently excluding learners with statements of SEN/Individual Development Plans. They should also make every effort to avoid excluding learners who are being supported at School Action or School Action Plus under the Special Educational Needs Code of Practice, including those at School Action Plus who are being assessed for a statement.

Where a learner with a statement of SEN is permanently excluded, the head teacher should use the period between their initial decision and the meeting of the discipline committee to work with the LA to see whether more support can be made available or whether the statement can be changed to name a new school. If either of these options is possible, the head teacher should normally withdraw the exclusion.

Therefore, when a learner with a statement of SEN/IDP is permanently excluded, the school will provide a completed Education Information Form to the LA within five school days to enable a LA Permanent Exclusion meeting to be held. This meeting will discuss whether the ALN Panel should consider a revolving door placement for the pupil or whether another mainstream school may be appropriate.

No action can be taken on alternative/new placement until the discipline committee has reached a decision and the appeals process has been concluded.

Section 324 of the Education Act 1996 requires a maintained school that is named in a statement of SEN to admit the child.

Funding to follow learners

Funding is removed from the excluding school's budget at the point at which the permanent exclusion is upheld by the independent appeal panel, or alternatively if there is no appeal, the final date on which an appeal could have been made. The learner will remain on the excluding school's roll until that time and the school remains responsible for the learner's education.

Where a learner is permanently excluded from a maintained school, that school's budget share for that year will be reduced by the amount required in the School Funding (Wales) Regulations 2010 at the point at which the exclusion is upheld by the independent appeal panel, or alternatively if there is no appeal, the final date on which an appeal could have been made.

Where a school admits a learner who has been permanently excluded in that financial year from another maintained school, the LA will allocate an amount for the rest of the financial year as required by the regulations.

Alternatively, it will help offset the cost to the LA of education otherwise than at school under the LA's duty under section 19 of the Education Act 1996.

The LA's Role

The LA will seek to ensure there are flexible, creative strategies in place to meet the individual needs of learners permanently excluded from school.

Once a learner is removed from a school roll, unless a new school has been identified and transition begun, the LA is responsible for ensuring that suitable education is made available. In cases where the school from which the learner has been excluded is maintained by a different LA, this will be the home LA.

Should the LA Permanent Exclusion meeting decide that the excluded learner should be considered for a revolving door placement, the learner will be added to the agenda of the next available ALN Panel for consideration of future arrangements. Representatives from those services involved with the learner will be invited e.g. social services, CAMHS, Careers etc. and the learner will be discussed first on the agenda.

LA Support to mainstream schools

Reintegration of excluded learners into mainstream schools is a significant challenge for both schools and learners. The LA will make support available for the receiving school to ensure that the reintegration is successful. Support may be in terms of services such as advice & guidance, a suitably trained member of special school staff who provides an agreed level of transition support or ongoing support or funding to assist the school to support the excluded pupil. This is separate from the transfer of learner-related funding from excluding schools to accepting schools under the School Funding (Wales) Regulations 2010 and the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999 (as amended).

Reintegration plans and Pastoral Support Programmes (PSPs)

An excluded learner reintegrating into a mainstream school will require a reintegration plan (or transition plan) drawn up. The plan may be an adaptation of an existing PSP or may remain as a separate but linked element.

The school and LA will look carefully at how to meet the needs identified in a learner's plan by using their resources both creatively and flexibly, making best use of existing and additional resources provided. Multi-agency strategies and provision should be fully considered in the development of a full individual timetable. Consideration should be given to whether learners need regular input from a teacher to address their key skills. The amount of input should be agreed according to the individual needs of the learner.

The LA will liaise with the parents/carers, the learner and the receiving school about the plan, where appropriate agreeing action with the learner. The plan should include the steps to be taken for reintegration into school including action to be taken by the River Centre to address the learner's problems and ensure a smooth return to mainstream, or transition into post-16 education.

Where it is considered that reintegration into mainstream is appropriate and possible, consideration should be given to:

- support arrangements to be put in place by LA and school
- preparing the pupil (including knowing their views)
- preparing the parents/carers (including knowing their views)
- preparing receiving staff
- arrangements for arrival
- time-tabling implications
- Specific Measurable Attainable Relevant Time-bound (SMART) targets
- monitoring and review arrangements
- learning and behaviour targets for individual education plans
- the nomination of a key worker in the LA and school
- multi-agency involvement and key areas of responsibility
- home-school liaison.

Appendix 1

Additional Learning Needs Panel Referral Form

Hard to Place

NB. Please consider UNCRC, Disability Discrimination 1995 and the Equality Act 2010 and any reasonable adjustments that can be made when completing this form.

School making referral			
Pupil name			
Pupil address			
DOB		NCY	
Reason for changing school			

I am referring this pupil to Blaenau Gwent County Borough Council as a Hard to place pupil. The pupil meets the following fair access criteria (*please indicate as appropriate*):

Blaenau Gwent Hard to Place Criteria	X
Children who were permanently excluded from their last maintained school placement and who are ready for re-integration to an alternative school.	
Children attending PRUs or Alternative Provision who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended;	
Children returning from the criminal justice system (secure estate);	
Children who are CLA and in a residential setting;	
Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);	
Children who are CLA.	
Children who have been out of education for longer than two months;	
Children with below 50% attendance;	

Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;	
Homeless children who have been placed in temporary housing;	
Children who are in a refuge due to domestic violence;	

1. Information about your school (*Secondary schools – please read ‘class’ as year group*)

No. in year group	
How year group is organised	
No. in class this pupil would join	
No. of Statements/IDPs in class	
No. of SA and SA+ in class	
No. of EAL in class	
Support available in the class	
Additional information about this year group	

Please indicate below if there are any particular challenges the school is currently facing in addition to the pupil profile above:

2. Information about the pupil

What is it specifically about this child that means your school could not meet their needs but another school could? These must be unique to the school and considered as valid reasons by the panel

What can the school offer the pupil and what support might be needed to integrate them into the school?

Please give any further information you would like the Panel to take into account

NAME	
ROLE	
DATE	

Please email this form to lisa.adams@blaenau-gwent.gov.uk

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EXCLUSION GUIDANCE

September 2021



Cyngor Bwrdeisdref Sirol
Blaenau Gwent
County Borough Council

Exclusion Guidance for Schools Contents

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This guidance is supplementary to and should be read in conjunction with the Welsh Government (WG) Guidance "Exclusion from schools and pupil referral units" – which was revised in November 2019. All decisions about exclusion must be made with reference to the guidance which outlines statutory responsibilities. In this BG guidance document, the term 'schools' refers to Primary, Middle, Secondary and Special schools. **Schools should note that the WG guidance is statutory guidance and is available via the link below:** <https://gov.wales/exclusion-schools-and-pupil-referral-units-pru>

Contact details for queries relating to exclusions:

Statemented pupils – ALN Manager

ALNEnquiries@blaenau-gwent.gov.uk or 01495 355443

Non statemented pupils – Senior Education Welfare Officer

lisa.adams@blaenau-gwent.gov.uk or 07870 998947

Introduction

Our vision is for all children and young people in Blaenau Gwent is to be purposefully engaged in an educational programme appropriate to their needs and age. We want our children and young people to flourish and to achieve positive outcomes for themselves, their families, and our community and for society at large. We want our children and our adults to be happy, healthy, capable and engaged with school and the wider community. Minimal school exclusions will be a key indicator of our collective success.

National government recognises and promotes the importance of wellbeing in schools as a key factor in achieving this ambition. Blaenau Gwent is aware that improving the all-round wellbeing of pupils and staff is important in and of itself, as well as crucial in lifting performance and attainment levels.

The latest published data from Welsh Government in October 2020 highlighted the fact that children with free school meals were consistently (at least 3 times higher) more likely to be excluded and overall children with additional learning needs (ALN) have higher rates of exclusion than those without.

The Children's Commissioner for Wales report, 'Building Blocks – Inclusion in the Foundation Phase', highlighted concerns about repeat exclusions, reduced timetables and children being taught in isolation.

The Office for the Police and Crime Commissioner (OPCC) has also recently written a report in light of growing national concern regarding the correlation between school exclusions and children's subsequent involvement in crime. The research indicated that school exclusions were not necessarily a causal factor for criminality, but rather an indicator of a series of vulnerabilities that increase both exposure to crime and exploitation. More specifically, the research suggested that children excluded or at risk of exclusion from school sit within a network of vulnerability, including adverse childhood experiences, additional learning needs and care experience.

In most cases, fixed-term exclusions are only given after exhausting all the available options for internal interventions and exclusions from the classroom. However, the research also demonstrated the clear need to consider what additional external support can be provided to children to prevent exclusion when internal school-based interventions do not succeed.

In light of the recent reports, the increased focus on the emotional well-being needs of children, and the fact that Blaenau Gwent has the 2nd highest number of fixed term exclusions in Wales, the guidance has been revised as part of Blaenau Gwent's strategy to reduce exclusions

In addition, the Managed Move policy has also been revised and we would encourage head teachers to use this as a supportive intervention.

About This Guidance

This supplementary guidance updates and replaces all previous guidance regarding exclusion from maintained schools, including special schools, published by Blaenau Gwent County Borough Council, herein after referred to as the Local Authority (LA). It applies equally to children with and without statements of special educational needs or individual development plans (IDPs).

This guidance differs to previous guidance as it now contains a checklist for schools to reflect on provision for learners presenting with challenging behaviour to reduce the risk of exclusion.

This guidance is intended to be of assistance to all parties involved in the exclusion process including head teachers, governing bodies and local authority officers.

The requirements of the guidance apply in relation to all pupils, including those who may be below or above compulsory school age, such as those attending nursery classes.

The term “parents” in this guidance include any person who has parental responsibility (which includes the LA where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives. Where practicable it is expected that all those with parental responsibility should be engaged with the exclusion process. – **check reference in page 5 of WG to ‘relevant person’**

The Education Welfare Service should be the first point of contact for any queries that head teachers, governors, parents, pupils or others may have regarding exclusions.

1 3 stage approach to supporting Inclusion of learners presenting with challenging behaviour

1. Monitor Behaviour – report card – contact home	Use the school relationship/behaviour policy and monitor behaviour, attendance and attainment regularly. Work with ALNCO to ensure repeated behaviours resulting in sanctions are not a result of unmet need. Ensure work is being planned for at the right level of challenge. Work with parents, to ensure home-school partnership towards improved engagement with school and learning.
2. Inclusion Support Plan ISP The ISP is a helpful alternative to an individual behaviour plan or Pastoral support plan. Try to establish what the child is trying to communicate through their behaviour by reflecting on triggers	Introduce following internal exclusions or a serious behaviour incident. Review WEEKLY with key adults in school. Work towards agreed outcomes (rather than set targets) to ensure the

for disengagement and developing strategies to reengage the learner.	pupil makes progress from where they are currently.
3. Pastoral Support Plan PSP - The PSP continues to run as the main framework for supporting school settings to reduce permanent exclusions.	Introduce if the pupil is at risk of exclusion/PEX. Outline the support offered. Frequently meet with parents to review progress. Set achievable goals towards an acceptable outcome in a period of time.

When thinking about next steps for the learner – consider the following questions

- Check the data (attendance / exclusions / behaviour points)
- Are there any themes?
- Can you identify any triggers for behaviour through the patterns?
- Does the pupil file highlight a history of need?
- Has the pupil been identified with any ALN?
- Has Blaenau Gwent ALN guidance been used to check what the key barriers to engaging in learning are for the pupil? [hyperlink to be inserted](#)
- Have any diagnostic assessments been used to identify any needs or areas for development?
- Is the pupil in a group vulnerable to underachievement? (CLA/ALN/EAL/CASP)
- Is there an IDP/statement in place / Has there ever been a CAF or IDP/statement for this child?
- Does the pupil have a one-page profile?
- Is the school relationship/behaviour policy being used consistently to support the learner (including any identified reasonable adjustments?)
- Is the school reward system being used in a way that is equitable to the pupil's needs?
- What external issues may be affecting the learner at this time? (e.g. significant family events).
- Are there any historic issues that may now be affecting the pupil?

Provision for the learner. Have you engaged with or considered the following?

- Team teach training and de-escalation strategies
- Behaviour assessment to identify inclusion strategies
- Is there a Risk Assessment in place for staff, other pupils, the pupil themselves?
- Have you considered an Ed Psych referral and assessment?
- Have you tried a bespoke timetable working with the pupil to avoid 'behaviour hot spots'?
- Work with the pupil to RAG rate their timetable and put in support to eliminate red and reduce amber.
- What incentives are meaningful and relevant to the pupil?
- Is a reduced timetable a useful tool at this time? (Ensure all guidelines are followed for safeguarding reasons)
- What nurture interventions are available that would benefit the pupil?
- Would the CYP benefit from seeing a counsellor at this time?

- Some form of therapy?
- Is support needed for the family?
- Consider referral to external agencies / partners.
- Is there a key adult for the pupil – to advocate and support them each day, rewarding where success and progress has been made and communicate with home and other adults in school?
- Is there a need for restorative justice to move a relationship forward?
- Is there a time line of incidents that supports the pupil to begin to understand and manage their behaviours?
- How are staff being supported?
- How is the pupil developing independence in managing their emotions?
- Support for developing emotional literacy and self-regulation strategies.

At each meeting / review point

- What is the data telling us now?
- What are the views of the child?
- What are the views of the Parents / staff / support team / external agencies?
- How will I ensure the meeting is professional and managed well so all views can be heard and it is a positive process for all moving the situation forward?

At each significant incident

- Ensure the paperwork is completed and a clear record is maintained. Avoid emotional language and keep it factual.
- Ensure all parties share what happened so that an accurate account is recorded in an impartial manner.
- Ensure the pupil has supported time to reflect and learn from what went wrong using appropriate tools when they are calm, ready and able to do so.
- Ensure the pupil learns from the behaviour incident and has opportunities to mend relationships and 'put right' the situation when they are calm, ready and able to do so.
- Ensure staff who were involved have time to follow up with the pupil to move on from the incident when the time is appropriate.
- Ensure students who were involved in the incident have the appropriate follow up.
- For all CYPs involved communicate clearly with parents / carers what happened and the follow up

2 Decision to Exclude

- 2.1 Only the Headteacher or teacher in charge of a PRU can exclude a learner. They cannot delegate the power to exclude to another teacher. In their absence, the most senior teacher may exercise the power of exclusion though they should make clear they are working in the Head teacher's absence.

2.2 If a pupil is deemed to be at risk of exclusion it is appropriate to have a Pastoral Support Programme and support from Families First to enable a range of strategies and support to be implemented.

2.3 Schools should, as far as possible, avoid permanently excluding any pupil with a statement, an individual development plan or any pupil who is a child looked after.

3 Key considerations before excluding – Safeguarding

Where a pupil receives support from a Families First worker, is a child in need of care and support or subject to child protection planning, the school must inform the relevant professionals within social care if they feel the child is at risk of exclusion and in advance of any decision to exclude.

If you are concerned about the risk of exclusion of a looked after child, please contact the pupil's social worker and the child looked after co-ordinator.

For pupils where there is concern around sexual, drug or gang exploitation, for those who self-harm or demonstrate behaviours that could cause them significant harm, an exclusion can result in increased risks to the pupil's immediate safety, health and wellbeing.

Proactive planning with professional partners and family/carers about what to do in the event of a serious breach of school relationship/behaviour policy where the conditions for exclusion are met is the ideal, but in an unforeseen situation, contact the relevant involved professionals at the earliest opportunity and before sending a pupil home.

3 Headteacher' s Checklist

3.1 Any decision to exclude a pupil must be:

- In response to serious breach of the school's behaviour policy and
- If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

3.2 In making a decision to exclude a pupil, the Headteacher must be able to demonstrate that the exclusion has been carefully considered and is being used as a last resort. The checklist below is designed to assist head teachers in these deliberations.

The circumstances of the case	Yes	No
Has there been a serious breach or breaches of the school behaviour policy?		
Does the pupil's presence seriously harm or threaten to harm the education/welfare of pupils/others?		
Is exclusion a last resort following a wide range of other strategies that have been unsuccessful? Is this a serious 'one off' offence?		
Is exclusion the appropriate response? Factors to consider: <ul style="list-style-type: none"> • Has a thorough investigation been carried out? • Has the pupil's version of events been sought / encouraged / recorded? • Has the evidence been considered in the light of school policies and possible discrimination? • Are there any mitigating circumstances or any provocation which may be relevant (bullying, harassment etc.)? 		
Has a pastoral support programme been used?		
Is this pupil at school action or school action plus? and if so; Has the possibility of additional support from the LA been explored?		
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion)?		
Standard of proof – "on the balance of probabilities" is it more probable than not that the pupil did what he/she is alleged to have done?		
Special considerations	Yes	No
ALN Does this pupil have a statement of special educational needs or an individual development plan? Has the ALN team been contacted? Has an emergency review been arranged?		
CLA Is this pupil looked after? Has the CLA Co-ordinator been contacted?		
SAFEGUARDING Is this pupil subject to a child protection or a child in need plan? Has the social worker been contacted?		
Is there a JAFF for this pupil? What other agencies/services are involved?		
Have issues of ALN or disability been taken into account and reasonable adjustments put in place?		

3 Notification of Exclusions

3.1 When a Headteacher has decided to exclude a pupil he/she must:

- immediately inform the parent(s) by telephone;
- draft the appropriate letter (see model letters in appendices)
- ensure that this letter is sent by first class post to arrive the following day or is hand delivered;
- ensure that the letter contains the following information:
 - the reasons for the exclusion;

- the period of fixed term exclusion or, for a permanent exclusion, the fact that it is permanent and the date it takes effect;
- parents' and learner's right to make representation about the exclusion to the governing body's discipline committee; *
- how any representation should be made including the person for the parent/carer and/or learner should contact;
- when there is a legal requirement for the governing body to consider the exclusion, that the parents and/or learner have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend;

* or for a PRU

- for a fixed term exclusion, the parent/carer's and learner's right to make representations about the exclusion to the LA
- for a permanent exclusion, the right to an independent appeal panel hearing.

3.2 Headteachers should ensure an exclusion form is completed **within 24 hours** after all exclusions and forwarded to the LA via BSInclusionSupport@blaenau-gwent.gov.uk so that the LA database can be kept up to date (see Appendix A for exclusion form). Full details of notification requirement to the school's governing body can be found in section 8.4 of this guidance and in Appendix B 'Summary of Main Processes and Time Limits for Fixed Term Exclusion'.

3.3 For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the head teacher must also advise the pupil's 'home authority' of the exclusion without delay.

4 Unofficial / Illegal Exclusions

4.1 The procedures described above and in the WG guidance must always be applied when a pupil is excluded. Sending a pupil home informally for a "cooling-off period" or asking parents to take a pupil home to avoid an exclusion are illegal acts which could be subject to challenge. This also applies to lunchtimes; if a pupil is asked by the school to go home at lunchtimes this must also be treated as one quarter of a day exclusion for each lunchtime.

4.2 It is also unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

4.2 At no time should a school encourage a parent to electively home educate (EHE) in order to avoid a permanent exclusion. Such children will either not have access to the provision that they need or will transfer to a new school

without appropriate support thereby placing additional pressures on both schools and families. Schools should, therefore, not promote the use of EHE as a means to remove a child with challenging behaviour or poor attendance from their roll.

5 Reduced Timetables

- 5.1 It is illegal for a school to impose a reduced or partial timetable.
- 5.2 In some cases a reduced timetable may be used as a short-term measure towards achieving full reintegration, building back up to full time hours as long as the parents are in agreement and a written agreement, signed by all parties with stated review dates where appropriate, put in place via a PSP.
- 5.3 Full Blaenau Gwent Guidance on the use of reduced timetables is available from the education directorate.

6 Procedures following Exclusion

- 6.1 Following a permanent exclusion, staff are available within the LA to assist with the reintegration and support of excluded learners.

Statemented pupils – ALN Manager

Non statemented pupils – Senior Education Welfare Officer

- 6.2 The Education (Reintegration Interview) (Wales) Regulations 2010 which came into force on 5 January 2011, require Headteachers of schools to request in specified circumstances parents/carers of learners excluded for a fixed-term to attend a reintegration interview at the school. The request for interview applies to all fixed-term exclusions for primary-aged learners but only fixed-term exclusions of six or more days for secondary-aged learners. Reintegration interviews need to take place within 15 school days of the last day of the exclusion period.

Headteachers should note, however, that neither parents nor a pupil can be required to meet specific conditions, such as attending a reintegration meeting, before reinstatement.

7 ALN / Disability / Vulnerable Group Considerations

- 7.1 Other than in the most exceptional circumstances, schools should avoid permanently excluding any pupil with a statement of SEN or an IDP. The 2010 Equality Act does not prohibit schools from excluding learners with a protected characteristic but does prohibit schools from excluding learners because of their protected characteristic (e.g. excluding a disabled learner because of their disability or because of their racial group) or discriminating unlawfully during the exclusions process. This applies to permanent and fixed-term exclusions.

Where a pupil is 'Looked After' (CLA), schools should try every practicable means to maintain the learner in school and should seek LA and other professional advice as appropriate prior to any exclusion decision.

8 The Governing Body's Duty to Consider an Exclusion – Key Points

- 8.1 The responsibility of the governing body to consider exclusions is usually delegated to a sub-committee of at least three governors. This committee is known as the Discipline Committee. The Discipline Committee has a clear set of responsibilities.
- 8.2 Where required or requested, the governing body must hold a Governors Discipline Committee (GDC) within the required timescale. (In the case of a permanent exclusion, the GDC must meet within 15 school days of being notified of the exclusion).
- 8.3 For all fixed term exclusions of 5 days or fewer within a term, the Headteacher must notify the governing body discipline committee once a term. For fixed term exclusion of 6 to 15 days or more than 20 lunchtimes in a school term and/or where a public exam or national test will be missed, the Headteacher must notify the governing body discipline committee within one day. For all fixed term exclusions of more than 15 days in a school term and following any exclusion in the same term after 15 days has been reached the Headteacher must notify the governing body discipline committee within one day.
- 8.4 Full advice and support is available to school and governing bodies on the role and responsibilities of the GDC from the Governor Support and Development Section of the EAS (where the school has entered into the SLA agreement).

South East Wales Education Achievement Service

[Statutory Committees <statutory.committees@sewaleseas.org.uk>](mailto:statutory.committees@sewaleseas.org.uk)

NOTIFICATION OF SCHOOL EXCLUSION

Please send completed form within 24 hours to:
BSinclusionsupport@blaenau-gwent.gov.uk



SCHOOL

TYPE OF EXCLUSION

Permanent Fixed Term Lunchtime

Name of Pupil DOB

Gender NC Year

Is Pupil CLA? Yes / No If Yes, please state LA and status

ALNN Status SA SA+ Statement /IDP Ethnicity

Name of Parent/ Carer

Address

Contact Telephone Number/s

EXCLUSION DETAILS:

Start date of exclusion: *AM / PM *(*please delete as appropriate)*

End date of exclusion: *AM / PM *(*please delete as appropriate)*

No of days excluded:

Return date: #INSET dates:

please indicate if there are any INSET / school closure days during the period of the exclusion

REASON(S) FOR EXCLUSION: ONE primary reason must be marked with a "P" for reporting to the Welsh Government. Supplementary reasons may also be marked with S.

Physical Assault against pupil (PP) <input style="width: 40px; height: 20px;" type="checkbox"/> Physical assault against adult (PA) <input style="width: 40px; height: 20px;" type="checkbox"/> Verbal abuse/threatening behaviour against a pupil (VP) <input style="width: 40px; height: 20px;" type="checkbox"/> Verbal abuse / threatening behaviour against an adult (VA) <input style="width: 40px; height: 20px;" type="checkbox"/> Persistent disruptive behaviour (DB) <input style="width: 40px; height: 20px;" type="checkbox"/> Racial abuse (RA) <input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/>	Sexual misconduct (SM) <input style="width: 40px; height: 20px;" type="checkbox"/> Drug and alcohol related (DA) <input style="width: 40px; height: 20px;" type="checkbox"/> Damage (DM) <input style="width: 40px; height: 20px;" type="checkbox"/> Theft (TH) <input style="width: 40px; height: 20px;" type="checkbox"/> Bullying (BU) <input style="width: 40px; height: 20px;" type="checkbox"/> Other (OT) <input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/> <input style="width: 40px; height: 20px;" type="checkbox"/>
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Signed:(Headteacher) Date:.....

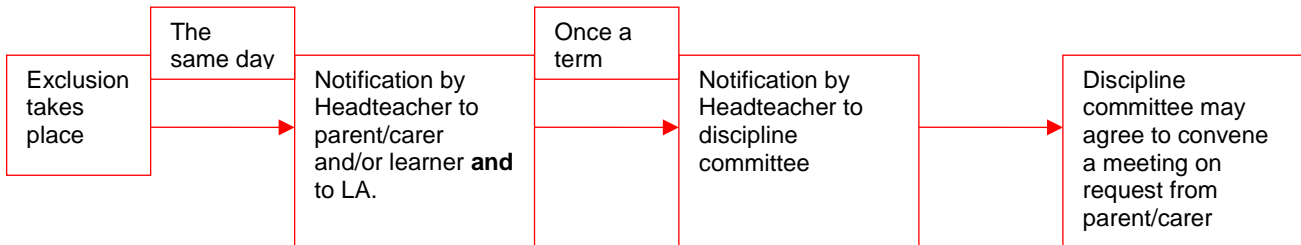
You MUST attach a copy of the notification letter sent to parents/guardian

Appendix B

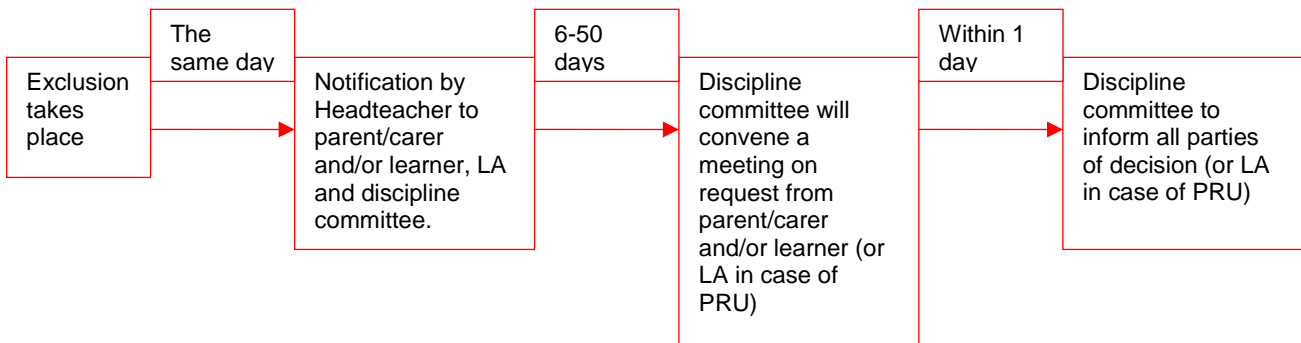
Fixed-term exclusions

The term 'days' refers to school days throughout.

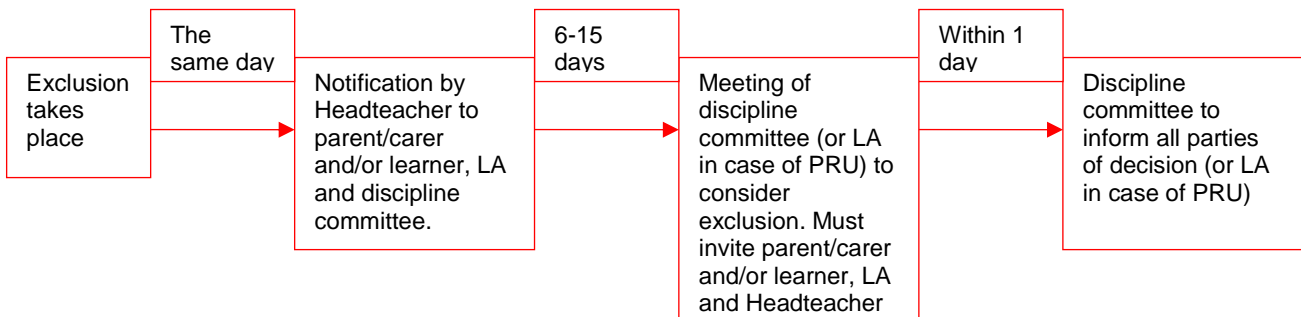
5 days or fewer in a school term



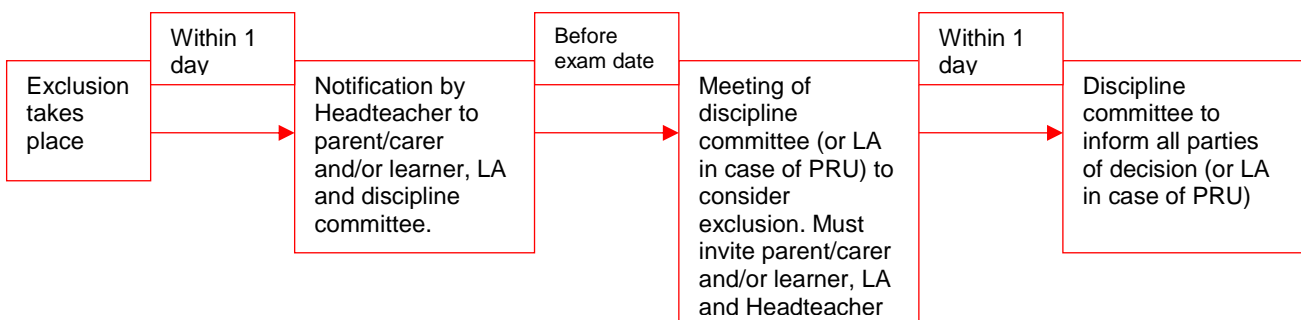
6-15 days or more than 20 lunchtimes in a school term and/or where a public exam or national test will be missed



More than 15 days in a school term and following any exclusion in the same term after 15 days has been reached



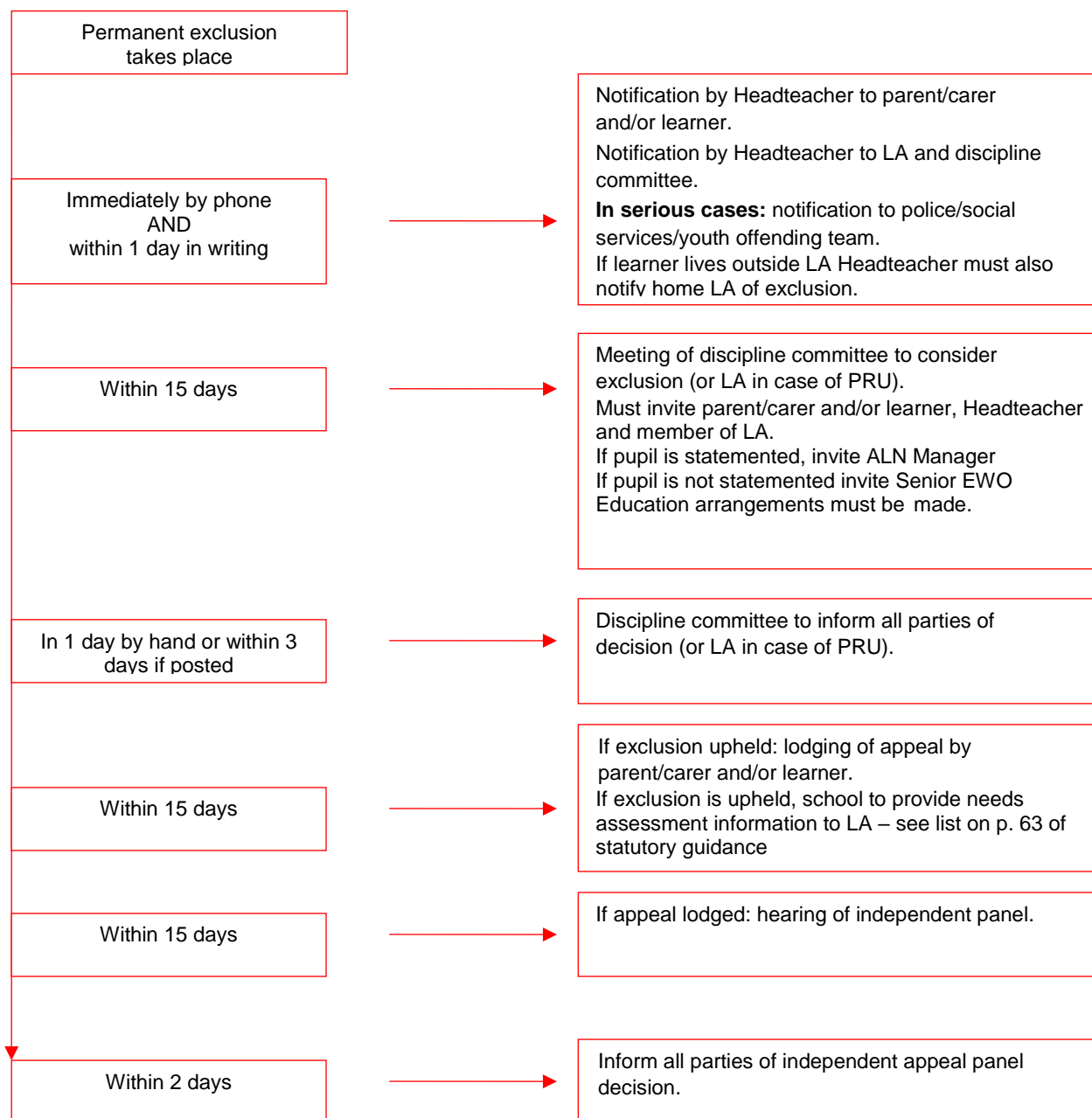
Where a public examination will be missed



Appendix C

Permanent exclusions

The term 'days' refers to school days throughout.



Appendix D

Model Letters

Model letter 1: Fixed-term exclusion of less than six days

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a fixed term exclusion of less than six days, and where a public examination is not missed.

Dear **[parent/carer/learner's name]**

I am writing to inform you of my decision to exclude **[learner's name/you]** for a fixed term of **[period of exclusion]**. This means that **[learner's name/you]** will not be allowed in school for the period of the exclusion which began on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name/you]** has not been taken lightly. **[learner's name/you]** has/have been excluded for this fixed term because **[reason for exclusion]**.

The school will continue to set work for **[learner's name/you]** during the period of his/her/your exclusion **[insert details of arrangements that are in place for this]**. Please ensure that any work set by the school is completed and returned to us for marking.

[For learners over compulsory school age insert the following]. As you have been excluded from the school you should arrange for someone to return the work to us on your behalf.

[School other than PRU]

You **[and learner's name where learner is aged less than 11]** have the right to make representations to the school governors' pupil discipline committee. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible. While the discipline committee has no power to direct reinstatement they must consider any representations you make and may place a copy of their findings on your child's/your school record.

[PRU only]

You **[and learner's name where learner is aged less than 11]** have the right to make representations to **Blaenau Gwent LA**.

These representations will be considered by **[contacting the Lead Officer for Inclusion]**. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]** as soon as possible.

You also have the right to see a copy of **[learner's name/your]** school record. Due to

confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

[Primary school only]

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next 10 days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best **your child's/your** return to school can be managed. You should be aware that **your/your parent's/your carer's** failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on **you/your parent/your carer**.

You may want to contact **[name]** at Blaenau Gwent LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice.

[Learner's name/your] exclusion expires on **[date]** and we expect **[learner's name/you]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[name]

Headteacher/teacher in charge of PRU

Model letter 2: Fixed-term exclusion of 6–15 days

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a fixed-term exclusion of six to 15 days, or where cumulative exclusions in the same term fall within this range, or where a public examination is missed.

Dear **[parent/carer/learner's name]**

I am writing to inform you of my decision to exclude **[learner's name/you]** for a fixed term of **[period of exclusion]**. This means that **[learner's name/you]** will not be allowed in school for the period of the exclusion which began on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name/you]** has not been taken lightly. **[learner's name/you]** has/have been excluded for this fixed term because **[reason for exclusion]**.

The school will continue to set work for **[learner's name/you]** during the period of his/her/your exclusion **[insert details of arrangements that are in place for this]**. Please ensure that any work set by the school is completed and returned to us for marking.

[For learners over compulsory school age insert the following]

As you have been excluded from the school you should arrange for someone to return the work to us on your behalf.

[School other than PRU]

You have the right to request a meeting of the school governors' pupil discipline committee at which you **[and learner's name where learner is aged less than 11]** may make representations and the decision to exclude can be reviewed. As the length of the exclusion is more than five school days (or equivalent) the committee must meet if you request it to do so. The latest date the committee can meet is **[date – no later than 50 school days from the date the committee is notified]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible.

[PRU only]

You **[and learner's name where learner is aged less than 11]** have the right to make representations to **Blaenau Gwent Local Authority**. These representations will be considered by **the Lead Officer for Inclusion**. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]** as soon as possible.

[Note: this wording is not suitable where the learner would lose the opportunity to take a public examination.]

You also have the right to see a copy of **[learner's name/your]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be

supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

[Applies to children of compulsory school age only]

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next ten days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best **your child's/your** return to school can be managed. You should be aware that **your/your parent's/your carer's** failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on **you/your parent/your carer**.

You may want to contact **[name]** at **Blaenau Gwent** LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice.

[Learner's name/your] exclusion expires on **[date]** and we expect **[learner's name/you]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[name]

Headteacher/teacher in charge of PRU

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a fixed-term exclusion of 16 days or more, or where cumulative exclusions in the same term are 16 days or more.

Dear **[parent/carer/learner's name]**

I am writing to inform you of my decision to exclude **[learner's name/you]** for a fixed term of **[period of exclusion]**. This means that **[learner's name/you]** will not be allowed in school for the period of the exclusion which began **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name/you]** has not been taken lightly. **[learner's name/you]** has been excluded for this fixed term because **[reason for exclusion]**.

Alternative education other than setting work will be provided for **[learner's name/you]** if the exclusion has not been overturned within 15 days. A **Blaenau Gwent** LA representative will contact you to discuss this.

[School other than PRU]

As the length of the exclusion is more than 15 school days (or equivalent) the school governors' pupil discipline committee must automatically meet to consider the exclusion. At the review meeting you may make representations to the committee if you wish to do so. The latest date the committee can meet is **[date – no later than 15 school days from the date the discipline committee is notified]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date and location of the meeting.

[PRU only]

As the length of the exclusion is more than 15 days **Blaenau Gwent LA** must consider the exclusion. **[Set out the arrangements which the LA has made to review fixed-term exclusions.]** A review meeting will be held and at the review meeting you may make representations if you wish. The latest date for a review meeting is **[date – no later than 15 school days from the date the LA is notified]**. If you wish to make representations and wish to be accompanied by a representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**.

You also have the right to see a copy of **[learner's name/your]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys, LD1 6DF.

[Applies to children of compulsory school age only]

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next 10 days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best **your child's/your** return to school can be managed. You should be aware that **your/your parent's/your carer's** failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on **you/your parent/your carer**.

You may want to contact **[name]** at Blaenau Gwent LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice.

[Learner's name/your] exclusion expires on **[date]** and we expect **[Learner's name/you]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[name]

Headteacher/teacher in charge of PRU

Model letter 4: Permanent exclusion

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a permanent exclusion.

Dear **[parent's/carer's/learner's name]**

I regret to inform you of my decision to exclude **[learner's name/you]** permanently from **[date]**. This means that **[learner's name/you]** will not be allowed back to this **[school/pupil referral unit]** unless reinstated by the **[school governors' discipline committee/LA pupil referral unit management committee]** or by an appeal panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name/you]** has not been taken lightly. **[Learner's name/you]** has been excluded permanently because **[reason for exclusion – also include any other relevant history here]**.

Alternative education other than setting work will be provided for **[learner's name/you]** if the exclusion has not been overturned within 15 days. A LA representative will contact you to discuss this.

[School other than PRU]

As this is a permanent exclusion the school governors' pupil discipline committee will meet to consider the exclusion. At the review meeting you **[and learner's name where learner is aged less than 11]** may make representations to the committee if you wish to do so. The discipline committee has the power to reinstate **[learner's name/you]** immediately or from a specified date, or alternatively, has the power to uphold the exclusion in which case you may appeal to an independent appeals panel. The latest date the committee can meet is **[date – no later than 15 school days from the date the committee is notified]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date and location of the meeting.

[PRU only]

You have the right to appeal to an independent appeal panel against this decision. If you wish to appeal please notify **[name of Clerk to appeal panel]** of your wish to appeal including your grounds of appeal in writing to **[address]** by no later than **[specify the latest date – the fifteenth school day after the second working day after the letter is posted if sent by first class post, or, if delivered by hand, the fifteenth school day after delivery]**. If you have not lodged an appeal by this date your right to appeal will lapse.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

You also have the right to see a copy of **[learner's name/your]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may want to contact **[name]** at **Blaenau Gwent** LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice on what options are available to you.

Yours sincerely

[name]

Headteacher/teacher in charge of PRU

Model letter 5: Permanent exclusion – discipline committee’s decision

From the Clerk of the discipline committee notifying the parent/carer of a permanently excluded learner of the discipline committee’s decision.

Dear **[parent’s/carer’s/learner’s name]**

The meeting of the school governors’ pupil discipline committee at the **[school]** on **[date]** considered the decision by **[Headteacher]** to permanently exclude you/your son/daughter **[name of learner]**. The committee, after carefully considering the representations made and all the available evidence, have decided:

Either

to overturn the exclusion and direct that **[you/name of learner]** are/is reinstated in the school by **[date]**. We therefore expect **[you/name of learner]** to be back in school on **[date]** at **[time]**.

If you wish to discuss **[learner’s name/your]** return to school before reinstatement, please contact **[name of Headteacher]** to arrange a convenient time and date.

A copy of this letter will be added to **[learner’s name/your]** school record for future reference.

Or

to uphold **[your/name of learner’s]** exclusion.

The reasons for the committee’s decision are as follows: **[give the reasons in as much detail as possible, explaining how the committee arrived at its decision]**.

You have the right to appeal against this decision. If you wish to appeal, please notify **[name of the Clerk to the appeal panel]** of your wish to appeal. You must set out the reasons for your appeal in writing and if appropriate, you may also include any disability discrimination claim you may wish to make and send them to **[address]** by no later than **[specify the latest date – the seventeenth school day after the date of this letter]**. If you have not lodged an appeal by **[repeat latest date]**, your right to appeal will lapse.

Your appeal would be heard by an independent appeal panel.

A **[three-member/five-member]** panel will comprise **[one/two]** serving education practitioner[s] (possibly **[a]** Headteacher[s]) **[one/two]** serving or recently serving experienced governor[s]; and one lay member who will be the chair. The appeal panel will rehear all the facts of the case – if you have fresh evidence to present to the panel you may do so. The panel must meet no later than the fifteenth school day after the date on which your appeal is lodged. In exceptional circumstances panels may adjourn a hearing until a later date.

I would like to remind you of the following sources of advice and assistance: **[repeat]**

details from the original exclusion letter, i.e. a named LA officer and the Advisory Centre for Education and any other local source of advice or assistance if known].

The arrangements currently being made for **[learner's name/your]** education will continue for the time being. However, new arrangements to provide full-time education for **[Learner's name/your]** are being made and **[name of LA officer]** will liaise with you shortly about these new arrangements. If you have any questions about this please contact **[name]**.

Yours sincerely

[name]

Clerk to the discipline committee

Model letter 6: Independent appeal panel decision

From the Clerk to the independent appeal panel notifying the parent/carer and/or learner of the outcome of their appeal.

Dear **[parent's/carer's/learner's name]**

Following the hearing of your appeal by the independent appeal panel constituted by **Blaenau Gwent** Local Authority on **[date]** at **[location]** against the decision of the governing body of **[name of school]**/the discipline committee for **[name of PRU]** not to reinstate **[learner's name/you]**, I am writing to advise you of the panel's decision.

After careful consideration of your representations (both oral and written) and those of **[school/PRU]** and **Blaenau Gwent** Local Authority **[and of others if applicable, e.g. any victim]** and in the light of the available evidence, the panel has decided:

Either

(i) to uphold the exclusion

or

(ii) to direct **[learner's name/your]** reinstatement in **[name of school/PRU]** with effect from **[date and time]**. **[Learner's name/you]** should report to **[name of school staff member]** at that time

or

(iii) that it is not practical to direct **[learner's name/your]** reinstatement **[here give reasons, e.g. because this is an exceptional case where reinstatement would not be in the learner's best interests or those of the whole school/PRU community]** although otherwise reinstatement would have been appropriate. Your **[child's]** school record will show that the permanent exclusion was overturned on appeal even though reinstatement was not directed.

[Give reasons in as much detail as possible for the panel's decision: the decision may be challenged by judicial review; or be the subject of a complaint of maladministration by the appeal panel to the Public Services Ombudsman for Wales.

The panel's decision is binding on you, the governing body of **[name of school]/[name of PRU]** and **[name of LA]**.

For decisions (i) and (iii) above:

The alternative arrangements put in place for **[learner's name/your]** full-time education will continue for the time being; but **[LA officer's name]** will be in touch with you to discuss future provision.

A copy of this letter will be added to **[learner's name/your]** school record for future reference.

Yours sincerely

[name]

Clerk to the independent appeal panel

Education Other than at School (EOTAS) Policy

Education Inclusion Service
EOTAS Policy

September 2021



Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

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Introduction and Context

Blaenau Gwent County Borough Council believes that for the majority of children in Blaenau Gwent the best place to undertake their education is in their local mainstream school. It is recognised that schools have to respond to a diverse range of pupil need and they do require help and support from other agencies, including the Local Authority. There will however be a small but significant group of children who cannot be educated in school. Children sometimes require education outside school because of illness, injury or clinically defined mental health issues. In addition, there are a number of children with behavioural issues. The situations of these children and young people will vary widely but they all run the risk of a reduction in self-confidence and educational achievement.

Where a child is not electively home educated, a key priority for the Local Authority is returning these children to school as soon as they are able to do so, therefore EOTAS provision should not be seen as a long term solution.

This policy details the arrangements through which the Local Authority meets these requirements.

It should be noted that children and young people with statements of Special Educational Needs/Individual Development Plans are overrepresented in EOTAS provision.

Legal Background

Education Act 1996: Section 19. "Each local education authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusions from school, or otherwise, may not for any period receive suitable education unless such arrangements are made for them".

Excluded pupils

For a fixed-period exclusion of more than fifteen school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixteenth day of the exclusion. Schools will need to contact the local authority to start discussions as soon as possible so that suitable education can be looked at.

For permanent exclusions, in compliance with the Education and Inspections Act 2006, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixteenth day of the exclusion.

In addition, where a pupil has a Statement of Special Educational Needs (SEN) or an Individual Development Plan (IDP) plan the Local Authority needs to ensure that an appropriate full-time placement is identified in consultation with the parents who retain their rights to express a preference for a maintained school that they wish their child to attend, or make representations for a placement in any other school. Excluded learners should only be educated outside mainstream schools where there are significant problems that are better addressed in a different environment. Where this is the case, the Inclusion Panel will discuss the learner and consider the most appropriate provision. This could be a turn-around placement at the River Centre, or a bespoke package where cost-effectiveness, quality and provision is appropriate to learners' needs.

Full-time and appropriate provision

Part-time provision is often inadequate to meet the educational needs of excluded learners and to ensure continuity of education. It also leaves some of these learners unsupervised for significant periods of a normal school day. Such learners are often drawn into crime as a result. BGCBC therefore aims for all learners to receive full-time education 15 days after being excluded, either at another school or, where necessary an alternative provision. Where learners may have become so

disengaged from education, or their current circumstances may be such, that a rapid reintroduction to full-time education is unlikely to prove successful a plan will be drawn up specifying how the move to full-time education is to be achieved.

Full-time means that the amount of supervised education should mirror that provided by mainstream schools in the area. An average school week might amount to some 25 hours; so excluded learners should receive around five hours of supervised education or other activity a day. A full timetable for an excluded learner may, however, look significantly different from that provided in a mainstream school.

Pupils who are not medically fit to attend school

In 2018 Welsh Government published statutory Guidance – ‘Supporting Learners with Healthcare Needs’. It provides comprehensive guidance to local authorities and related services. Roles and responsibilities, including those of the local authority and school, are outlined in detail. This policy should be read alongside this guidance and any future relevant guidance.

Blaenau Gwent County Borough Council is responsible for ensuring that pupils with health needs are not at home or in hospital for more than 15 working days without access to education: this may be consecutive or cumulative with the same medical condition. If the pupil is a patient at hospital they will usually receive education on the ward from the onsite Hospital Teacher as soon as they are fit enough to do so. Effective liaison with medical professionals’ will ensure that there is a minimum of delay in starting appropriate support for those pupils not admitted to hospital.

Blaenau Gwent County Borough Council will arrange suitable education for children of compulsory school age who, because of illness, would otherwise not receive suitable education.

Blaenau Gwent County Borough Council is responsible for ensuring that there is a named senior officer with responsibility for the provision of education for children who are unable to attend school because of medical needs. In this Local Authority the officer is the Inclusion Manager.

Educational provision for pupils who are physically ill or injured is the responsibility of all schools and education services'. Provision for tuition is made through the River Centre. Where the child has a mental health condition, which requires a small group setting this will be provided at Ty Afon as long as the entry criteria is met. It is important to note that Ty Afon is not actually an EOTAS provision.

The current entitlement of medical tuition is as follows:

- Pupils who have not yet reached statutory school age i.e. the beginning of the term after the 5th birthday is achieved - no provision is made
- Pupils, from the beginning of the term after the 5th birthday is achieved, to the end of Year 9 – 1 hour per day (up to 5 hours per week)
- Pupils in Years 10 and 11 – 2 hours per day (up to 10 hours per week)

The provision may include use of more than one teacher, on-line learning, cluster groups etc.

Clear lines of communication operate to ensure that a pupil absent from school due to medical needs for more than 15 school days consecutively is not left without education.

Parents and pupils will be consulted before teaching begins. In order to support reintegration back into school at the earliest opportunity and reduce isolation, tuition will only take place in the home as an exception and may include an element of on-line learning.

Children receiving education outside of school should do so in the most appropriate setting to their needs.

Pupils will be taught in groups wherever possible according to their medical needs to provide a more rounded education and social experience.

Teaching at home will only be carried out if there is an agreed "named adult" also in attendance and the appropriate risk assessment identifies safe practice for all.

On-line tuition will be provided where appropriate, including the establishment of on-line links to the pupil's school to support social inclusion and maintain friendship groups.

Transport will be provided to the educational setting if outside of the home in line with the LA's home to school transport policy.

The pupil's experience will be an extension of their school experience and will seek to maintain their studies and social contacts with the schools (as their medical condition allows).

Close liaison and sharing of information will be maintained by the pupil's school with the pupil's teacher from the service, and other key professionals, which will include some or all of the following, medical professional, educational psychologists, Education Welfare Officers, Tuition Service and Careers Wales.

Provision will be reviewed on a half termly basis and will be integral for long term planning for the education provision for the child.

Where the child has a mental health condition and a pupil has been offered a place at Ty Afon, the provision will be a full-time placement.

Transport will be provided to the educational setting if outside of the home in line with the LA's home to school transport policy.

The pupil's experience will be an extension of their school experience and will seek to maintain their studies and social contacts with the schools (as their medical condition allows).

Close liaison and sharing of information will be maintained by the pupil's school with the pupil's teacher from the service, and other key professionals, which will include some or all of the following, medical professional, educational psychologists, Education Welfare Officers, Tuition Service and Careers Wales.

Provision will be reviewed on a half termly basis and will be integral for long term planning for the education provision for the child.

It is recognised that, whenever possible, pupils should receive their education within their mainstream school and the aim of the provision will be to reintegrate pupils back into mainstream education at the earliest opportunity as soon as they are well enough. Arrangements for reintegration will be discussed with school staff and each child will have a personalised reintegration plan.

The Tuition Service and Ty Afon should make reasonable adjustments to alleviate disadvantage faced by children with disabilities, and plan to increase these children's access to their premises and their curriculum. They will also maintain good links with the child's home school and, through regular reviewing, involve them in decisions concerning the educational programme and pupil progress. This should also include social and emotional needs, for example ensuring that learners feel fully part of their school community, are able to stay in contact with classmates, and have access to the opportunities enjoyed by their peers.

The pupil's school should be aware of its continuing role in the child's education whilst they are not attending. For example, through providing relevant assessment information and liaising with the relevant Tuition service or Ty Afon staff over planning and examination course requirements where appropriate, and ensuring that there is a named teacher within school who can co-ordinate and support these links.

The pupil's school must also work closely with the provider to prepare Key Stage 4 pupils for their transition into post 16 education, employment or training – this would be under the umbrella of careers guidance.

All pupils will remain on roll of their home school and the prime responsibility for their education lies with that school. The process to refer to Ty Afon or the Tuition service is via the ALN panel.

The panel paperwork is sent to the ALN team by the school with the attached medical advice. The advice confirming that a pupil is medically unfit for school must be completed by a Community Paediatrician, Consultant or Child and Adolescent Mental Health Consultant. Once the referral has been received the Local Authority will work with the pupil's school to put appropriate education in place within the 15 days as stated in the WG guidance.

As soon as educational support via the relevant has been agreed, schools are required to provide baseline assessment information and curriculum plans to inform the planning of educational provision. This information, along with advice from medical professionals, will ensure that the education provided is effectively matched to the child or young person's unique needs.

The education provided should be tailored to the learner's individual educational needs and the impact of their medical condition on their ability to access education. Use of baseline assessment information from the home school will inform individual education plans, which should be suitable and flexible enough to be appropriate to the learner's needs. The nature of the provision should also reflect the demands of what can be a changing or fluctuating medical condition.

Schools are responsible for monitoring the quality of the provision for the individual learner e.g. through regular reviewing. The learner should, where available, have access to IT equipment and to the school's intranet and internet. However, this will not be used in isolation and should complement face to face education.

Pupils who are hard to place

Sometimes children can find themselves without a school place during the course of the year, for example, because their personal circumstances are such that they have had to move into the local authority or are looked after children. In some cases, these children may also exhibit challenging behaviour. (Please refer to Blaenau Gwent's Admission Guidance and Hard to Place protocol for further information). Where children meet the criteria they will be referred into the ALN panel for further discussion. Where it is deemed that a mainstream placement is

not the most appropriate provision for the child tuition will be provided, whilst further assessments are completed.

Areas of Responsibility

Schools

Notifying the Education Welfare Officer if a pupil is likely to be away from school due to medical needs for longer than 15 school days; Making an appropriate referral to ALN panel; Remaining responsible for:

- producing a plan with clear targets for each half terms learning incorporated in half
- termly work programmes in core curriculum subjects which the pupil would normally be studying in accordance with statutory requirements
- schemes of work in each subject
- setting and marking work
- resources
- examination entry fees
- making arrangements for National Tests
- assessment of course work
- career interviews
- work experience placements
- informing all other agencies of any alterations to the agreed plan.

Providing appropriate support for reintegration at the earliest opportunity.

Tuition responsibility

- supports schools in producing a medical plan which will include arrangements for the delivery of a broad, balanced and appropriate curriculum, homework and marking
- ensures clear lines of communication between all agencies and particularly ensures parents are informed about whom to contact in respect of education provision
- sends a half termly report to the pupil's school and the LA, outlining the pupil's progress and achievements

- works with the Education Welfare Service to ensure good attendance whilst receiving teaching outside of school and if necessary, making the appropriate referral requesting a home visit
- completes attendance records which will be sent to the pupil's school
- attends review and reintegration meetings
- ensures that teachers receive appropriate continuing professional development
- liaises with appropriate agencies

Partnership Working

It is essential that, for pupils with medical needs, there is effective partnership working between education, health and other agencies. Medical / Healthcare Plans are an effective tool to ensure that the pupil's education is not compromised by interim arrangements as a result of the pupil's medical needs.

Funding

While the pupil remains on roll at the school, the Authority will withdraw from the school the funding linked to that pupil, on a daily basis, consistent with the number of days that the pupil is in receipt of medical tuition and that funding is then passed to the tuition service.

Monitoring and Evaluation

For pupils on the role of a school the school is responsible for monitoring the progress of the pupil's education through regular liaison with the tutor. Schools should also review their provision for vulnerable pupils through their own school self-evaluation.

In the case of children on bespoke packages the local authority will be responsible for quality assuring the quality of the provision. The local authority should ensure an appropriate level of insurance is in place to cover the setting's activities in supporting learners with healthcare needs. The level of insurance should appropriately reflect the level of risk. Additional cover

may need to be arranged for some activities, e.g. off-site activities for learners with particular needs.

Where EOTAS services are commissioned from private providers the local authority will have a set of guidelines regarding the education, safeguarding and wellbeing responsibilities they will be expected to fulfil. The local authority reporting will be responsible for undertaking all necessary checks to ensure they are satisfied that the organisation has met their requirements. Once the local authority has undertaken these checks, the ALN panel can agree the organisation's 'approved' status. A database should be made available to all maintained schools within the local area.

Once an EOTAS provider has been entered onto the local authority's database as 'approved', the local authority will have a responsibility to regularly monitor the provision available to ensure that the quality of the provision available, and all necessary safeguarding precautions, remain suitable.

Links to other strategies / key documents

Welsh Government - Inclusion and Pupil Support 203/2016

Public Health Wales – Report 1 Aces

Estyn – Happy and Healthy (2019)

Estyn – Education other than at school (2016)

Public Policy Institute for Wales: Promoting Emotional Health, Well-being, and

Resilience in Primary Schools 2016

National Behaviour and attendance review (2008)

Wellbeing of Future Generations Act

Additional Learning Needs Act (ALNET) (2018)

Shared Ambitions (2019)

Behaviour Strategy (2020)

Wellbeing strategy (2020)

Inclusion and ALN Strategy (2020)

Managed Moves Policy
Elective Home Education Protocol
Safeguarding Policy

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BLAENAU GWENT POLICY FOR THE EDUCATION OF CHILDREN AND YOUNG PEOPLE WITH MEDICAL NEEDS

**Education
Inclusion Service**

**September
2021**



Cyngor Bwrdeisdref Sirol
Blaenau Gwent
County Borough Council

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RATIONALE

Blaenau Gwent's Tuition Service and Ty Afon provide temporary educational support for pupils who are unable to attend school for medical reasons and pregnant school girls, where mainstream school is not appropriate (Please read policy for pregnant school girls). The purpose is to minimise disruption to education, provide access to as much education as their medical condition allows, and enable pupils to return to school as soon as their health permits.

REGISTRATION

Pupils will remain solely on the school roll until they are allocated tuition or a placement at Ty Afon. A pupil's registration status will be agreed as appropriate for the individual pupil at the ALN Panel. A pupil may be dual registered and their main registration type will be the setting where the pupil spends the majority of their time (more than 50%). School must contact the tuition service on a regular basis to ensure that marks are reflective of the pupil's attendance on tuition.

A pupil who is unable to attend school because of medical needs **must not** be removed from the school register, even during a long period of ill health.

FUNDING

Pupil funding will be divided between the school, the tuition service and The River Centre in a pro rata agreement based on the amount of time spent in each provision. The Head of the River Centre and the Head of the Tuition Service will provide the finance team details of pupils' placement at the end of each term. The finance team will arrange for the appropriate proportion of the pupil's AWPUP to be transferred from the school to The River Centre/Tuition Service.

AIM

The aims of tuition and Ty Afon is to reduce the detrimental impact of illness on the pupils' education, to re-engage pupils in learning, help them maintain education or make up for lost time, and successfully reintegrate them into mainstream or alternative education at the earliest opportunity. Therefore, all placements will be for an initial 6-week trial period and then reviewed.

TUITION: CAPACITY

Due to the high demand for tuition, tuition will not be offered to a pupil on a long term basis. It is anticipated that tuition will be offered short term for a maximum of 1 - 2 terms, if the initial trial period is successful.

EXIT CRITERIA

If tuition provision is offered, pupils will be reviewed every 4-6 weeks to establish when a return to school is appropriate. At the end of the maximum provision of 2 terms, the review meeting will consider discharge to the host school, to another school or an alternative arrangement for the pupil's education.

GROUPS COVERED

All pupils whose home is in Blaenau Gwent who are:

- of compulsory school age
- on roll at a Blaenau Gwent maintained school

When a pupil has a Statement of Special Educational Needs/IDP, the school will need to hold an interim review with recommendations from the Review being forwarded for consideration by the ALN Panel. As such, the processes outlined in this document do not apply to such pupils.

REFERRAL CRITERIA: PRIORITY LIST

- pupils who are unable to attend school due to physical illness
- pupils who are unable to attend school due to a mental health illness
- girls of compulsory school age who are pregnant or new mothers with additional health related needs that mean they are unable to remain in their own school.
- pupils returning from elective home education, where there is evidence that the child has not been in receipt of an appropriate education

Tuition will normally only be considered where the pupil's anticipated absence will be for longer than 15 school days. Schools should note that for the first 15 school days of a pupil's absence they are responsible for the pupil's education.

Pupils with poor attendance and pupils excluded or in danger of exclusion for presenting inappropriate behaviours as the main concern are not appropriate referrals for tuition.

REFERRING AGENCIES

Referrals for tuition will be considered at the ALN Panel. Referrals will be made by Heads, Deputies and designated staff of schools. Acceptance of referrals is dependent upon the pupil's needs meeting the referral criteria.

REFERRAL ROUTES

Requests for tuition should be made to the ALN Panel with appropriate documentation (see below).

The ALN Panel will consider referrals and determine what provision will be made.

The educational provision offered could be made up, in the short term (one review period), of a combination of time in school and small group provision. The primary provision offered will be group work at a centre. Any individual tuition has to be agreed on a case by case basis by the ALN Panel.

REFERRAL INFORMATION

It is essential that a referral to tuition is part of an integrated support plan for a pupil which is underpinned by the work of all relevant professionals and which

has clear goals or outcomes for a return to school, or other provision. Referral information will need to make clear the expected outcome.

In the case of pupils presenting with mental health conditions, it is expected that referrals are supported by:

- clear evidence of mental health difficulty experienced from senior CAMHS professionals
- information regarding work already carried out by the school, including the impact of advice implemented following Educational Psychologist involvement
- clear evidence that the home school has tried EVERY possible approach to re-engage the pupil and has evaluated the impact that these approaches have had.
- information regarding impact of family interventions and other agencies
- an indication of consensus amongst involved professionals that a referral to tuition is likely to be the most effective way forward
- The child must not have any evidence of disruptive or aggressive behaviours or incidents of exclusions.
- The home school must provide evidence that the child's attendance figure is lower than 50%.
- An agreement to continuing support for pupil and family by the referring agency, planned outcomes for tuition including a return to school.

* A request from a GP/ SSD or parent is not regarded as sufficient grounds for tuition.

** Please note those pupils allocated a Ty Afon placement will:

- serve a trial period of 6 weeks
- comply with an agreed attendance target that will be gradually increased
- exhibit no disruptive behaviours being displayed by pupils, that may cause upset to others

Any breach of these conditions can result in the placement being terminated.

TUITION: LINKS WITH SCHOOL

When tuition has been agreed for a pupil with medical needs, a tutor will be appointed.

It is the home school's (the pupil's usual school) responsibility to provide work at the appropriate Curriculum level for the pupil. At key stages 1 and 2 the child's class teacher usually takes this responsibility and liaises with the tutor.

At key stage 3, a Head of Year or Additional Needs Co-ordinator is usually asked to take responsibility for obtaining work from subject teachers and liaise with the tutor.

Every school should have policy in place for meeting the needs of pupils with medical needs and a teacher with responsibility these pupils who will liaise with the tutor.

TUTOR RESPONSIBILITIES

The tutor is responsible for:

- planning and delivering a programme of work and maintaining appropriate records
- sending reports to the school and parents outlining the pupil's progress and achievements at least every half term
- Completing accurate attendance records which will be sent to the school and the LA.
- liaising between home, school and other agencies

All pupils receive support from the service in the knowledge that their ultimate goal should be to return to school as soon as their health permits.

Pupils should return to full time education as soon as they are able. Should special arrangements be advised by health professionals then the local authority, school and home tutor, in consultation with parents, will ensure they are in hand. However, if the necessary arrangements are complex or the pupil has emotional difficulties and is anxious, then the tutor may make arrangements for a supported return to school.

Following consultation with pupil, parent, school and tutor an individual programme of gradual reintegration will be arranged and tailored to the pupil's needs.

SCHOOL RESPONSIBILITIES

The school will be responsible for:

- notifying the LEA/EWS if a pupil is, or is likely to be, away from school due to medical needs for more than 15 school days and request that ALN Panel considers the request for Home Tuition
- If agreed by the ALN Panel, liaise with the home tuition service to draw up an individual learning plan for the duration of the tuition. This plan should be agreed with appropriate health service personnel.
- providing information regarding pupils' prior educational progress and attainment in order to implement a programme appropriate to meet pupil needs
- implementing agreed reintegration programmes
- attending review meetings
- Ensuring that regular plans of work are made available in all Curriculum subjects that the pupil would be normally studying. (This will aid successful reintegration by helping the pupil feel confident that they have covered a similar programme of work to their peers.)
- Loaning appropriate resource materials where possible. These will be returned when the pupil has finished with them
- examination entry fees, making arrangements for examinations and assessment of coursework
- career interviews
- work experience placements
- a named contact within the school to aid communication and attend reviews

- procedures ensuring the pupil is successfully reintegrated into school
- issues related to a pupil with statements of special educational needs
- Ensure that pupils who are unable to attend school because of medical needs are kept informed about social events, and are able to participate, for example afterschool clubs.
- Encourage and facilitate liaison with peers, for example, through visits, videos and internet links

WITHDRAWAL OF TUITION

Tuition will be withdrawn if the pupil fails to attend or make themselves available for tuition on a regular basis without evidence of a medical reason for this and the Education Welfare Officer will be notified if there is an attendance issue. If the provision is considered inappropriate during the initial planning stage, the provision will be ended. In this event, the referrer and school will be notified through the review process.

SUCCESSFUL RE-INTEGRATION INTO SCHOOL

Local authorities are responsible for ensuring that an individually tailored plan is in place for pupils before they return to school.

The local authority will work with the tutor, host school, parents and professionals to facilitate a return to school. The local authority will co-ordinate a school re-integration plan or some other exit strategy. For example, home tuition will gradually reduce as time in school increases.

The local authority will keep in regular contact with professionals involved in the pupil's case. In partnership with the tuition service, school and other agencies, the local authority will oversee the reintegration process when the relevant professionals agree that the pupil is well enough to go back to school. Some pupils may go on to more long term specialist provision if their mental health illness cannot be effectively addressed during the short period of tuition.

A review meeting will be convened to review the Individual learning plan and look at all of a child's needs and how they can be best met in order for effective reintegration to take place. A review of the ILP at this stage will:

- bring together the support provided by all the different agencies
- identify any on-going medical support that the pupil might need or any reasonable adjustments that may be required
- consider whether the pupil will be back in school for the long term, whether he/she is likely to fall ill again in the near future or need further medical intervention
- review academic progress
- Consider what support will be required to reintegrate the pupil back into school successfully.

The pupil and parents/guardian should attend the reintegration meeting and should be given the opportunity to put forward his or her views. These views should be recorded in the ILP.

Where pupils need extra support to reintegrate, The River Centre and the home school will need to identify how that support will be provided. All schools receive funding for 'additional needs' as part of their funding formula and this funding can be utilised to support reintegration.

After a pupil has been successfully reintegrated, the support available from the different agencies should not stop immediately. A final review meeting should be held after the pupil has been back at school for about eight to ten weeks. The purpose of this meeting will be to ensure that the pupil has reintegrated successfully and that strategies are working. This meeting can decide whether any on-going support is required and whether any future review meetings will be required. It will also be a useful forum for evaluating the multi agency service that was provided whilst the pupil was too ill to attend school.

ELECTIVE HOME EDUCATION

Tuition should not to be confused with Elective Home Education which involves the parent or guardian of a child removing the child from local authority schooling and accepting the responsibility of providing an appropriate education programme.

Admission Guidance

**Education Admission and
Inclusion Service
Admissions Guidance**

September 2021



Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

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BLAENAU GWENT IN YEAR APPLICATION PROCESS

Includes; In Year Transfer process, Hard to Place and Managed Move protocols

1.0 INTRODUCTION

1.1 The School Admissions Code places duties and expectations upon Schools, Local Authorities and Admissions Authorities.

1.2 The purpose of this document is to outline the key changes with regards to In-Year Admissions, the Hard to Place Protocol and Managed Moves and to outline a transparent process that will enable all schools and the local authority to meet their statutory duties around the provision of school places.

1.3 These protocols have been developed by Blaenau Gwent County Borough Council, in association with the admissions forum, and take into consideration government statutory guidance and departmental advice;

- School Admissions Code,
- School Admissions Appeal Code,
- Exclusions from schools and pupil referral units in Wales, November 2019
- Blaenau Gwent Hard to Place Protocol.
- The Education Act 2002
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018

1.4 For the purpose of this document the term 'school' refers to maintained schools and independent schools

2.0 ADMISSION TO SCHOOLS – IN YEAR TRANSFERS

2.1 Children admitted to the reception year group of an infant/ primary school, those children and those transferring from year 6 in a junior/ primary school to year 7 in a secondary school apply to do so during the normal admissions round.

Where the number of applications for that year group is at or below the schools published Pupil Admission Number (PAN) all children will be offered places. However, where the number of applications for a school is greater than the number of places available the Admissions Authority – the Council for maintained and Voluntary Controlled schools and the Governing Body for Voluntary Aided Schools must apply their published oversubscription criteria. Any children who, as a consequence of the Admissions authority's oversubscription criteria, do not receive an offer of a place will be added to the school's waiting list. The waiting list will be ranked according to the published criteria. Parent/carers will also be offered the right to appeal against this decision.

2.2 In addition to the normal admissions period applications can be made by parent/carers who wish to transfer their child from one institution to another throughout the academic year. Blaenau Gwent County Borough Council's School Admissions Team currently co-ordinate this activity on behalf of all local schools except for faith and foundation schools.

2.3 As with applications within the normal admissions round, any children who are not offered a school place following an in-year admission application will be added to the requested school's waiting list. Their place on the waiting list will be ranked according to the admission authority's published oversubscription criteria. Parent/carers will be offered the right of appeal against this decision.

3.0 MAKING AN IN-YEAR APPLICATION

3.1. Schools have identified key data and information required by any receiving school in advance of any pupil completing an In-Year Admission. This will ensure the maximum success for any pupil changing school outside the normal admissions round. Information that is required via the in-year transfer information sheet by a receiving school includes;

- ALN status of applicant
- CLA status of applicant
- Attendance and exclusion data for current and previous school year
- Support service and other agency involvement with applicant
- Current levels of performance and details of qualifications currently undertaken by the applicant where relevant
- Details of any exclusions or behavioural issues for which additional support may be required at the receiving school.

3.2 The In-Year Admission application form has been developed to assist the admission process. This now needs to be completed online via the Blaenau Gwent website, paper copy applications can be issued on request. Any transfer request which is not accompanied by a fully completed application form will not be considered.

3.3. Completed application forms are to be forwarded to the School Admissions Team at the Council by a pupil's current school. The Council will then forward the completed application to the requested school. On receipt of a completed application the process identified in Section 4 must be followed.

4.0 IN YEAR ADMISSIONS PROCESS

4.1 Blaenau Gwent County Borough Council, through the School Admissions Team, must, on request, provide information to a parent/carer about the places still available in schools in the area. In order to achieve this, it is important that all

schools provide the Council with up to date information on the number of places available in each year group. Application forms for both primary and secondary in-year admissions for all admissions authorities are available on the School Admissions page via the Blaenau Gwent website.

4.2 PRIMARY AND SECONDARY SCHOOLS

4.2.1 Parent/carers must complete Section A of the application form. It must then be returned to their current school. The current school will complete Section B and will forward the completed application to the School Admissions Team at the Council who will then liaise with the requested school on the availability of places. Applications for an in-year admission will not be considered without this supplementary information.

4.2.2 The School Admissions Team will communicate to the parent/carer the outcome of their application. The letter will explain whether their application has been successful, or, should it be unsuccessful, their right to appeal. Where a school operates as their own Admissions Authority, parent/carer will be advised that they need to contact the school directly to request an appeal form. The Governance Services Team at the Council will coordinate appeals in circumstances where it has not been possible to offer a place in a maintained school.

4.2.3 When communicating the outcome of an application, the letter must provide the following information:

- The outcome of an application
- If an application has been unsuccessful the reason that the application has been unsuccessful
- The right to appeal against the refusal of a place and process to do so

NOTE –The same process will apply to all applications, including those moving into the area. The Local Authority Acknowledge the difficulty in receiving evidence/paperwork from another Local Authority, but this should not be a barrier to admit a pupil.

4.2.4. Where a secondary school has not provided a response on an application for an in year transfer for an unplaced applicant within 10 days of receipt the Council will inform the school of its intention to use its powers of direction or its intention to seek secretary of state intervention.

4.2.5 It is anticipated that the all applicants will be notified on the outcome of an application within 15 working days of the receipt of a completed application form (with section B completed). During this time, it is the responsibility of the Council, receiving school and current school to co-ordinate the completion of the remainder of the application form.

5.0 PARENT/CARER PREFERENCE

5.1 The duty to comply with parent/carer preference is not removed, despite an application to transfer a school place occurring outside of the normal admissions round. All Admissions Authorities have a duty to comply with parent/carer preference when there are sufficient places within the applicant's identified year group to facilitate this.

5.2 In the event that parent/carer preference cannot be met within the applicant's identified year group, the applicant will be provided with an opportunity to be added to the nominated school's waiting list. The School Admissions Code requires each Admissions Authority to maintain a clear, objective and fair waiting list for at least the first term of the academic year. Each child on the list will be ranked against the admission authority's published oversubscription criteria. Looked after children, previously looked after children and those allocated a place at the school in accordance with Blaenau Gwent's Hard to Place Protocol (See 7.3) must take precedence over those on a waiting list. In an instance where a school place cannot be offered the applicant must be given the right to appeal this decision.

6. SCHOOLS STATUTORY DUTY TO ADMIT PUPILS

6.1 As the Admissions Authority for Local Authority Maintained Schools the Council has the statutory ability to admit children to its schools, however this would always be following consultation with the school leadership and/ or governing body. For other maintained schools the Council's powers of direction are identified below. A local authority has the power to direct the governing body of a maintained school for which they are not the admission authority to admit a child in their area even when the school is full. The local authority can only make such a direction in respect of a child in the local authority's area who has been refused entry to, or has been permanently excluded from, every suitable school within a reasonable distance. The local authority must choose a school that is a reasonable distance from the child's home and from which the child is not permanently excluded.

6.2 Should an applicant be unplaced but not be eligible for the Hard to Place process it is expected that they are offered a place at the school for which they have applied. In circumstances where following negotiation a school refuses to admit an unplaced applicant and cannot provide sufficient rationale to support this decision the Council will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

7. REFUSAL TO ADMIT PUPILS WITH CHALLENGING BEHAVIOUR

7.1 Where the governing body of a school which does not wish to admit an unplaced child with challenging behaviour outside the normal admissions round, even though places are available, they must refer the case to the local authority for access under the Hard to Place Protocol.

7.2 Where the governing body of a school which does not wish to admit an unplaced child with challenging behaviour outside the normal admissions round, and there are no places available, they must refer the case to the local authority for access under the Hard to Place Protocol. This will normally only be appropriate

where a school has a particularly high proportion of children with challenging behaviour or previously permanently excluded children.

7.3. However, the allocation of a place in accordance with the Hard to Place Protocol does not override parent/carer's right to appeal against refusal of a place at any school for which they have applied. If an application has been refused despite there being places available, the governing body must present their case for refusal, demonstrating how the admission of the child would prejudice the provision of efficient education or efficient use of resources.

7.4 In instances where a school wishes to refer an in year transfer application from a child with an existing school place to the Council under the Hard to Place Protocol it must provide the Additional Learning Needs Panel with written evidence as to why the application should be considered. While not prescriptive the school must as a minimum demonstrate that the receiving school has already admitted a disproportionate number of pupils in the named year group through the normal In- Year Transfer Process, Managed Moves or the Hard to Place Protocol and that how the challenging behaviour of the applicant will prejudice either the provision of efficient education to the existing cohort or the efficient use of resources. Information demonstrating the pupils challenging behaviour should also be provided.

7.5 Parent/carer preference is to be taken in to consideration but is, ultimately, not the decisive factor when allocating a school place under the Hard to Place Protocol, given that schools are expected to admit a fair number of children with challenging behaviour. Should a parent/carer apply for a school place as an In-Year Admission but be allocated an alternative place under the Hard to Place Protocol they are entitled to appeal the decision not to offer a place at their chosen school. Where an Independent Appeals Panel considers the admission would not be prejudicial to the school or other children and make the decision to admit the child then it is this decision which takes precedence over the allocation of a place under the Hard to Place Protocol.

7.6 A school will not be considered for a placement under the Hard to Place Protocol where an applicant has had either an unsuccessful appeal for a school place (on the grounds of challenging behaviour) or has undertaken an unsuccessful managed move at the school in the 12 months prior to their referral at that school.

7.7 If, at the point that the Additional Learning Needs Panel meets to discuss an applicant's referral, the referring school has not been removed from consideration through either appeals panel or mitigating circumstances (identified through the Hard to Place Panel placement process) it will be included as a potential placement destination.

7.8 Any referral to the Additional Learning Needs Panel on the grounds of challenging behaviour must be received by the Council within 5 days of the receipt of an In-Year Admission application.

8.1 HARD TO PLACE CHILDREN:

8.1.1 Sometimes children can find themselves without a school place during the course of the year, for example, because their personal circumstances are such that they have had to move home; or are looked after children; or they have been permanently excluded from their school. In some cases, these children may also exhibit challenging behaviour.

8.1.2 There is often a balance to be struck between finding a place quickly, perhaps in an undersubscribed school or one facing challenging circumstances, and finding a place which is appropriate for the child. It is also recognised that no school should be requested to take an excessive or unreasonable number of pupils who have been excluded from other schools or are otherwise 'hard to place'.

8.1.3 While the Hard to Place Protocol is a means of securing places for hard to place children it does not mean that an application from a hard to place child should automatically be referred to the Hard to Place Protocol. A parent/carer can still apply for a place at any school as an in year admission and is entitled to an appeal if they are not offered that place.

8.1.4 For a pupil to be eligible to be considered under the Hard to Place protocol, school must demonstrate that a pupil can be identified once as a minimum from each of the lists of children identified below

- Children from the criminal justice system or Pupil Referral Unit who need to be reintegrated into mainstream education
- Children who have been out of education for two months or more,
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers.
- Children who are homeless
- Children with unsupportive family backgrounds for whom a place has not been sought.
- Children who are carers

Children with additional learning needs (ALN), disabilities or medical conditions that do not have a statement or IDP/IEP

8.1.5 In addition to the minimum requirements the following will be considered as hard to place attributes:

- Children in year 11, that have significantly challenging behaviours and who have moved into the authority.
- Children who are permanently excluded, including those moved into the authority (MIA)
- Children leaving custody

- Children who have been withdrawn from schools by their parent/carers, following a number of fixed term exclusions, due to social or behavioural difficulties or additional educational needs, and are unable to find another place
- Children whose parent/carers have been unable to find them a school place after moving into the area or moving around the Borough.
- Children without a school place and with a history of serious attendance problems. This must have included previous involvement with the education welfare service. Children, without a statement/IDP, with significant challenging behaviour. (i.e. a high number of previous exclusions (including internal exclusions) and/or accessing alternative provision.

The above list is not exhaustive and it is recognised that some children not included on this list will be considered 'vulnerable' and may be required to have their case considered within the protocol. Schools will need to demonstrate how they perceive a child to be vulnerable and hard to place.

8.1.6 Challenging behaviour will normally be defined as;

- Children whose behaviour has resulted in multiple fixed term exclusions or multiple internal exclusions within a period of one academic year preceding the request for a school place.
- Children whose behaviour has resulted in a permanent exclusion or managed move within the last 12 months preceding the request for a school place.
- Significant unauthorised school attendance, in the current academic year linked to behavioural or emotional issues.

8.1.7. Issues relating to non-attendance in isolation of any other factors will not be considered under the Hard to Place Protocol.

8.1.8 Where a parent/carer has elected to home educate and subsequently requires a school place, a child will only be eligible for Hard to place if there is evidence that the child has not been receiving an education. Where there is evidence that a pupil has not been receiving an education the Panel may consider parent/carer preference and consider returning the child to their school of origin. However, if a child was previously permanently excluded from their school of origin or the Panel deems it is not in the best interests of the pupil to return to their school of origin, an alternative school placement will be sought. Schools best placed to support the child's educational and welfare needs will be considered in the first instance.

8.2 REFERRAL UNDER THE HARD TO PLACE PROTOCOL

8.2.1 An officer of the Council can refer an individual under the Hard to Place Protocol. It is anticipated that any individual who has been identified as unplaced will be referred immediately following the local authority becoming aware of their status.

8.2.2 Any school receiving an application outside the normal applications round can refer any applicant under the Hard to Place Protocol if they consider that the applicant satisfies the criteria referred to in the Hard to place Protocol. However, as noted above if a parent/carer has applied for a place as an In-Year Admission and a place is not subsequently offered the parent/carer is entitled to appeal this decision. The outcome of an independent School Admissions Appeal will take precedent over the Hard to place Protocol.

8.2.3 All referrals to the Hard to Place Protocol will be reviewed within 15 working days of the referral date.

8.2.4 On receiving a referral from a school the Additional Learning Needs Panel will consider the application and make a determination as to whether the referral meets the criteria for placement on the grounds of challenging behaviour.

8.2.5 Any referral under the Hard to Place Protocol that does not meet the agreed criteria will be referred back to the named school for admittance as an in year admission. The Additional Learning Needs Panel reaching this determination will provide the School full reasoning for this decision. Schools accept that the Additional Learning Needs Panel's decision in this matter is final and all pupils will be admitted within 5 days of receipt of the Additional Learning Needs Panel's decision.

8.2.6 Any referral not accompanied by suitable supporting evidence from the School will not be considered. Schools will instead be required to admit any pupils as an In- Year Transfer (in order to reduce the period of time a young person is unplaced). Pupils are to be admitted as an In-Year Transfer within 5 days of receipt of the Additional Learning Needs Panel's decision.

8.3. ADDITIONAL LEARNING NEEDS PANEL DECISION

8.3.1 Any school required to admit a pupil under the Hard to Place Protocol will be provided with the full reasoning for this placement and any supporting evidence and information that would assist with the pupil's admission and transition to the school.

8.3.2 Once a placement decision has been made, the Chair will notify the school that has been identified, in the first instance. The Council's Admissions Department will formally notify the school and parent/carer. Schools accept the Panel's decision and must contact the parent/carer to arrange the admission within seven calendar days. The School must also notify the Admissions Department of the admission date confirming that the child is on roll.

8.3.3 In the event that a school refuses access of a pupil they must provide a written response to the Corporate Director of Education within seven calendar days. In this event the Council will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

9.0 MANAGED MOVES

9.1 All schools in Blaenau Gwent have made a significant effort to avoid permanent exclusion. However, there are occasions where after lengthy and concerted efforts it is clear that it is not in the pupil's or school's best interest to continue with the placement but mainstream education is nevertheless appropriate. In these circumstances one of the strategies that could be considered is a managed move. It must be recognised that this is not a means of avoiding permanent exclusion as in the most severe and persistent cases the problems often recur in the receiving school.

9.2 A managed move is a managed transfer, over a period of time, of a child from one school to another. A managed move consists of a formal agreement between the child's parent/carer, the head teachers of both the referring (home) school (School A) and the receiving school (School B). A managed move provides a child with the opportunity of a 'fresh start' in another school and is a means of positively re-engaging the pupil in education.

9.3 Generally, a pupil should not participate in more than two managed moves in one academic year.

9.4 PRINCIPLES OF A MANAGED MOVE

9.4.1. It is seen to be in the best interest of those pupils who are experiencing difficulties, which could appear to be leading towards permanent exclusion. When the full range of pastoral support strategies (including a pastoral support programme) have been resourced and tried but have failed to reach the young person.

9.4.2. When a 'new start' at another school is seen positively by all concerned and has not been used as a threat or punishment by either the school, or the parent/carers. This is a possible, negotiated strategy, not an imposition. It aims to keep pupils included who might otherwise become further disaffected.

9.4.3. A managed move is a voluntary arrangement and no pressure must be put on to a Headteacher or a parent/carer if either feels that the move would not be in the child's best interests.

9.5 CRITERIA FOR A MANAGED MOVE:

9.5.1. A pupil with an otherwise good record has committed an offence that might lead to permanent exclusion, but the school feels the pupil would benefit from another chance.

9.5.2. There has been an irrevocable breakdown of relationships between a pupil and staff, as a consequence of significantly challenging behaviours displayed.

9.5.3. There has been an irrevocable breakdown of relationships between a pupil and his or her peers, as a consequence of significantly challenging behaviours displayed

9.5.4. A pupil with a record of inappropriate and disruptive behaviour or poor attendance, as a consequence of inappropriate and disruptive behaviour applies for an in-year transfer.

9.5.6 There has been an irrevocable breakdown in relationships between the pupil and staff or peers resulting in a pupil's low or non-attendance.

9.5.7 Where a managed move is proposed to resolve an attendance issue the school must demonstrate that the pupil in question has been referred to the Education Welfare Service. The managed move must be endorsed by the Council's Senior Education Welfare Service, where it is anticipated the move may resolve the existing barriers to attendance.

9.5.8. The above list is not intended to be a complete list of scenarios and there may be other occasions where a Managed Move is considered appropriate

9.6 THE PROCEDURE FOR A MANAGED MOVE

9.6.1 Managed moves will need to be referred to the Additional Learning Needs Panel. Prior to requesting a managed move, Headteachers must satisfy themselves that all possible preventative procedures have been met in full. Headteachers must make available all records in respect of:

- Pastoral support programme
- School's intervention and support given in respect of issues causing concern
- Referrals to external agencies
- ALN stage, provision of support and involvement of external agencies (if applicable)
- Assessment information
- Attendance
- Parent/carer interviews/discussions
- Strengths and potential areas for future development – a positive statement detailing the pupil's strong points/subject preferences
- Key Stage 4 pupils – record of options

9.6.2 A system of managed moves works by negotiating a transfer of the pupil into a new school as a means of positively re-engaging the pupil in education. In the first instance, the head teacher or the head teacher's representative of School A, will have discussed the consideration of a managed move with the parent/carer and child.

9.6.3. Where a Managed Move is being considered because of a pupil's behavioural issues, this should only be considered when School A's own behaviour management strategies and a pastoral support programme of at least

16 weeks has been resourced, tried and failed. Following agreement at the Additional Learning Needs Panel, a further pastoral support plan should then be set up for the pupil at the Initial Managed Move Meeting with School B to support the pupil. On occasions when a single incident occurs that would precipitate a permanent exclusion and without a background history of significant behavioural disruption, a pastoral support programme may not have been drawn up and exhausted by School A. In these circumstances, it is essential that a pastoral support programme is set up as soon as possible by School B to support the Managed Move.

9.6.4 An Initial Managed Move Meeting is arranged by the Headteacher's representative from School A. Those in attendance will be the representatives from Schools A and B, an Inclusion Officer, parent/carer and the pupil. The managed move protocols will be explained and all parties will provide written confirmation of their understanding and agreement to the parent/carer agreement (see appendix 3). Targets will be set to support the managed move process and information will be shared by parties (see appendix 3). An agreed start date and induction process will be agreed at the initial meeting. The pupil will then continue to attend the School B on a daily basis as agreed for the period of the Managed Move

9.6.5 The pupil remains on roll of the home school, but has a fresh start and attends the new school for a period of up to 12 term weeks as a "dual registered pupil". If the placement is successful, the pupil would then go onto the roll of the new school – School B.

9.6.6 The success of a managed move is based on targets set at the initial managed move meeting and the following:

- A pupil must have a good level of attendance and punctuality, as determined by the School B, during the period of the managed move.
- A pupil must have a good level of behaviour, as determined by the School B, during the period of the managed move
- A pupil must engage in learning in all aspects of their curriculum whilst attending the School B, during the managed move period

The above targets will be recorded at the meeting and reviewed during the managed move process.

9.6.7 A Review Meeting will be convened by the School B at approximately 6 school weeks into the Managed Move. This Review Meeting will be organised in advance, on a date where all professionals, the parent/carer(s) and the pupil attend. It is at this point where targets set are discussed and/or amended, if appropriate. At this point any concerns can be raised by any party and discussed to support the managed move process.

9.6.8 The School B will convene, a final Review Meeting to take place at 12 school weeks into the Managed Move. It is at this point where all parties consider whether targets set have been achieved, thus determining the success of the managed move. If successful, parties will agree a date when a pupil is to be taken off the School A's roll and become single registered with the School B.

9.6.9 In extenuating circumstances (i.e. when a pupil has had a medical condition that can impact on the attendance target), a managed move may be extended. The length (generally a further 6 weeks) must be agreed with all parties and another Final Review meeting must be arranged.

9.6.10 At the Review Meeting, the Final Review Meeting or at any point during the period of the Managed Move, it may be determined that the Managed Move has been unsuccessful. The determination of whether the Managed Move is unsuccessful will rest with School B and their decision is final. There is no appeal route following a determination that the Managed Move is unsuccessful. All records from School B will be transferred to School A and the pupil will continue to attend School A as a registered pupil there.

9.6.11 If the Managed Move is deemed to be unsuccessful at a point other than the end of the agreed period or at the mid review stage of the Managed Move, the Managed Move will come to end with immediate effect. Non-exhaustive examples of when a Managed Move may come to an end earlier than the agreed period of the Managed Move could be where the pupil displays poor behaviour or fails to attend School B under the Managed Move.

9.6.12 Should the Managed Move be deemed to be unsuccessful, the pupil will return to School A.

9.6.13 There is a clear understanding that School B does not have the ability to permanently exclude the pupil during the period of the Managed Move or at its conclusion. School A retains responsibility for the pupil until such time as the pupil is placed on roll of School B or returned to School A.

9.6.14 A managed move would not normally be appropriate where a year group is full but could be accommodated in exceptional circumstances with the agreement of head teachers.

9.6.15 All school records (as referred to in the Managed Moves Protocol) will be transferred to the receiving school for the Managed Move placement period. If the Managed Move is unsuccessful subsequent transfer applications to the School B may lead to the transfer application being referred by School B to the Hard to Place Protocol. School B will not be considered for placement if there has been an unsuccessful Managed Move for the same pupil in the 12 months prior to the referral.

9.7 PROCEDURE FOR A MANAGED MOVE WHERE THE PUPIL HAS ADDITIONAL LEARNING NEEDS AND/OR A DISABILITY

9.7.1 A child with a statement/ Local Authority IDP/IEP would not normally be considered for a managed move, evidence should be gathered for submission to the ALN Panel for a change of placement. Where a child has a statement or Local Authority based IDP/IEP, the consideration of the managed move should only be undertaken as part of a Person Centred Planning (PCP) review process.

9.7.1 Pupils with a school based IDP can be considered under the Managed Move Protocol or the school can request that the Local Authority considers taking

responsibility for the IDP through the ALN Panel submission process. A PCP review meeting will need to be held and the outcome of the PCP is submitted with the Panel Submission paperwork to the ALN Panel,

9.7.2. Where a managed move takes place for a pupil that has a statement/IDP/IEP, School A should always discuss the arrangements with the Additional Learning Needs Manager prior to the managed move being considered.

9.7.3. Where a pupil has ALN, but does not have a statement/IDP, the procedure outlined above should be followed at all times.

9.8 PROCEDURE FOR A MANAGED MOVE FOR A CHILD LOOKED AFTER

9.8.1. A looked after child would not normally be considered for a managed move. Should a managed move be considered for a looked after child it can only take place with the consent and support of the CLA Education Officer and form part of the child's Education care plan.

9.9 REGISTRATION AND ROLL ARRANGEMENTS

9.9.1 School A keeps the pupil on roll during the trial period and includes him/her in all attendance statistics, local authority census, PLASC etc. School A maintains the pupil's record with an enrolment status of "M" (main dual-registration)

9.9.2 Although not placed on the roll, school B is responsible for recording the pupil's attendance and for feeding back to school A on a weekly basis. School B maintains the pupil's record with an enrolment status of "S" (subsidiary dual-registration). This enables the school to allocate the pupil to a tutor group, register, and generate a timetable.

9.9.3 It would be the responsibility of school A to keep the Inclusion Officer informed of progress of the managed move and in addition the Additional Learning Needs Team in the case of a child with a statement.

9.10 OTHER FACTORS

9.10.1 Every school involved in a Managed Move should identify a single person in their respective school who will manage all Managed Moves regardless of year group. This may be the Headteacher or a member of the leadership team.

9.10.2 Only the Headteacher of School A can exclude the pupil. School B would need to consider whether the actions of the pupils would warrant the termination of the Managed Move. It is important that School B keeps School A advised of any issues arising during the period of the Managed Move so that appropriate decisions can be taken by School A in a timely manner.

9.10.3 The pupil needs to be committed to the Managed Move process. There should be time allowed for the pupil and parent/carers to reflect on the suggestion of a Managed Move before the initial managed move meeting is scheduled. A copy of the managed move protocols should be provided to the parent/carer and pupil prior to the initial meeting taking place.

9.10.4 The pupil's transition into School B as part of the Managed Move must be on a full-time basis and will similarly need to be supported with effective induction process. These inductions are expected to be more detailed than what is normally provided to new pupils. The key to success is likely to be the pupil feeling an ownership of the transfer, prepared for it, and supported in it by School A, School B and the Inclusion Officer.

9.10.5 School A should enable pupils on a Managed Move who are eligible for free school meals to access them in School B immediately.

9.10.6 Not all pupils will be suitable candidates for a Managed Move. Negotiated transfer is part of a continuum of (developing) provision. Permanent exclusions may still be appropriate in certain cases.

9.10.7 It is the responsibility of the parent/carer to also ensure that the pupil conforms to the uniform regulations at School B.

9.10.8 Pupils who move out of the area and where their home school is no longer within statutory walking distance of their residence, should not be subject to a managed move. A parent/carer has the right to submit a transfer request to their preferred school and the School Admission Code should be adhered to.

9.11 FINANCE

9.11.1 During the period of the Managed Move, funding related to the pupil will remain with School A. However, where a school is above their PAN, prior to the managed move then an agreement between both School A and School B should take place to discuss the recoupment of any additional costs incurred. This should be agreed prior to the initial managed move meeting taking place.

9.11.2 If the Managed Move is successful and the pupil transfers to the roll of School B, funding will be transferred to School B from this date. The accountancy team will calculate the funding available from the date it is agreed the pupil will be transferred to the roll of School B. This may involve the recoupment of some monies from School A for this same period. Accountancy will inform School A and School B of the amount of money to be transferred and the process of transferring such funds.

9.12 OUT OF AREA MANAGED MOVES

9.12.1 There are no official arrangements for managed moves between local authority areas. However, it is suggested that where a managed move takes place between local authorities, schools and local authorities should follow the local authority's protocols of where the receiving school is located.

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Agenda Item 8

Executive Committee and Council only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **Education and Learning Scrutiny Committee**
Date of meeting: **Tuesday 30th November 2021**
Report Subject: **School Attendance**
Portfolio Holder: **Cllr Joanne Collins, Executive Member for Education**
Report Submitted by: **Luisa Munro-Morris, Head of School Improvement and Inclusion**
Lynn Phillips, Corporate Director of Education

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
11/11/21	18/11/21	19.11.21			30/11/21	15.12.21		

1 Purpose of the Report

The purpose of the report is to provide opportunity for Members to scrutinise attendance data for Blaenau Gwent at Primary and Secondary school level for the academic year 2020-21 and the first half-term of the academic year 2021-22.

2 Scope and Background

2.1 This report will provide Scrutiny Members with key attendance data relating to Blaenau Gwent schools and relevant comparisons to the all Wales data, where available.

2.2 The key attendance guidance is the Welsh Government Guidance entitled: 'All Wales Attendance Framework' (November 2012). The document provides standards and guidance for practitioners to ensure greater consistency of practice throughout Wales. It also aims to enable the Education Welfare Service and schools to deliver services that are consistent, accessible and of a high standard. Most importantly, it is intended to be a practical resource toolkit for use by staff working within the Education Welfare Service.

2.3 The Education Welfare Service works closely with schools and other services to promote the need for regular school attendance and to embed working practices which support this aim. In 2015 'Callio' was introduced and the 'Callio' strategy had clear processes which escalated referrals to the Education Welfare Service as necessary. The Education Welfare Service works closely with schools to identify barriers to attendance. Once these barriers have been identified they work with schools, pupils, parents and other agencies to put in the support needed. This can be referrals to other agencies such as Families First, developing reintegration plans, running attendance panels, meeting pupils in schools to give them reassurance at the start of the day and making home visits. In addition to

this Education Welfare officers also offer advice, support and training to school on attendance and other related issues. As a last resort, when all other options have been exhausted, the Education Welfare Service also undertakes statutory intervention.

- 2.4 In April 2018, reducing persistent absenteeism was made an Education Directorate priority and a plan was put in place to address this.

In March 2020, the COVID pandemic forced schools to close for most pupils and the Education Welfare Service worked closely with schools to ensure that pupils were seen and support was given to parents. Due to the pandemic, the focus has been mainly on wellbeing and many statutory interventions have been suspended such as Fixed Penalty Notices (FPNs).

3 **Options for Recommendation**

The options for Education and Learning Scrutiny Committee to consider are:

- 3.1 **Option 1:** Members are asked to scrutinise the information detailed within the report, thereby contributing to the continuous self-evaluation of the service prior to making appropriate recommendations to the Executive Committee.
- 3.2 **Option 2:** Accept the report as provided.

4. **Evidence of how does this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

- 4.1 The Education Welfare Service supports the Corporate Plan priorities of the Council and Education Directorate, specifically to improve pupil outcomes, progress and wellbeing through regular school attendance.
- 4.2 The Education Welfare Service also contributes to all five areas of the Blaenau Gwent Well-being Plan. Promoting good attendance supports improved pupil outcomes, progress and wellbeing of pupils, particularly our most vulnerable, enabling pupils to maximise their potential. Whilst being a statutory responsibility we also know that good attendance is a fundamental pre-requisite of ensuring future local and national prosperity through the provision of an informed and well-educated workforce.

5. **Implications Against Each Option**

5.1 ***Impact on Budget (short and long term impact)***

There are no direct financial implications for the local authority related to this report. The Education Welfare Service is funded through the Education Directorate's revenue budget.

5.2 ***Risk including Mitigating Actions***

There is an ongoing need to improve school attendance so that pupils are attending school on a regular basis and are able to maximise their

potential. Failure to ensure that there is robust monitoring of attendance in schools to support school improvement carries with it a number of significant risks:

- Undetected and unaddressed decline in school performance and the quality of provision;
- Students do not achieve to acceptable levels;
- Lack of overall improvement in schools' performance; and
- Negative impact on the reputation of the Council.

5.2.1 Similarly, ineffective monitoring of Council services also poses a range of risks including:

- Reducing standards and quality of provision in schools;
- Poor value for money;
- Ineffective support for schools which hinders their improvement; and,
- Negative impact on the reputation of the Council.

5.2.2 The risks are mitigated effectively and attendance in all schools is monitored on a fortnightly basis by Officers working within the Education Welfare Service that are based in each cluster. Support, advice and appropriate challenge is provided to all schools with bespoke support provided to schools with lower attendance. Specific areas of focus such as encouraging parents to make medical appointments out of school time, minimising the use of exclusions and working with schools regarding the use of reduced timetables continue alongside thorough data analysis to identify trends and sharing aspects of good practice across the school estate.

5.3 **Legal**

There are no legal implications for this report, but Legal colleagues are engaged when FPNs are utilised on occasions.

5.4 **Human Resources**

There are no direct staffing implications associated with this report.

6. **Supporting Evidence**

6.1 **Performance Information and Data**

Since reporting to Scrutiny in October 2019, Welsh Government has not issued any further annual statistical releases. Data is, however, released on a weekly basis where Blaenau Gwent's position against the Wales average can be ascertained.

6.1.2 **Persistent Absentees (PA) and BG's Relative Attendance Levels**

There is no current comparative data to report on persistent absenteeism as the last publicised data relates to 2018/19. However, locally actions that have been taken to reduce persistent absenteeism include:

- regular monitoring of data so that support could be put in place for pupils;
- A media campaign and Headteacher toolkit was also developed so that key messages could be given to parents;

- Partial timetables are better monitored and reduced;
- Parenting contracts and orders policy are being embedded;
- Families First work to deliver bespoke parenting for parenting orders;
- Education Supervision Orders to be used as necessary;
- Educational Neglect Pathway to be developed;
- Reducing the number of exclusions as this impacts on attendance; and,
- Reducing absences, which are as a result of in-year transfers as this also impacts on attendance.

6.1.3 Unfortunately, due to COVID there has been an increase in persistent absenteeism due to a number of factors including anxiety, isolation periods and vulnerabilities within the household. The overall position of BG's attendance since April 2021 set against the Wales mean average is shown in Table 1 below.

Week beginning	Attendance (%) Blaenau Gwent	Attendance (%) Wales
19.4.21	91%	91.9%
26.4.21	88.6%	90.5%
3.5.21	88.9%	89.8%
10.5.21	90%	89.6%
17.5.21	90.6%	90.1%
24.5.21	88%	87.8%
7.6.21	90.8%	89.3%
14.6.21	89.3%	88.4%
21.6.21	87.3%	87.4%
28.6.21	85.1%	84.2%
5.7.21	84.5%	81.3%
12.7.21	79.8%	77%
6.9.21	92%	91.4%
13.9.21	86.9%	88.5%
20.9.21	82.4%	84.7%
27.9.21	83.5%	85.5%
4.10.21	85.9%	87.4%
11.10.21	85.7%	87.8%

6.1.4 BG's in-house data shows that attendance at October 2021 half term has increased from the previous year. This data is cumulative from the first day of the Autumn term.

Secondary	
2020/21	81.7
2021/22	85.6

Primary	
2020/21	89
2021/22	89.2

6.1.5 The Welsh Government are shortly due to commence a review to look at the barriers to school attendance and the impact COVID has had on this.

With COVID impacting on school attendance, the Education Welfare Officers have had to adapt to new ways of working. During school closures the Education Welfare Service was a valuable link between schools, pupils and parents, especially for those families that were not engaging with schools. During this period, numerous home visits were undertaken to check on the welfare of families and to support with remote learning and access to digital devices. Since schools fully reopened, Education Welfare Officers have continued to work with parents and schools to encourage pupils back into the classroom, but there are many presenting challenges, with mental/emotional wellbeing being one of the main concerns.

Education Welfare Officers continue to make home visits where pupils are absent, especially when there has been 3 days with no contact. Referrals are made to external agencies for support and daily contact is made with families where there are ongoing concerns around mental health issues. A number of reintegration plans have been established and advice has been given to schools.

In order to understand the long term effects of the impact of COVID the majority of the Education Welfare Service are doing their Diploma in Trauma Informed Schools and the Senior Education Welfare Officer is also working with the CAMHS In-Reach Service to develop trauma informed practices and a draft policy has been developed on Emotionally Based School Avoidance.

6.2 Expected outcome for the public

Improved attendance will result in pupils being able to access an education which will support them to achieve better outcomes reducing the future financial implications on other services.

6.3 Involvement (consultation, engagement, participation)

Attendance data is regularly shared with schools as well as forming a part of the evidence base for other teams' work within the Directorate, the EAS and other services. A Members' briefing on the work of the Education Welfare Service is planned for the spring term.

6.4 *Thinking for the long term (forward planning)*

A focus on improving school attendance aligns to the Education Improvement Plan and Corporate Improvement Plan. Improved attendance levels will have a positive impact on the life chances of children and young people, better preparing them for their future beyond their time in school.

6.5 Preventative focus

Good attendance reduces the likelihood of a pupil becoming NEET, increases the likelihood of a pupil achieving well and supports pupils to reach their potential. The work of the Education Welfare Service is preventative in nature supporting pupils to engage in education and supporting schools in their management of attendance.

6.6 Collaboration / Partnership Working

Attendance has a regional profile and supports the work of the EAS. Strong links exist with neighbouring LAs as well as within Blaenau Gwent services such as with Children's Services. Working in partnership with other services is fundamental to providing a co-ordinated, effective service to children and young people as well as schools.

6.7 **Decarbonisation and Reducing Carbon Emissions**

Any physical works planned and undertaken within education settings are planned in order to take account of decarbonisation and reducing carbon emissions.

6.8a **Socio Economic Duty Impact Assessment**

An assessment will be carried out in relation to each priority area during the autumn-term review process.

6.8b **EqlA**

There are no adverse impacts in relation to the data in this report.

7. **Monitoring Arrangements**

Under normal circumstances, attendance is monitored fortnightly and data shared with schools. On a half-termly basis data is presented to the Education Departmental Management Team (DMT) meeting as well as to the Inclusion Monitoring, Evaluation and Review group and Wider Group. Annual FADEs for primary and secondary attendance are prepared and data is provided to Welsh Government. However, in light of the COVID response, attendance data has not been routinely shared across the Education sector, apart from the weekly collection from Welsh Government.

Background Documents /Electronic Links

The All Wales Attendance Framework is available from the Welsh Government:

<https://beta.gov.wales/sites/default/files/publications/2018-03/all-wales-attendance-framework.pdf>

List of Acronyms

EAS: Education Achievement Service
NEET: Young people not in education, employment or training
SEWC: South East Wales Consortium

Agenda Item 9

Executive Committee and Council only

Date signed off by the Monitoring Officer:

Date signed off by the Section 151 Officer:

Committee: **Education and Learning Scrutiny Committee**
Date of meeting: **Tuesday 30th November 2021**
Report Subject: **Blaenau Gwent Draft 10-year Welsh in Education Strategic Plan Consultation Report**
Portfolio Holder: **Cllr. Joanne Collins, Executive Member Education**
Report Submitted by: **Corporate Director of Education – Lynn Phillips
Service Manager Education Transformation and Business Change – Claire Gardner**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
4.11.21	4.11.21	18.11.21			30.11.21	19.01.22		

1. **Purpose of the Report**

The purpose of the report is to provide Members with the opportunity to scrutinise the draft Blaenau Gwent 10-year Welsh in Education Strategic Plan, providing views, comments and responses in line with the consultation process.
2. **Scope and Background**
 - 2.1 Section 84 of the Schools Standards and Organisation (Wales) Act 2013, requires each Council to prepare a Welsh in Education Strategic Plan (WESP). The purpose of the WESP is to set out the Council's strategic approach and direction in the development and delivery of Welsh-medium provision and Welsh education.
 - 2.2 **Blaenau Gwent 10-year Plan**

In 2017, Welsh Government carried out a rapid review of the proposed Local Authority plans. The review acknowledged the need for change, not only in terms of individual plans' ambitions, but also in terms of the legislative framework set out by Welsh Government. The review highlighted a need to change the regulations and guidelines, along with a significant change in the Welsh Government and Local Authority approach to planning. Consequently, Welsh Government reviewed the legislative framework associated with the WESP, with the key focus being the creation of a framework which enables Local Authorities to develop long-term strategic plans.
 - 2.3 Prior to the COVID-19 pandemic, Welsh Government required Local Authorities to submit their first draft 10-year plan to the Welsh Ministers by 31 January 2021; however, in light of the pandemic and associated emergency response requirements, the submission timeline has been updated. Following the drafting and subsequent consultation period, the Welsh in Education Strategic Plans (Wales) Regulations 2019, along with the draft guidance were laid on 5 December 2019 and came into effect on 1st January 2020. Local Authorities must submit their first draft 10-year plan

to the Welsh Ministers on 31st January 2022, with the plan operational from September 2022. The current BG WESP will remain in force until that date.

- 2.4 The Welsh Government expects Local Authority 10-year plans to encompass the following:
- A clear and concise vision based on the target agreed;
 - Local education profile (numbers of school age learners, the number of each school under each category, and the number of learners within each school category);
 - Key data for each outcome (current baseline and projections);
 - Any high level plans or factors which impact education in the county
 - Clear aims and objectives under the 7 outcomes;
 - A clear link between how each aspect of the plan contributes to the vision and the overarching target; and,
 - A clear link between the plan and other Local Authorities strategies and relevant policy areas.
- 2.5 Working closely with BG Welsh Education Forum, Education has produced a draft 10-year WESP (**Appendix 1**) in consideration of Welsh Government regulations and guidance; for consultation, political approval and submission to Welsh Government by the 31st January 2022.
- 2.6 The consultation period will commence on Friday 5th November 2021, concluding on Monday 3rd January 2022 at 12 Noon. All responses will be considered, along with the associated implications; including any changes to the plan resulting from the consultation. We will then look to produce a final version for approval by the Council's Executive Committee, prior to submission to Welsh Government Ministers for their consideration and approval. Once agreed, the plan will come into effect from September 2022.
- 2.7 Blaenau Gwent Council's Vision for Welsh-medium Education is as follows:
- 'To build upon the strong progress made to date, by creating a sustainable education system which enhances provision, uptake and use of the Welsh language; creating skilled and empowered citizens who are proud to live and work both within and outside of Wales'.*
- 2.8 The strategic aim of which will be to create:
- A community who embrace the Welsh language and culture with confidence and pride.*
- 2.9 We will seek to achieve our vision by promoting, developing and enhancing Welsh-medium education provision and services. We will do so by working closely with the Welsh in Education Forum, along with other key strategic partners including Welsh Government, and other local authorities. Our strategic objectives include:
- To raise the profile of Welsh medium Education, along with the benefits of being bi-lingual;

- To create high quality, thriving learning establishments which support effective pupil, staff, community and partner engagement;
- To support integration of services and create an immersive experience for learners;
- To secure improved school to school and partnership work, facilitating wider use and development of the Welsh language;
- To create a skilled and sustainable workforce, committed to continuing professional development;
- To ensure inclusive teaching and learning environments and opportunities for all learners; and,
- To improve progression opportunities by reviewing and implementing a curriculum which is firmly aligned to further and higher education.

2.10 The Council seeks to achieve the following outcomes as set out by Welsh Government, which reflect the learner's education journey, and are consistent with the policy areas of Cymraeg 2050 and Education in Wales: Our National Mission:

- Outcome 1 – More nursery children/three year-olds receive their education through the medium of Welsh.
- Outcome 2 – More reception class children/five year olds receive their education through the medium of Welsh.
- Outcome 3 – More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.
- Outcome 4 – More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
- Outcome 5 – More opportunities for learners to use Welsh in different contexts in school.
- Outcome 6 – An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018).
- Outcome 7 – Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

2.11 In order to ensure that we achieve the aforementioned vision and objectives, Blaenau Gwent County Borough Council are committed to working towards the ambitious Welsh Government target, to increase the Year 1 cohort taught via the medium of Welsh to 75 pupils. When compared with the 2019/20 baseline data used by Welsh Government, this would equate to 10% (an increase of 6 percentage points increase) of the total Year 1 cohort being taught via the medium of Welsh by 2032.

3. **Options for Recommendation**

3.1 **Option 1:** Education and Learning Scrutiny Committee considers and accepts the draft 10-year WESP.

3.2 **Option 2:** Education and Learning Scrutiny Committee considers the report, and provides comments and views on the draft 10-year WESP.

4. **Evidence of how does this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**
- 4.1 The Council has a statutory obligation to produce a WESP document in line with Section 84 of the Schools Standards and Organisation (Wales) Act 2013. For more information, please refer to the strategic context set out within the plan (Page 3 and 4 of **Appendix 1**),
- 2.2 The WESP is instrumental in securing continued access to and development of the Welsh language in line with Welsh Government's aim of one million Welsh speakers by 2050. Education is also a major contributor to the Blaenau Gwent Wellbeing Plan in that the Well-being of Future Generations (Wales) Act 2015, which requires public bodies to work towards seven well-being goals, one of which is 'A Wales of Vibrant Culture and Thriving Welsh Language'. The Council has a duty to promote and facilitate the use of Welsh and work towards the well-being goals. The process for planning Welsh-medium education also has a statutory basis under Section 84 of the 2013 Act.
5. **Implications Against Each Option**
- 5.1 **Impact on Budget (short and long term impact)**
In line with effective implementation of the BG Welsh in Education Strategic Plan, we will be seeking to deliver a series of projects to enhance the provision of Welsh medium education. One such proposal being the new 210 place Welsh medium primary school, which is planned for implementation from the autumn-term 2023. Capital funding for this project (at an intervention rate of 100%), has been secured via the Welsh Government Welsh Medium Capital Grant. In addition, the Executive Committee has approved the revenue funding to support implementation.
- 5.1.1 Capital funding for future schemes will be sought via the Welsh Government Welsh Medium Capital Grant and/or 21st Century Schools Programme. There will also be revenue implications for future project proposals. We will apply for short-term revenue funding for these proposals via Welsh Govt. Should the revenue funding not be forthcoming, any additional revenue costs (both in the short-term and long-term), will be met from within the Individual Schools Budget (ISB). Proposals will be reported via the Council's political processes in line with invitations for the submission of each business case.
- 5.2 **Risk including Mitigating Actions**
The following implications are relevant to the Welsh in Education Strategic Plan:
- Failure to achieve the outcomes and targets established within the plan – this is mitigated by the extensive monitoring arrangements that are in place. The ET team review progress on a monthly basis, which is then reported to the WEF on a termly basis, taken via the Council's political processes and reported to Welsh Government annually.

- Compliance with statutory duty and legislative obligations - this is managed in line with policy and guidance review and development; along with renewal of the WESP and annual reporting.
- Sustainability issues within the school estate in relation to Welsh-medium education – this is managed and mitigated against by annual promotion drives, demand-based assessments, school capacity and projection calculations. The proposed seedling model also provides the opportunity to address latent demand, whilst eliciting further growth.

5.3 **Legal**

There are no direct legal implications associated with this report.

5.4 **Human Resources**

There are no direct legal implications associated with this report.

6. **Supporting Evidence**

6.1 **Performance Information and Data**

The ET team reviewed progress in line with the current Welsh in Education Strategic Plan (2017-2020), the outcome of which was reported via the Council's political processes in December 2020. Blaenau Gwent 2019/20 self-assessment was based upon key progress in line with each priority area. The self-assessment was Amber, with the rate of completion against the 2019/20 action plan as follows:

- 84% (or 49 actions) are complete;
- 7% (or 4 actions) ongoing; and,
- 9% (5 actions) actions in development

6.2 **Expected outcome for the public**

The WESP aims to secure, facilitate, develop and improve Welsh medium education, along with access to associated provision locally.

6.3 **Involvement (consultation, engagement, participation)**

Stakeholder and end user needs and engagement are of paramount importance, and a key focus of the WESP, its implementation and monitoring. The plan is subject to consultation during the production phase, and reviewed on an annual basis. In addition, public and partner consultation processes are used to inform development, progression and learning relating to delivery of the plan.

6.4 **Thinking for the Long term (forward planning)**

The WESP serves to provide a strategic approach and underpins the direction and delivery of Welsh-medium provision and education in Blaenau Gwent over the next 10-years.

6.5 **Preventative focus**

The WESP aims to establish clear targets, shape, inform and improve the delivery of Welsh-medium provision and education. The plan also serves to address issues and gaps that exist, improving delivery, engagement and cohesion.

- 6.6 Collaboration / partnership working**
The BG Welsh in Education Strategic Plan requires a collaborative approach in terms development, implementation, monitoring and progression. This is carried out via the Welsh in Education Forum, which has wide ranging representation from partner organisations and stakeholder groups; and is assured via the Council's political processes and reporting to Welsh Government.
- 6.7 Integration (across service areas)**
The Blaenau Gwent Welsh in Education Strategic Plan is aligned to early year's childcare, education and play; pupil place planning, school organisation, 21st Century Schools, the work of Social Services and the Environment and Regeneration Directorates. Service integration is essential to ensure effective implementation, whilst also securing appropriate access to Welsh medium education and associated provision. The plan is monitored by the Welsh in Education Forum, whilst also feeding into other key forums i.e. School Admissions, 21st Century Schools Programme Board etc.
- 6.8 Decarbonisation and Reducing Carbon Emissions**
Any physical works planned and undertaken within education settings are planned in order to take account of decarbonisation and reducing carbon emissions.
- 6.8.1** The Minister for Education and Welsh Language Jeremy Miles, announced on November 2nd 2021 that all new school and college buildings, major refurbishments and extension projects, will be required to meet Net Zero Carbon targets from January 1st 2022. The Council are committed to and have begun working with Welsh Government in planning implementation of this agenda.
- 6.9a Socio Economic Duty Impact Assessment**
A Socio Economic Duty Impact Assessment will be carried out on the final draft of the plan prior to approval. Having undertaken an assessment of the draft, the impact overall is neutral. The WESP seeks to improve equality of access to Welsh-medium education.
- 6.9b. Equality Impact Assessment**
An Equality Impact Screening Assessment (EQIA) has been completed in line with the WESP, which determined that there is no negative impact upon the protected characteristics. EqIA screening and impact assessments are also carried out in line with each project associated with the WESP.
- 7. Monitoring Arrangements**
- 7.1** The Welsh Government expects an annual update on the progress made against the WESP. Consequently, the ET team review and monitor the WESP monthly; providing termly reports to the WEF and annual reports to Welsh Government. In addition, WEF development and progress reports are taken via the Council's political processes annually. The Welsh in

Education Strategic Plan is also a key focus of the 21st Century Schools Programme Board and Admissions Forum.

Background Documents /Electronic Links

Appendix 1 – Blaenau Gwent Draft 10-year Welsh in Education Strategic Plan

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Blaenau Gwent County Borough Council



Blaenau Gwent County Borough Council

Draft Welsh in Education Strategic Plan

Period of this plan:
September 2022 – September 2032

Ysgolion yr 21ain Ganrif
21st Century Schools



WELSH IN EDUCATION STRATEGIC PLAN



Name of Local Authority

Blaenau Gwent County Borough Council

Period of this Plan

September 2022 – September 2032

This Welsh in Education Strategic Plan is made under Section 84 of *The School Standards and Organisation (Wales) Act 2013* and the content complies with the *Welsh in Education Strategic Plans (Wales) Regulations 2019*¹⁻². We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

Signed: **Date:**

(This Plan needs to be signed by the Chief Education officer within your local authority)

¹ [The Welsh in Education Strategic Plans \(Wales\) Regulations 2019](#)

² [The Welsh in Education Strategic Plans \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

Blaenau Gwent Welsh in Education 10-year Plan 2022 - 2032

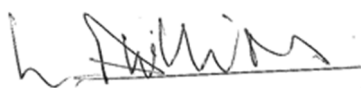
Foreword

Corporate Director of Education

Blaenau Gwent is a relatively small Local Authority area, but with big ambitions for our schools and learners. We are determined to play our part in Wales being a bilingual nation with a clear ambition to increase the use of Welsh across the County Borough. We fully support and are committed to the Welsh Government's national strategy for the Welsh Language Cymraeg 2050: a million Welsh speakers. Welsh medium education in the County Borough has been growing in recent years. This growth played a key part in increasing the number of people regularly using Welsh across the County Borough. Blaenau Gwent's strategic aim that is advocated in our Welsh Education Strategic Plan is to realise;

'A Blaenau Gwent community who embrace the Welsh language and culture with confidence and pride'.

One of the key components in ensuring the successful delivery of our strategic aim for the Welsh language is the realisation of a new and ambitious Welsh in Education Strategic Plan for 2022-32. I look forward to working with all of our partners in the true spirit of collaboration to deliver against the WESP's priorities and aspirations over the coming years.



Lynn Phillips
Corporate Director of Education
Blaenau Gwent County Borough Council

Executive Member for Education

This is an exciting time for Blaenau Gwent Council. We are committed and have the opportunity to further enhance our education system, and are in a strong position to facilitate continued growth and development of both Welsh language and education, in working towards Cymraeg 2050. We have a clear vision, aim and goals which are ambitious and will secure the standards of provision which our learners and families deserve. We also have a very strong partnership in the Welsh Education Forum, along with neighbouring authorities. Working together we can and will build upon the successes of the Blaenau Gwent Welsh in Education Strategic Plan 2017-20.



Councillor Joanne Collins
Executive Member for Education

Consultation Overview

Blaenau Gwent Council has developed a draft Welsh in Education Strategic Plan, which is set to run for a 10-year period from September 2022 until September 2032. The following plan includes an overview of where we are now, where we plan to be in 5 years' time and where we intend to be by 2032, along with how we plan on getting there.

We will be consulting with key stakeholders in order to ensure that our plan is fit for purpose and reflects the needs of our families, staff and partners.

This consultation is an opportunity for you to provide your views, comments and opinions on the draft Welsh in Education Strategic Plan. All responses will be considered, along with the associated implications –including any changes to the plan resulting from the consultation. We will then look to produce a final version for approval by the Council's Executive Committee, prior to submission to Welsh Government Ministers for their consideration and approval. Once agreed, the plan will come into effect from September 2022.

The consultation period will commence on Friday 5th November 2021, concluding on Monday 3rd January 2022 at 12pm.

Background and Context

Section 84 of the Schools Standards and Organisation (Wales) Act 2013, requires each Council to prepare a Welsh in Education Strategic Plan (WESP). The purpose of the WESP is to set out the Council's strategic approach and direction, in relation to the development and delivery of Welsh medium education. The following plan has been developed in accordance with the statutory guidance issued under section 87 (5) of the *School Standards and Organisation Wales Act 2013*.

Blaenau Gwent Welsh in Education Strategic Plan (WESP) Development

The development of Blaenau Gwent Council's Welsh in Education Strategic Plan, has been coordinated by the Education Directorate, working in partnership with the Blaenau Gwent Welsh in Education Forum, along with other relevant partners. The purpose of which has been to establish the current position, whilst also informing plans and targets for the next 10 years. The plan details the localised strategic approach, along with the Council's aspirations for Welsh-medium education between 2022 and 2032.

Discussions have also taken place with counterparts responsible for their WESPs in neighbouring authorities, including: Caerphilly County Borough Council, Merthyr Tydfil County Borough Council, Monmouthshire County Council, Newport City Council and Torfaen County Borough Council. We aim to continue to engage and work closely with neighbouring authorities, to ensure that as Councils, we work collaboratively in order to continue to embed and strengthen our approach to the delivery of Welsh Education throughout the region.

Strategic Context

National

The Welsh in Education Strategic Plan is firmly aligned to and will facilitate effective delivery of the following Welsh Government strategies and policies:

Cymraeg 2050: A Million Welsh Speakers (2017), sets out Welsh Government's (WG) long-term vision for the Welsh language. The WG aim to increase the number of Welsh speakers to 1 million by 2050, also increasing use of the Welsh language and creating favourable conditions; including infrastructure and context, to support this growth. The Education sector will play a vital role in facilitating Cymraeg 2050, through the Welsh in Education Strategic planning process, which seeks to increase the number of learners who have the opportunity to develop Welsh language skills in school and also as part of their everyday life. In addition, each Council's WESP will contribute to changing the way in which Welsh is taught, in turn seeking to improve language acquisition and use, and by working with key partners to increase the teaching workforce, both in terms of those able to teach via the medium of Welsh, along with those teaching Welsh as a language.

Each WESP will also contribute to implementation of **The Welsh in Education, Action Plan 2017-21** which sets the direction for Welsh-medium education.

The Wellbeing of Future Generations (Wales) Act 2015, details seven well-being goals, which public bodies must work towards, including '*A Wales of Vibrant Culture and Thriving Welsh Language*'. The Blaenau Gwent WESP via its vision, aims and targets; will seek to facilitate Welsh language and cultural developments in line with this goal, in turn improving the well-being of pupils, staff and communities.

Prosperity for All: the national strategy and the programme for Government, Taking Wales Forward 2016 – 2021 for which one of the wellbeing goals is to '*Build resilient communities, culture and language*'. The WESP seeks to create a suitable and sustainable Welsh-medium education system, to support effective implementation of this goal.

Education in Wales: Our National Mission, Action Plan (2017 -21) details plans for the education system in Wales, to ensure effective implementation of the new curriculum. This includes a desire for learners to become increasingly bilingual, Welsh education promotion and growth, along with workforce Welsh language use and skill development, whilst also contributing to effective recruitment and retention of staff. The key aspects of this action plan associated with bilingualism, are inextricably linked to all 7 of the outcome areas within the Blaenau Gwent WESP. The WESP seeks to:

- Improve and increase access to and uptake of Welsh medium education
- Secure high standards in terms of education standards and delivery
- Develop and create opportunities for informal – as well as formal use of the Welsh language
- Secure workforce development and sustainability

Local

The WESP is firmly aligned to the Council's vision for education, which is:

“To secure excellent achievement and wellbeing through a partnership, school-led, self-improving school to school, system approach”.

The WESP is key to securing successful delivery of the vision for education, as it establishes a framework through which these aspirations can be achieved, in partnership with the Welsh in Education Forum and local schools.

Education is key to achieving the vision and outcomes established within the Blaenau Gwent Council Corporate Plan 2020/22 including: 'Proud heritage, strong communities and brighter future'. Access to quality Welsh-medium education, the development of the language, culture, provision and workforce are all essential components of the WESP.

Education is also a major contributor to the Blaenau Gwent Wellbeing Plan 2018 - 23, and fulfilling the associated objectives. The Council has a duty to promote and facilitate the use of Welsh in working towards the well-being goals.

The Blaenau Gwent WESP will inform the review and development processes associated with the Blaenau Gwent Welsh Language Promotion Strategy, which will be consulted upon and published prior to March 2022.

Our ten year vision for increasing and improving the planning of the provision of Welsh-medium education in our area

Blaenau Gwent Council's Vision for Welsh-medium Education:

'To build upon the strong progress made to date, by creating a sustainable education system which enhances provision, uptake and use of the Welsh language; creating skilled and empowered citizens who are proud to live and work both within and outside of Wales'.

The strategic aim of which will be to create:

A community who embrace the Welsh language and culture with confidence and pride.

We will seek achieve our vision by promoting, developing and enhancing Welsh-medium education provision and services. We will do so by working closely with the Welsh in Education Forum, along with other key strategic partners including Welsh Government, and other local authorities.

Our objectives include:

- To raise the profile of Welsh medium Education, along with the benefits of being bi-lingual
- To create high quality, thriving learning establishments which support effective pupil, staff, community and partner engagement
- To support integration of services and create an immersive experience for learners
- To secure improved school to school and partnership work, facilitating wider use and development of the Welsh language
- To create a skilled and sustainable workforce, committed to continuing professional development
- To ensure inclusive teaching and learning environments and opportunities for all learners

- To improve progression opportunities by reviewing and implementing a curriculum which is firmly aligned to further and higher education

Key achievements over the course of the 2017-20 Plan, include:

- Numbers of pupils on roll, along with those applying for a place at Ysgol Gymraeg Bro Helyg continues to increase, with a positive trend noted over the last 3 years in relation to both nursery and reception numbers. The Council has committed to the delivery of free home to school transport for nursery pupils accessing Ysgol Gymraeg Bro Helyg, in order to support improved access to Welsh medium education.
- Standards have improved at Ysgol Gymraeg Bro Helyg, which has positively influenced both uptake and delivery.
- Transition rates between Welsh medium primary and secondary education continues to be high with 100% of pupils transferring to Ysgol Gyfun Gwynllyw.
- Blaenau Gwent Council successfully secured capital funding via the 21st Century Schools Band B Programme, to remodel both internal and external teaching and learning environments at Ysgol Gymraeg Bro Helyg, in turn improving delivery.
- Blaenau Gwent Council has developed a strong marketing and communication plan, targeting and promoting the benefits of being bilingual, working collaboratively with partners throughout the region to do so; whilst also establishing effective methods of engagement and consultation with stakeholders, in order to inform key strategic priorities.
- Blaenau Gwent has successfully coordinated a regional planning of schools places and demand South East Wales Consortia (SEWC) sub-group over the last 2 years. This has resulted in effective partnership working and join up between neighbouring authorities, who continue to learn from one another, whilst exploring opportunities for regional development that will benefit all.
- Representation, attendance and frequency of WEF meetings has increased, with partners firmly committed to and recognising the effectiveness of the Blaenau Gwent Forum.
- The Council secured Welsh Government funding via the Welsh Medium Capital Grant, to develop and implement a new 210 place Welsh Seedling Medium Primary School in the Tredegar/Sirhowy Valley, which is planned for implementation via seedling growth model from the autumn 2023. In addition, the Council has secured funding via the Childcare Capital Grant to provide 2 additional Welsh-medium childcare facilities, supporting the growth of primary provision.

Welsh Government have established targets for Councils, in order to achieve their vision for one million Welsh speakers by 2050. The targets are based on Pupil Level Annual School Census (PLASC) data, relating to the percentage of the Year 1 cohort who are taught via the medium of Welsh. In order to contribute to the achieving vision, Blaenau Gwent needs to ensure that **at least 10%** of the Year 1 cohort are taught via the medium of Welsh by 2032.

Figure 1: Baseline Data/Current Position

PLASC (2019/20)	Year 1 Cohort	Year 1 Welsh-medium Baseline 2021
Number of Year 1 pupils	728	29 (4%)

In order to ensure that we achieve the aforementioned vision and objectives, Blaenau Gwent County Borough Council are committed to working towards the ambitious Welsh Government target, to increase the Year 1 cohort taught via the medium of Welsh to 75 pupils. When compared with the 2019/20 baseline data used by Welsh Government, this would equate to 10% (an increase of 6 percentage points increase) of the total Year 1 cohort being taught via the medium of Welsh by 2032.

This will be achieved via:

- Strengthening the Welsh Education Forum, to build upon existing partnerships, and develop a clear accountability structure in line with implementation and monitoring of the 10-year plan;
- Development of a Blaenau Gwent Welsh Education Policy, to embed the WESP and associated developments within wider education planning and practice;
- Development of a Promotion and Engagement Strategy and associated communications plan, to ensure clear and consistent messages are delivered throughout the Council and its services, in line with the implementation of the WESP. The strategy will also seek to improve engagement methods;
- The development of an effective promotion and engagement strategy, which highlights the benefits of being bi-lingual, dispels myths and creates opportunities for increased participation;
- Increasing the capacity within existing childcare and early years (Welsh-medium sector, along number of childcare and early years' education provision) by at least 2 settings, in order to feed school-based nursery and Welsh-medium statutory education provision;
- Increasing both the capacity and uptake at of pupil places further Ysgol Gymraeg Bro Helyg;
- Promoting, opening and meeting the proposed capacity of the Council's second Welsh-medium primary school;
- Developing immersion provision for latecomers, in order to increase opportunities for engagement in Welsh-medium education within primary phase;
- Committing to a workforce development plan in partnership with the EAS, and Coleg Gwent, along with other key partners;
- Undertake a feasibility study in line with the development of a Welsh-medium Special Needs Resource Base (SNRB);
- Work with neighbouring authorities to secure a second secondary school within the Heads of the Valleys region for Blaenau Gwent pupils; and,
- Undertaking a feasibility study in line with the potential for increased capacity within the primary sector between 2027 and 2032, using the seedling growth model adopted by Blaenau Gwent.

The Council's Local Development Plan (LDP) is currently under review. Education are a key stakeholder engaged as part of this review, which will be informed by both the WESP and associated feasibility studies, undertaken in order to secure appropriate additionally. In addition, as part of Education's Planning Obligations, we will seek to ensure that population growth is accounted for from an education perspective.

Key to the success of the WESP, is the implementation of an effective Welsh Language Promotion Strategy, which is currently under review. The Council are working with Menter Iaith, in order establish initial consultation sessions in line with this review. Two consultation events are currently planned, one in November 2021, and the other in the early part of 2022. The aim of these events will be to engage key stakeholders including Education, the WEF and local community groups in the development of the strategy. The plan is to retain these groups to oversee and inform implementation. The new strategy will be in place by March 31st 2022.

The existing Blaenau Gwent Welsh Language Promotion Strategy runs until 2022 (for more information please visit:

[Welsh Language Promotion Strategy 2017-2022.pdf \(blaenau-gwent.gov.uk\)](https://www.blaenau-gwent.gov.uk/welsh-language-promotion-strategy-2017-2022.pdf)).

The aims set out within the current strategy, include:

- Improve the services Welsh-speakers can expect to receive from specified organisations in Welsh.
- Increase the use people make of Welsh-language services.
- Make it clear to organisations what they need to do in terms of the Welsh language.
- Ensure that there is an appropriate degree of consistency in terms of the duties placed on bodies in the same sectors.

In addition, Blaenau Gwent Council identifies the following three Welsh language promotion objectives:

1. To promote and encourage the use of the Welsh language within families and the community.
2. To increase the provision of Welsh language education and informal activities for children and young people and to increase their awareness of the value of the language.
3. To increase opportunities for people to use Welsh in the workplace, including:
 - More people engage with the Welsh language;
 - More people attain fluency in the Welsh language; and,
 - More Council employees are able to use Welsh Language.

The current Blaenau Gwent target is to achieve 70 additional Welsh speakers per annum (3% of approx. 2,400), in order to achieve the vision of one million Welsh speakers by 2050. Effective implementation of the WESP will be key to ensuring that the Council achieve their target.

Outcome 1:

More nursery children/ three year olds receive their education through the medium of Welsh

Where are we now?

Blaenau Gwent currently only has one Welsh-medium primary school, Ysgol Gymraeg Bro Helyg, which offers full-time nursery places. The nursery capacity has been set at 60 places for the last 4 years.

Maintained Nursery

Figure 2 below shows the number and percentage of Welsh-medium nursery pupils in relation to the overall nursery cohort. The following data is based upon January 2021 PLASC data:

Figure 2: Welsh-medium Nursery Place Availability 5-year Trend

	2017		2018		2019		2020		2021	
3-year Old Cohort	732		769		729		696		683	
Admission no./ and as a % of the total nursery-age cohort	41	5%	60	8%	60	8%	60	9%	60	9%
Places filled/ and as a % of the total cohort	22	3%	30	4%	40	5%	34	5%	40	6%
Places available/ and as a % of the total cohort	19	3%	30	4%	20	3%	26	3%	20	3%

At present, there is sufficient capacity to meet demand within maintained nursery provision at Ysgol Gymraeg Bro Helyg. Nursery pupil numbers have risen over the last 3 years, for September 2021, 45 pupils have been allocated a place at Ysgol Gymraeg Bro Helyg. This does not include the spring-term 2022 rising 3 figures, which will be determined as a result of the 2022/23 nursery admission round (scheduled to close on 15th October 2021).

The Blaenau Gwent Childcare Sufficiency Assessment is currently in development with anticipated completion of the final draft by March 2022, for consultation from April 2022. The 5-year assessment will be finalised in 2022, and subject to annual review. This will be conducted in line with the WESP annual review and associated reporting processes. The previous CSA identified a gap in terms of availability of Welsh-medium provision in the Ebbw Fawr Valley, which is being addressed via Childcare Offer Capital Grant, with a new Welsh-medium setting programmed for implementation from 2023.

A new Cylch Meithrin has been planned for Tredegar, post implementation of the Ti a Fi. The provision was established during 2019 and registered in 2020, with a staff recruitment exercise currently underway. The setting is scheduled to open during the autumn-term 2021 and will also offer Flying Start places.

An existing Day Nursery in Ebbw Vale has committed to provide daily Cylch Meithrin sessions (one-hour session in both the morning and afternoon). The setting has been receiving Croesi'r Bont support since mid-January 2020. They have been assigned a dedicated Croesi'r Bont Officer, who works closely with them to establish a timetable for the sessions, which is updated on a fortnightly basis. The children's Welsh language development is then monitored via assessments, which are carried out four times per annum. The feedback from the nursery thus far has been positive, with future potential for increased Welsh-medium childcare provision.

Non-Maintained Nursery Places (Including Mudiad Meithrin Provision)

Currently, there are 2 Cylchoedd Meithrin groups in the Ebbw Fach Valley, one of which is run by a Management Committee, with the other being managed by Mudiad Meithrin. The group details are as follows:

- Helyg Bychan, has been registered with Care Inspectorate Wales (CIW) since September 2010. It is co-located with Ysgol Gymraeg Bro Helyg, and operates full day care provision for 38 children (19 am and 19 pm), aged two to five years. The setting currently has 50 children on their register, requiring provision on different days, and at different times. Therefore, although they have not exceeded their place availability, they do not currently have any available places.
- Gwdihw (Brynithel), was registered with Care Inspectorate Wales (CIW) in December 2015, to provide day care for up to 38 children at Cylch Meithrin Gwdihw. The setting works in partnership with Blaenau Gwent Flying Start team and is located in a modern, purpose built Flying Start building, on the Penrhiw Estate in Brynithel. In 2020, Gwdihw (Brynithel) registered to become an early year's education provider from September 2021. The setting currently has 28 children in attendance, with 10 places available.

Both provisions feed into Ysgol Gymraeg Bro Helyg. Childcare places are available throughout the year for children aged 2-4 years. They offer both full and part-time places.

Pobl Bach is a 'bilingual' childcare setting, which provides full day care for 25 children aged 2-5 years. They offer a morning and afternoon session. The provision works in partnership with Blaenau Gwent Flying Start team and offers places to children either funded privately, or via Flying Start. The setting can accommodate up to 50 children, with 49 children currently taking up places, and 1 place available.

Transition

During 2019/20, there were 45 children attending Mudiad Meithrin provision, of which 14 (31%) progressed into Welsh-medium education.

Childcare Offer

Figure 3 below shows the number of children who took up a place via the 30hr Childcare offer at a Welsh-medium childcare setting.

Figure 3: Childcare Offer WM Place Allocation

Setting	2019	2020	2021
GwdiHw (Welsh Medium)	1	1	1
Helyg Bychan (Welsh Medium)	1	0	0
Pobl Bach (Bilingual)	11	4	4

Flying Start

Blaenau Gwent currently have 11 Flying Start settings across the County Borough,

- 3 are Local Authority run (Cefn Golau, Sofrydd and Garnlydan)
- 5 are English medium commissioned provisions (Tweeny Tots, Buds to Blossom, Jack & Gills, Mini Me and Flower & Shrub)
- 2 are Welsh-medium commissioned provisions (Clych Meithrin Gwdihw and Helyg Bychan); and
- 1 which is registered as bilingual (Pobl Bach)

Figure 4: Flying Start Provision Overview

Flying Start Childcare Provider – Name and Address	Local Authority or Commissioned setting	Number of childcare places available per AM session	Number of childcare places available per PM session	Total number of childcare places available per/ day
First Friends	LA	20	20	40
Pobl Bach	Commissioned	25	25	50
Tweenie Tots	Commissioned	28	28	56
Twinkle Tots	LA	28	0	28
Buds to Blossoms	Commissioned	26	26	52
Cylch Meithrin Helyg Bychan	Commissioned	19	19	38
Flowering Shrubs	Commissioned	48	48	134
Mini Me's	Commissioned	20	20	40
Jack and Jill	Commissioned	24	24	48
Cylch Meithrin Gwdihw	Commissioned	19	19	38
Sunflowers	LA	26	0	26

All English medium settings use incidental Welsh as part of their practice, in order to introduce the use of the Welsh language to all Flying Start children supporting and promoting the benefits of being bilingual throughout application and transition processes.

Menter Iaith (BGMT) have a dedicated Development Officer who is a member of the Blaenau Gwent WEF and assists in targeting prospective parents. The Officer provides information about the advantages of raising children bilingually and using Welsh in the family home, as well as promoting Welsh-medium education in general, by organising a timetable of family events in strategic geographic areas.

Numbers of Nursery and Reception Pupils & Overall Cohort

Figure 5 details the last 3 years’ nursery and reception cohort (PLASC) data, along with the number of allocated Nursery and Reception places in Ysgol Gymraeg Bro Helyg. Applications for January and April rising 3’s 2022 were live from 1st September 2021.

Figure 5: Nursery and Reception Cohort number, Places Allocated at Ysgol Gymraeg Bro Helyg and as a Percentage of the Cohort

	Nursery			Reception		
	Total Cohort	No in Bro Helyg	%	Total Cohort	No in Bro Helyg	%
2019/20	709	34	5%	728	40	5%
2020/21	676	42	6%	710	38	5%
2021/22	749	45	6%	683	42	6%

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

In September 2023, Blaenau Gwent will open a 210 place Welsh Medium Seedling Primary School on the Chartist Way Site, in the Tredegar/Sirhowy Valley. The school will be developed via a seedling growth model. In its first year, the school will admit up to 24 Nursery, and Reception children.

We aim to secure increased Welsh medium childcare within the northern area of the Ebbw Fawr and Tredegar/Sirhowy Valley areas, to ensure an effective early year’s continuum is in place as well as to create increased demand and improved transition into Welsh medium education. Therefore, two additional Welsh medium childcare settings are also programmed for implementation from the autumn-term 2023 as follows:

- A 28 place provision co-located in the same building the new Welsh Primary School in Tredegar; and,
- A 28 place provision co-located on the same site as the new build Glyncloed Primary School.

Blaenau Gwent Council aim to successfully implement our second Welsh medium primary school, alongside our Welsh medium promotion growth strategy, which will be complemented and enhanced by additional childcare provision. We will continue work closely with our colleagues in the early year's sector, to enhance transition rates between early years childcare and education providers, and statutory education.

In achieving our aims, we will:

- Formally, review and strengthen our Promotion and Engagement Strategy and associated communication action plan, in partnership with the WEF Communications sub-group. In turn, enhancing and securing appropriate levels of resource to develop effective consultation processes, communication and marketing materials. Alongside this, working on a dedicated engagement action plan, with a focus on mapping and securing the involvement of key stakeholders.
- Develop guidance, tools and resources, along with an awareness raising programme for key partners to complement the aforementioned strategy. The aim of which, will be to support families to make informed early years and education decisions, whilst promoting the benefits of being bilingual, dispelling myths and addressing parent/carer concerns at an early stage.
- Support parents to access Welsh language skills and tools, by working closely in partnership with schools, adult education, further education and training providers.
- In partnership with the early year's sector, continue to review data and provision to plan and inform our Welsh medium growth strategy.
- Ensure effective project management of the of both childcare and school developments, to ensure that they are delivered on programme and profile, whilst employing the Promotion and Engagement Strategy to support increased uptake of Welsh medium pupil places.
- Develop an Immersion Strategy and provision for latecomers, whilst building in the capacity for this provision to develop and grow. Establish a best practice model to ensure consistency of application, improving opportunities for transition, by working in partnership with schools and councils throughout the South East Wales region.
- Ensure effective development and review of the Curriculum for Wales and associated pedagogy throughout the Welsh medium early years and education sectors. Contributing to effective pupil transition, engagement and outcomes at each stage of the learner journey.
- Undertake a feasibility study in line with the potential for increased capacity within the primary sector between 2027 and 2032, using the seedling growth model adopted by Blaenau Gwent to deliver on this strand of work.
- Work closely with school leaders to identify opportunities for application of the Welsh Government's Welsh Language Categorisation Guidance throughout the school estate. In turn, increasing opportunities, and improving the standard of Welsh medium education within the local education system

Where do we expect to be at the end of our ten year Plan?

At the end of the 10-year plan, Blaenau Gwent aim to ensure that 100% of children accessing Welsh medium early years childcare and education, transition into statutory Welsh medium education.

We will successfully implement 2 additional childcare settings, along with our second Welsh Medium Primary School, whilst also growing the capacity at Ysgol Gymraeg Bro Helyg.

The Council will have undertaken a feasibility study in line with the increased demand realised as a result of effective implementation of our Promotion and Engagement Strategy; informing our plan for further increased capacity within the childcare and primary sectors between 2027 and 2032.

Key Data 2022

Numbers and % of 3-year olds receiving their education through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
64	9%	88	13%	90	13%	92	13%	94	14%
2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028	
94	14%	94	14%	94	14%	94	14%	94	14%

Outcome 2

More reception class children/ five year olds receive their education through the medium of Welsh

Where are we now?

Current pupil projection data demonstrates there is a need for the Council to increase the number of places available at Ysgol Gymraeg Bro Helyg.

The capacity and associated admission number within the school was previously decreased, in order to address surplus places prior to the commencement, and during the initial phase of the 2017-20 WESP. Since this time, pupil numbers have begun to increase.

The January 2021 pupil projections highlight an upward trend in terms of pupil numbers at Ysgol Gymraeg Bro Helyg between 2022 and 2025, resulting in sufficiency issues, with more pupils than places available.

There is a projected deficit of between -2 to -4 places, which is likely to increase based upon trend data, and would mean that unless the capacity is increased, the Council will be unable to meet the increased demand.

Figure 6 (on page 15), provides an overview of the overall Reception cohort for Blaenau Gwent, along with available reception places, uptake and available capacity to admit addition pupils, between 2017 and 2021.

Figure 6: Welsh Reception Cohort Data

	2017		2018		2019		2020		2021	
Cohort of Reception pupils	740		790		780		731		718	
Reception Places available in Welsh-medium	51	7%	36	5%	34	4%	30	4%	30	4%
Reception Places Filled in Welsh -medium provision/ % of total cohort	24	2%	25	3%	30	4%	39	5%	36	5%
Reception places capacity available in Welsh - Medium/ %	27	4%	11	1%	4	1%	-9	-1%	-6	-1%

In September 2023, the Council will open a second Welsh Medium Primary School in the Tredegar/Sirhowy Valley, which will be developed via a seedling growth model. The new school will address the latent demand identified within the Tredegar/Sirhowy Valley. The new school will also play a key role in increasing Welsh medium education places in line with the Blaenau Gwent target of increasing the number of Year 1 pupil’s education via the medium of Welsh by 6%.

In-year transfers request for a place at Ysgol Gymraeg Bro Helyg over the last 3 years, post commencement of education in English medium education are as follows:

- 2018/19 – 10 pupils (6 Year 1, 1 Year 2, 1 Year 3 1 Year 4, and 1 Year 6 pupil)
- 2019/20 – 9 pupils (2 Nursery, 2 Year 1, 3 Year 2, 1 Year 5 and 1 Year 6 pupil)
- 2020/21 – 6 pupils (3 Nursery, 1 Reception, 1 Year 2 and 1 Year 5 pupil)

These pupils have been supported by existing staff, with limited capacity to fully address their second language Welsh needs in an immersive way, whilst ensuring that that theses pupils are in a position to fully integrate with their already immersed peers.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

The Council has used current school capacity data along with projected pupil numbers, in order to model the required incremental increase in capacity required at Ysgol Gymraeg Bro Helyg to enable the Council to meet increased demand and reach the overarching target for Year 1 pupils. In addition, modelling has also been undertaken in respect of the growth plan from the 210 place Primary School scheduled to open in Tredegar in 2023. Please refer to figure 7 below, which details the planned growth.

Figure 7: School capacities and projected numbers

Academic Years	Ysgol Gymraeg Bro Helyg	New Tredegar School	Projected No. of Reception places available
2021/22	30	0	30
2022/23	30	0	30
2023/24	34	24	58
2024/25	36	24	60
2025/26	40	26	66
2026/27	44	28	72

The Council aim to secure maximum growth and capacity within the two primary provisions, by aligning the growth plan to the Promotion and Engagement Strategy. The Council aim to develop a single phase immersion unit at Ysgol Gymraeg Bro Helyg, with capacity to grow into a split phase immersion provision in line with potential future demand. In order to inform the development of this provision, we will seek to secure and use Welsh Government immersion funding to procure a qualified education professional to:

- scope out and develop immersion resources i.e. age specific packages and for Years 2 - 6;
- undertake a staff training programme to embed the principles and practices and effectively use resources to facilitate immersion provision;
- plan the development of a short-term transitional pilot programme using existing facilities, to run between 2022 and 2025;
- secure education resources to support the delivery of teaching and learning in an immersive way; and,
- support the development of a schedule of accommodation to inform capital project development.

We will ensure that this professional works closely with neighbouring authorities in order to compare models for immersion provision, identify and address any gaps, whilst also gauging and developing best practice. In addition, this development will be firmly aligned to and inform the Promotion and Engagement Strategy.

Once developed, the resources would be used in order to support WM pupils at the school, whose language acquisition has been negatively affected by the COVID-19 pandemic. Working with the Headteacher and ALNCo at Ysgol Gymraeg Bro Helyg in order to assess the impact of the pandemic, we have established that, there are groups in each class from Year 2 - Year 6, who would benefit from the type of immersive language intervention. The resource packs and interventions would be piloted with these groups in the first instance. These pupils would realise immediate benefits as a result of the immersion project.

A formal pilot will then take place in line with in-year transfer demand from September 2021, until the dedicated immersion unit has been constructed, which is anticipated by September 2025. The latter will ensure that the school are able to accommodate and promote immersion alongside the benefits of being bi-lingual.

In achieving our aims, we will:

- Cymraeg 2050 advocates that full Welsh language immersion is a key factor associated with successful growth of the Welsh language, meaning

predominantly Welsh-medium and/or Welsh-medium settings are the most reliable way of creating language growth where the skills and confidence to use Welsh is used by pupils in their daily lives. Therefore, through consultation and engagement with key stakeholders, we will seek to develop more linguistic choice for pupils throughout the school estate.

- Secure further development of Welsh language progression by working with the EAS to promote and develop Ysgolion Cymraeg Campus Schools. Cymraeg Campus is a Language Charter that is used to promote the use of the Welsh language throughout the school, across the curriculum and in all areas of school life. Ysgol Gymraeg Bro Helyg have established a 'Criad Cymraeg', who are a pupil voice set-up to encourage and promote the Welsh language both inside and outside the classroom, will we work with this group in developing our Promotion and Engagement Strategy with a view to increasing pupil voice and engagement.
- Ensure the successful implementation and subsequent growth of the new 210 place welsh-medium seedling primary school in the Tredegar/Sirhowy area.
- Review the catchment areas and home to school transport requirements in order to improve Welsh medium school organisation, access and associated policy development.
- Blaenau Gwent has excellent collaborative working arrangements with the South East Wales Region (Monmouthshire, Torfaen, Caerphilly, Newport), as well as Merthyr Tydfil/Powys. Council officers are working with their regional counter parts to develop secondary provision within the Heads of the Valleys region in line with the 21st Century School Band C Programme. This development will secure enhanced and sustainable progression opportunities for Welsh medium learners, and an increasing the capacity of the existing continuum of learning.
- Undertake a feasibility study in line with the potential for increased capacity within the primary sector between 2027 and 2032, using the seedling growth model adopted by Blaenau Gwent to deliver against the target of 75 Year 1 pupils education via the medium of Welsh by 2032.
- Develop a Blaenau Gwent Welsh Education Policy, to embed the WESP and associated developments within wider education planning and practice, also securing the required level of resource and investment to deliver the priorities detailed within the WESP.
- Develop a delivery plan aligned to the WESP, which is monitored on a termly basis, in order to effectively assess progress against the and required actions in order to achieve our targets.
- Ensure the planning and review of Welsh medium education with other relevant Council policies and strategies, including but not limited to:
 - BG School Organisation Policy;
 - BG Home to School and Post 16 Transport Policy;
 - BG Admissions Policy for Nursery and Statutory Education (along with associated processes);
 - BG Local Development Plan; and,
 - BG Medium Term Financial Strategy.

Where do we expect to be at the end of our ten year Plan?

The Council plan to secure a continuum of accessible Welsh medium education provision, along with opportunities for improved Welsh language acquisition and use throughout the school estate.

Figure 8: Projected Reception Capacity (2028 – 2031)

Academic Year	Ysgol Gymraeg Bro Helyg	New WM Seedling Primary School	Projected Reception Place Availability
2028/29	51	30	81
2029/30	51	30	81
2030/31	51	30	81
2031/32	51	30	81

Key Data

Figure 9: Projected Pupil Numbers Ysgol Gymraeg Bro Helyg

PROJECTED PUPIL NUMBERS:		Rec	Y1	Y2	Y3	Y4	Y5	Y6	Totals
January 2022		30	33	38	26	26	22	38	213
January 2023		30	30	33	38	26	26	22	205
January 2024	241 cap	34	30	30	33	38	26	26	217
January 2025	250 cap	36	34	30	30	33	38	26	227
January 2026	280 cap	40	36	34	30	30	33	38	241
January 2027	310 cap	44	40	36	34	30	30	33	247
January 2028	330 cap	47	44	40	36	34	30	30	261
January 2029	360 cap	51	47	44	40	36	34	30	282

Figure 10: Seedling Primary School (Tredegar) Opening Sept 2023

PROJECTED PUPIL NUMBERS:		Rec	Y1	Y2	Y3	Y4	Y5	Y6	Totals
January 2024	210 cap	24	0	0	0	0	0	0	24
January 2025	210 cap	24	24	0	0	0	0	0	48
January 2026	210 cap	26	24	24	0	0	0	0	74
January 2027	210 cap	28	26	24	24	0	0	0	102
January 2028	210 cap	30	28	26	24	24	0	0	132
January 2029	210 cap	30	30	28	26	24	24	0	162

Numbers and % of 5-year olds receiving their education through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
30	4%	30	7%	58	8%	60	8%	66	9%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
72	10%	77	11%	81	11%	81	11%	81	11%

Outcome 3

More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Where are we now?

Welsh as a First Language

There is presently a regional partnership agreement in place, along with associated pupil place planning processes, whereby the Welsh medium primary school in Blaenau Gwent forms part of the Ysgol Gyfun Gwynllyw cluster.

Figure 11 below details the number and percentage of pupils in the Year 6 cohort, along with the number of Year 6 pupils in Blaenau Gwent and transition rate for the last 3 academic sessions.

Figure 11: Transition Rates - Y6 pupils

	Ysgol Gyfun Gwynllyw			
	Total Cohort	No.'s in to Gwynllyw	%	Transition Rate
2019/20	788	37	5%	100%
2020/21	799	22	3%	100%
2021/22	790	31	4%	100%

Whilst Year 6 pupil numbers remain low in comparison to other feeder schools, Blaenau Gwent's transition rate between primary and secondary education is excellent, with 100% of pupils transferring from KS2 to KS3 over the last 3 years.

The pandemic did not negatively affect transition rates. However, staff at Ysgol Gymraeg Bro Helyg have noted that there has been a negative impact upon oracy standards, acquisition and use of the Welsh language among pupils. It has been identified that there are approximately 40-50 pupils in need of additional immersive intervention.

Transition activities between 2020 and 2021 were conducted virtually. Blaenau Gwent Youth Service run a one-day fun day for year 6 pupils at Ysgol Gymraeg Bro Helyg, which supports Year 6 pupils and focuses on transition. Figure 12 below, provides the number and percentage of pupils in Ysgol Gymraeg Bro Helyg assessed through the

medium of Welsh between 2017/18 and 2020/21 as a total and percentage of all KS2 pupils.

Figure 12: Number and % of Pupils Assessed via the Medium of Welsh

2017/18	2018/19	2019/20	2020/21
No of WM 187 (out of 4,567) = 4%	No of WM 182 (out of 3,923) = 5%	No of WM 169 (out of 4,636) = 4%	No of WM 184 (out of 4,566) = 4%

Figure 13 below, presents the number and percentage of Year 1 - 6 pupils attending Welsh-medium and English-medium schools (inclusive of faith and special school provision) in based on the September 2020 PLASC.

Figure 13: Number and % of Pupils in Welsh and English Medium schools

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	No	%	No	%	No	%	No	%	No	%	No	%
Welsh Medium	43	6	23	3	26	3	23	3	38	5	31	4
English Medium	694	94	747	97	758	97	708	97	723	95	752	96

The EAS support cluster literacy standards. From September 2021 onwards, there will be more emphasis on the voice oracy strategy, with collaborative practices in line with the Curriculum for Wales and cross progression phases. All schools are revisiting and planning their journey, as expectations have been raised around linguistic skills.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Transition numbers into secondary school will remain relatively low as per the data presented in the below table for the first 5 years of the 10-year plan based on the January PLASC 2021. Transition rates are likely to increase from September 2030, when the first cohort of Year 6 pupils from the second primary school will transition from KS2 to KS3. We aim to maintain the high transition rate as detailed within figure 14 below.

Figure 14: % of welsh learners moving from KS2 to KS3

	Y6 cohort	Numbers of Learners Transitioning from KS2 to KS3	% of learners	Target transition rate
September 2022	764	38	5%	100%
September 2023	731	22	3%	100%
September 2024	789	26	3%	100%
September 2025	778	26	3%	100%
September 2026	728	38	5%	100%
September 2027	718	33	5%	100%
September 2028	683	30	4%	100%
September 2029	(728)	30	4%	100%
September 2030	(728)	54**	7%	100%
September 2031	(728)	58	8%	100%
September 2032	(728)	60	8%	100%

**** 1st cohort from Tredegar to go into secondary provision**

The increase in the availability of Welsh medium places within the primary sector, will inevitably impact upon the number of Welsh-medium places required in the secondary sector. In addition, Torfaen Council's school reorganisation proposal to extend

provision on the current Ysgol Gyfun Gwynllyw site to establish a 3-18 Welsh-medium School, will likely impact upon the number of places available for Blaenau Gwent learners from 2028 onwards. The two Councils will continue to work closely together to plan pupil place allocation for the first 5 years of this plan.

In achieving our aims, we will:

- Continue to work collaboratively with neighbouring authorities including Monmouthshire, Powys and Merthyr Tydfil, in order to secure a regional secondary school within the Heads of the Valleys region to create a sustainable a continuum of learning for all pupils. Plans are currently in development, and will be a key priority for delivery in line with the 21st Century Schools Band C Programme.
- Work with the EAS to map current education provision according to the Welsh language teaching and learning continuum, in line with the Welsh Government guidance 'Schools categories according to Welsh-medium provision'. Using baseline data from the PLASC surveys, a mapping exercise will be developed in 2022, to determine where and how schools are placed in line with the guidance. Further work will be undertaken to determine the opportunities for school categorisation moving forward.
- The Council will support schools in order for them to meet the relevant and expected educational/ linguistic outcomes. Also, identifying and working with schools who wish to consider re-categorisation in line with the Cymraeg Campus network.
- Work with English-medium schools to support linguistic developments and skills of school staff to transition from English-medium to Welsh-medium or Bilingual settings. Offering them further choice in the future.
- Ysgol Gymraeg Bro Helyg would like to continue to support transition from primary to secondary, especially around Mathematics and Science ensuring early engagement at Year 5 are planned.
- Continue to work in partnership with schools and Youth Service to provide support around transition and emotional wellbeing.
- Monitor and increase linguistic progression in partnership with Torfaen County Borough Council and Ysgol Gyfun Gwynllyw.
- Consult with relevant stakeholders in order to plan the linguistic development and progression in K2 and K3, whilst reviewing the rates of progression for Blaenau Gwent learners.
- Provide support for pupils who have presented with issues across all age groups – especially those transitioning from primary to secondary.
- Undertake a mapping exercise on the Curriculum for Wales progression data.
- Review school capacity and demand in line with admission and in-year transfer requests.

Where do we expect to be at the end of our ten-year Plan?

The Council plan work with neighbouring authorities to secure a regional secondary school solution within the Head of the Valleys area by 2030, in order to create a sustainable continuum of provision for Welsh medium learners.

We will work to sustain the current transition rate of 100%, whilst ensuring that relevant policy reviews continue to support and improves access to Welsh medium education.

Key Data

Figure 15: Transition to Secondary School

	Y6 pupils will transition to Ysgol Gwynllyw Torfaen				Secondary Places Required from 2026 onwards						
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Ysgol Gymraeg Bro Helyg Year 6 Pupil Places	38	22	26	26	38	33	30	30	30	34	36
New WM Primary School Year 6 Pupil Places	0	0	0	0	0	0	0	0	24	24	24
Totals:	38	22	26	26	38	33	30	30	54	58	60

Numbers and % of learners continuing to improve their Welsh language skills when transferring from one stage of their statutory education to another

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
38	100%	22	100%	26	100%	26	100%	38	100%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
33	100%	30	100%	30	100%	54	100%	58	100%

Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Where are we now?

Pupils attending Ysgol Gymraeg Bro Helyg in Blaenau Gwent, receive their secondary education at Ysgol Gyfun Gwynllyw in Torfaen. Figure 16 below, highlights the numbers of Blaenau Gwent learners in each year group at the aforementioned secondary school during the 2020/21 academic session.

Figure 16: Numbers on roll at Ysgol Gyfun Gwynllyw 2020/21

	Numbers on roll							
Year Group	7	8	9	10	11	12	13	14
Ysgol Gyfun Gwynllyw Torfaen	136	144	132	112	114	48	61	8
Blaenau Gwent Learner no.'s at YGG	18	31	29	32	18	7	9	1

Number and percentages of pupils studying the first language specification in 2020/21

- KS4 – In the Summer of 2020, the number of Blaenau Gwent learners studying for a **First** language GCSE qualification at Ysgol Gyfun Gwynllyw was 19.
- KS5 - In the Summer of 2020, the number of Blaenau Gwent learners studying for an A Level subject (who had previously studied Welsh as a first Language) at Ysgol Gyfun Gwynllyw was 7 pupils in Year 13, and 2 pupils in Year 14.

Number and percentages of pupils studying the second language specification in 2020/21

- KS3 – GCSE Welsh (second language) is offered within all English-medium secondary schools in Blaenau Gwent.
- KS4 – In the Summer of 2020 (the 2019/20 academic session), the number of Blaenau Gwent learners studying for a **Second** language GCSE in Year 11 was (522 Pupils) 84.6% of the cohort.

Students either study at Ysgol Gyfun Gwynllyw or Coleg Gwent at KS5. Blaenau Gwent secondary schools do not have sixth form provision. Figure 18 below provides an overview of second and first language Welsh learners in KS4 and KS5.

Figure 18: Number of Learners Studying Welsh

	GCSE Welsh First Language** in Ysgol Gwynllyw Torfaen	GCSE Welsh Second Language in Blaenau Gwent	AS/A-Level Welsh as a First Language ** in Ysgol Gwynllyw Torfaen	Coleg Gwent Provision
2020/21	228 learners	478 learners	116 learners	10 learners

Welsh as a Second Language in Blaenau Gwent

Figure 19 below, provides a comparative overview of learners (including as a percentage of the cohort) who took Welsh as a second language (sourced from the WJEC results summary and candidate report data). Numbers have fluctuated over the last 5 years, with 2021 being the lowest in terms of the number of learners undertaking Welsh as second Language; however, the percentages remain relatively stable over the 5-year analysis.

Figure 19: Welsh as Second Language- Learner Data

Academic Year end	Cohort	Welsh as a Second Language	% of Cohort
2017	607	503	83%
2018	586	499	85%
2019	532	479	90%
2020	617	522	85%
2021	559	478	86%

The Urdd and the Youth Service seek to offer opportunities for learners to use Welsh both inside and outside of their school/college setting. The Youth Service promote an accredited Welsh Culture Unit.

Number and Percentage of Learners at Coleg Gwent

Coleg Gwent language of learning and assessment using the following categories as per the Lifelong Learning Wales Record:

- B3 = a small amount of Welsh medium Learning
- B2 = a significant amount of Welsh medium Learning
- B1 = learning completed in a bilingual context
- C1 = learning completed in a Welsh medium context

There has been a significant decline in the number of learners who wish to undertake A Levels via the medium of Welsh over the last few years, this is a regional trend at present. Coleg Gwent currently has under 10 learners studying their A Levels via the medium of Welsh.

Coleg Gwent have had some success in recent years in increasing the number of learners who fall into the B1 and B2 categories, in particular. However, the numbers are still relatively low and the college is ambitious in its vision to increase these numbers over the next 10 years. The latest data (number of learners in 2020-2021) is as follows:

Figure 20: number of welsh learners KS5

B3: A small amount of Welsh-medium learning;	B2: A significant amount of Welsh-medium learning	B1: Learning completed in a bilingual context	C1: Learning completed in a Welsh-medium context
276	93	144	0

More subjects/courses have included sections to promote learning via the medium of Welsh. This will be extended in the following academic year. There are clear interdependencies between the success of the Coleg Gwent vision, and securing an appropriately qualified workforce and staffing levels to deliver the curriculum via the medium of Welsh.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Therefore, the Council plan to increase the capacity and uptake within the primary sector, whilst ensuring that transition from KS2 to KS3 remains at 100%. This in turn will increase the number of learners studying for assessed qualifications in Welsh and via the medium of Welsh.

In achieving our aims, we will:

- Provide support to English-medium secondary schools in line with the bilingual learner journey, to ensure Welsh language delivery is of the highest possible standard;
- Work with Coleg Gwent and English-medium schools to promote and increase the uptake of A Level Welsh;
- Work with the EAS to provide training and workforce development opportunities for teaching staff, enhancing both their skills and delivery;
- Work closely with Torfaen County Borough Council, to provide support and ensure that the Welsh medium secondary school accessed by Blaenau Gwent pupils, is fully compliant with the new Curriculum for Wales;
- Ensure that English medium secondary schools comply with the regulatory and curriculum based requirements in line with the delivery of Welsh as a second language;
- Work with the EAS and schools in order to assess and implement required changes and recommendation in line with the Qualifications Wales consultation;
- Create stronger partnerships with English-medium secondary schools in Blaenau Gwent and Coleg Gwent, ensuring effective collaboration with Heads of Departments in identifying learners to continue their Welsh second language journey, whilst also promoting A Level Welsh;
- Review and further develop 'Being Bilingual' marketing and communication materials and resources, in order to inform transitional options and engagement with pupils, parents and carers;
- Work cross border to encourage and elicit demand for Welsh-medium primary and secondary education, whilst ensuring that the continuum of learning for pupils is clearly mapped out understood by pupils, parents and carers;
- Ensure that for Post 16 learning, the EAS, Coleg Gwent, Careers Wales and Coleg Cymraeg are fully engaged in securing and enhancing career progression through the medium of Welsh;
- Following the steer from Coleg Cymraeg Cenedlaethol, Coleg Gwent will continue to focus on embedding full bilingual units into the main qualifications in priority bilingual curriculum areas. In the first 5 years, the focus will be on childcare, health and social care and public services. The College will employ new staff (or upskill existing staff) to deliver bilingual units in these three curriculum areas. This will contribute to achieving the following Coleg Gwent targets:

Figure 21: Coleg Gwent 5-year Targets

B3: A small amount of Welsh-medium learning;	B2: A significant amount of Welsh-medium learning	B1: Learning completed in a bilingual context	C1: Learning completed in a Welsh-medium context
2000*	400	600	***

***The college will develop a digital package that will enable most full-time vocational learners to achieve at least B3**

***** Coleg Gwent will focus on embedding Welsh and bilingual units into main programmes as opposed to delivering fully Welsh medium courses.**

Where do we expect to be at the end of our ten year Plan?

It is expected that at the end of this 10-year plan, there will be more Blaenau Gwent learners studying through the medium of Welsh in a Welsh-medium secondary setting.

Through the existing partnership and collaboration with Monmouthshire, Powys and Merthyr Tydfil, a secondary school will be developed in the Heads of the Valley’s region, increasing both Welsh medium secondary options and provision for Blaenau Gwent learners.

We will see an increase in the uptake of learners studying Welsh as a second language in English-medium secondary schools in Blaenau Gwent. In addition, the percentage of qualifications studied through the medium of Welsh will also increase.

Via the development of an effective Promotion and Engagement strategy, we will seek to:

- Alleviate any concerns that parents and carers have in relation to their child/children attending Welsh-medium education settings;
- Dispel myths and ensure that there is clear and concise information available for pupils, parents and carers on their education options and the benefits of being bi-lingual;
- Develop parent, carer and learner confidence in the linguistic journey; and,
- Ensure that learners, parents and carers are fully informed as to the progression and career routes available for Welsh learners/speakers.

The College will continue to develop bilingual modules across all remaining priority areas (7 curriculum areas in total). This will include developing resources in addition to recruiting skilled staff.

Coleg Gwent have established 10-year targets as per figure 22 (on page 26), which the Council are committed to supporting.

Figure 22: targets for bilingual delivery

B3: A small amount of Welsh-medium learning;	B2: A significant amount of Welsh-medium learning	B1: Learning completed in a bilingual context	C1: Learning completed in a Welsh-medium context
3000	500	1000	***

*** The college will focus on embedding Welsh and bilingual units into main programmes as opposed to delivering fully Welsh medium courses, unless a new opportunity arises. This will be evaluated on an annual basis.

Key Data

The targets below for KS3 learners have been based on Blaenau Gwent’s transition rates from Y6 – Y7 (PLASC Jan 2021).

Figure 23: cohort and transition numbers

	Overall cohort Year 6 Learners	Numbers of Welsh Learners Transitioning from KS2 to KS3	% of learners
September 2022	764	38	5%
September 2023	731	22	3%
September 2024	789	26	3%
September 2025	778	26	3%
September 2026	728	38	5%
September 2027	718	33	5%
September 2028	683	30	4%
September 2029	(728)	30	4%
September 2030	(728)	54**	7%
September 2031	(728)	58	8%
September 2032	(728)	60	8%

** 1st cohort from Tredegar to go into secondary provision

Figure 24: Projected number of year 11 learners studying for assessed qualifications in Welsh as a subject (GCSE)

Year 11	2032/33	2031/32	2030/31	2029/30	2028/29	2027/28	2026/27	2025/26	2024/25	2023/24	2022-23
Total Cohort Size	627	663	674	736	744	685	706	743	646	682	568
Adjusted Cohort (85.5%) Entries	536	567	576	629	636	586	604	635	552	583	486

Numbers and % of learners studying for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
38	5%	22	3%	26	3%	26	3%	38	5%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
26	5%	64	10%	64	9%	68	9%	71	10%
Numbers and % of learners studying for assessed qualifications in Welsh (as a subject) at GCSE									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
568	85%	682	85%	646	85%	635	85%	604	85%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
86	85%	636	85%	629	85%	576	85%	567	85%
Numbers of learners studying for assessed qualifications in Welsh (as a subject) and Subjects through the medium of Welsh at Coleg Gwent (B1)									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
141		300		450		600		650	
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
700		750		800		900		1000	

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Where are we now?

Blaenau Gwent collaborate with the Education Achievement Service (EAS) to lead on the work of the ‘Siarter Iaith’, the primary and secondary language charter:

- Siarter Iaith Primary: 100% Silver (Ysgol Gymraeg Bro Helyg).
- Siarter Iaith Secondary: Ysgol Gyfun Gwynllyw are implementing the Siarter framework (Step 1 of 5: EAS Siarter evaluation framework for secondary schools).
- Cymraeg Campus English-medium Primary: 35% of Blaenau Gwent schools have achieved Bronze award status, 20% have achieved Silver, and 45% are working towards Bronze.

In line with the Ysgolion Cymraeg Campus School initiative in Blaenau Gwent:

- 100% of our primary schools/campuses have engaged with the Cymraeg Campus framework baseline questionnaire.
- In 35% or 7 of our primary schools/campuses Bronze award has been achieved and verified.

- In 20% or 4 of our primary schools/campuses Silver award engagement and the baseline questionnaire has been undertaken.
- No schools have achieved and had the Silver award verified.

Blaenau Gwent: Bilingualism Secondary

Brynmawr Foundation School, Tredegar Comprehensive School and Ebbw Fawr Learning Community Secondary Phase are developing bilingualism initiatives with support from the EAS. In addition, these schools are engaging with the Urdd Cymraeg Bob Dydd programme.

Mudiad Meithrin

Cymraeg for Kids is a Mudiad Meithrin project which supports prospective and new parents, when opting for Welsh medium child care and education. The Cymraeg for Kids Officer works 4 days a week, which are split between Blaenau Gwent and Torfaen Councils. The local Cymraeg for Kids Officer runs weekly support sessions for parents and baby across the county such as:

- Welsh rhyme time & Sign
- Baby massage and yoga,
- Cuppa & Chat Cymraeg (online)
- Me and my baby sessions for prospective and new parents on the advantages of being bilingual (online)

Figure 28 provides an overview of the groups held in Blaenau Gwent, along with the number of parents who attended them. These groups include: Welsh rhyme time & sign, baby massage and baby yoga (Ebbw Vale, Tredegar, Aberbeeg, Blaina). 2020 onwards saw the development of online groups (including Me and My Baby, Cuppa & Chat Cymraeg, Baby Massage, Welsh rhyme time & Sign).

Figure 28: Group Data Overview

	Number of Groups	Number of Attendees
2018-2019	65	332
2019-2020	124	750
2020-2021	** 214 online	296

The Cymraeg i Blant Officer works closely with local Midwifery and Health Visiting teams, signposting parents to the groups, and maintaining regular contact with them, to provide updates on local opportunities available for new parents. Information is shared about the benefits of early bilingualism, how to access bilingual resources to use at home and online, and along with support to increase parent and carer confidence in using or in learning Welsh, by registering on a Clwb Cwtsh course, or for practise sessions.

Clwb Cwtsh is an eight-week taster programme focusing on speaking Welsh with young children. It's aimed at parents to be, parents/carers and extended family members. You don't need to be able to speak or understand any Welsh to join. This project is managed by Mudiad Meithrin

Clwb Cylch During the pandemic, Mudiad Meithrin launched a Welsh language activity in the home by providing open sessions under the banner of 'Clwb Cylch' (#ClwbCylch)

for children of nursery age and their parents via digital platforms. Particular emphasis is placed on children from families where Welsh is not spoken at home.

Mudiad Meithrin's 'Set Up and Succeed' (SAS) programme, seeks to establish 40 new Cylchoedd Meithrin with a Cylch Ti a Fi by 2021 in specific areas of Wales where there isn't a Cylch Meithrin at present. Blaenau Gwent developments include:

- 1 Cylch Meithrin is currently being developed in the Tredegar area, with a Ti a Fi already having been established in the area.
- 1 Day Nursery provides Cylch Meithrin sessions daily with the support of Welsh Language programme Croesi'r Bont – with the aim of introducing Welsh language immersion methodology within Cylchoedd Meithrin and securing linguistic transition from the Cylch to Welsh-medium schools.

Promotional Material

The following literature is available through Mudiad Meithrin to support with information to parents about Welsh medium childcare that addresses frequently asked questions:

- Podcasts 'Baby Steps into Welsh' is a new and exciting podcast series. Presented by Welsh TV Presenter Nia Parry, the podcast provides an opportunity for well-known parents to openly discuss and share their real-life experiences around Welsh-medium education. [Podcast \(meithrin.cymru\)](#)
- Mudiad Meithrin You tube Channel [Mudiad Meithrin - YouTube](#)
- Multi lingual Pamphlet in 8 Languages describing options for childcare
- [taflen amlieithog cyflawn 9.9.19.pdf \(meithrin.cymru\)](#)
- [Why choose Welsh-medium education \(meithrin.cymru\)](#)
- [Frequently asked questions and answers \(meithrin.cymru\)](#)

Menter Iaith

Prior to the pandemic, Menter Iaith delivered after school club in Ysgol Gymraeg Bro Helyg, which re-opened in September 2021. Menter Iaith have a Community Development Officer who supports delivery of activities in partnership with Youth Service and Urdd.

Menter Iaith also run events and virtual sessions for younger children and families. During 2019/20 22 events were held in Blaenau Gwent, with over 346 children and families in attendance. In 2020/21 there were 2 family events and 55 online events delivered during lockdown, with approximately 26 attendees at the family events and 43 children engaged in online events.

Youth Service

The Youth Service has a Service Level Agreement with the Urdd to secure and deliver activities through the medium of Welsh for young people. The Youth Service in Blaenau Gwent work with young people between the ages of 11 and 25 years. Where possible – they have introduced Welsh language into youth club settings, ensuring bilingual engagement opportunities for Welsh speakers.

The Urdd, in partnership with the Youth Service, have continued their projects online during the pandemic, however, numbers have been low. Working alongside the Urdd, virtual provision and engagement activities (one per week), such as quizzes and games, were available for young people during the summer period. However, due to furlough opportunities were scaled down. Work within the schools ceased during the pandemic. The Tredegar After School Welsh Club re-started virtually in March, and has

approximately 8 young people attending on a regular basis. From April onwards, the club has returned to face to face delivery in school, and attendance - especially amongst boys, has increased.

During July there was also a transition project for year 6 at Bro Helyg.

Urdd Gobaith Cymru

Urdd Gobaith Cymru is a voluntary national movement for children and young people that provides various opportunities to use the Welsh language, and gain experiences in the language, outside of the classroom, and in their local communities. The Urdd offer the following:

Community

- Officials that provide community arts opportunities throughout the year
- Departments, households, youth clubs and community clubs for children and young people to enjoy and use the Welsh language
- Digital provision for all ages

Sports

- Community clubs
- County, regional and national sports competitions
- Regional and national sports festivals
- Digital activities
- Physical literacy education provision for schools

Urdd Camps

- Llangrannog, Glan-llyn, Cardiff and Pentre Ifan
- Residential experiences providing learning experiences, fun and positive memories of using Welsh

The Eisteddfod and the Arts

- Area and County Eisteddfodau that offer opportunities for schools and pupils to experience arts, develop self-confidence and learn more about Welsh culture and literature
- The Urdd National Eisteddfod and being a part of a national festival
- Digital arts, music, theatre, art and backstage provision

Welsh-medium apprenticeships

- Educational and employment progression for young people who wish to gain qualifications and experience in Welsh

International

- Peace and Goodwill Message – extending the hand of friendship and discussing subjects of importance to young people on a world-wide basis
- Specific projects with partners in Ireland, America and Japan
- Opportunities for international volunteering and exchange visits

Resources

- The Urdd's digital magazines
- A collection of educational resources to support the new Curriculum.

Figure 27: Youth Engagement Activities and Events via the Urdd

2018 - 2019	No. of children Primary age	No. of children Secondary	Total	Location
Residential trips	60	40	100	Urdd Centres - Llangrannog, Glan-Llyn and Cardiff
Eisteddfod	30	0	30	Ysgol Gyfun Cwm Rhymni- Caerphilly & Ysgol Gyfun Gwynllyw
Welsh Club	0	20	20	Tredegar
Sporting tournaments	30	25	55	Various locations across Gwent
Jambori	50	0	50	Pontypool
Adran	15	0	15	Bro Helyg
Totals	185	85	270	

Coleg Gwent

All learners with Welsh language enrichment opportunities by Coleg Gwent. In line with the Coleg Gwent partnership with Coleg Cymraeg Cenedlaethol, 5 Welsh Ambassadors are appointed each academic session. Their role being to promote, encourage and facilitate Welsh language provision throughout each campus, working with key partners such as the Urdd in doing so.

Participation and engagement differs at each campus and across departments. However, approximately 8-12 learners engage with Welsh medium extra-curricular activity. During the 2020/21 academic session, 142 learners engaged with Welsh and bilingual activities. The pandemic has negatively affected engagement levels.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Working closely with the EAS to continue promoting and developing the Siarter Iaith throughout the school estate, we aim to achieve the following targets:

- **Siarter Iaith Primary Target** Blaenau Gwent: 100% Gold (Bro Helyg)
- **Siarter Iaith Secondary Target** Torfaen: Maintaining (Step 4 of 5: EAS Siarter evaluation framework for secondary schools)

Blaenau Gwent's target to achieve Bronze, Silver and Gold

Figure 29: Cymraeg Campus Cynradd: English Medium Primary

	2021		Target 2026		Target 2032	
Cymraeg Campus Cynradd Achieved or working towards						
Primary : Bronze	7/20	35%	20/20	100%	20/20	100%
Primary : Silver	4/20	20%	10/20	50%	20/20	100%
Primary: Gold	0/20	0%	7/20	35%	10/20	50%

Coleg Gwent plan to expand and develop Welsh Language enrichment provision, establishing a vibrant, diverse and inclusive Welsh community. Continuing to adapt to

the needs of learners, it is expected that learner participation levels for Welsh language activities will increase to 70% over the next 5 years.

In achieving our aims, we will:

- Work with the EAS to provide professional learning opportunities for senior leadership, including a focus on strategic development of Cymraeg Campus in English medium schools;
- Develop networks for coordinators (Welsh and English-medium schools) and drop-in meetings every half term;
- Offer bespoke support for schools in line with the Regional School Improvement approach;
- Support schools to consider the development of Cymraeg Campus as part of their wider self-evaluation, with the latter informing the verification process;
- Raise the profile of and promote Siarter Iaith and Cymraeg Campus;
- Promote effective cluster working and celebrate successes at school, cluster, local and regional levels;
- Ensure that there are sufficient opportunities for schools to share good practice, and develop school to school working initiatives, ensuring increased engagement;
- Promote the work of, and create opportunities for learners and families to engage with Mudiad Meithrin, Blaenau Gwent Youth Services, Urdd Gobat Cymru and Menter Iaith;
- Develop a baseline questionnaire to be completed by English-medium secondary settings about pupil's perception and confidence in using Welsh as a second language. Use this data to target the development of opportunities, whilst continuing to measure confidence and progression;
- Work with the lead for the Welsh Language Charter in Blaenau Gwent, to support engagement capturing views through a series of qualitative questionnaire, used to determine linguistic tendencies, barriers and opportunities;
- Continue and strengthen the current Welsh in Education Forum, supporting the vision to grow the Welsh language and associated opportunities;
- Review the structure and membership of the WEF, including sub-groups and outcome themed leads, to ensure effective monitoring and implementation of the WESP 10-year plan;
- Collaborate with key partners to secure resources to further develop extra-curricular opportunities for Blaenau Gwent learners;
- Develop an effective communication plan to ensure that learners and parents are aware of and engage with opportunities for learners to use Welsh in different contexts in school;
- Support language progression in English-medium primary schools;
- Highlight the importance of the Urdd's residential opportunities, that offer totally Welsh 24 hour experiences, creating positive and long-term memories of Welsh amongst pupils;
- Increasing school participation in the Urdd Eisteddfod to foster self-confidence, experience the arts and an understanding of Welsh literature, music and art; and,
- Ensure effective joint planning for youth work (11-25) via the medium of Welsh.

Where do we expect to be at the end of our ten year Plan?

Cymraeg Campus Cynradd: English medium primary targets for 2032 are as follows:

- 50% gold
- 100% silver
- 100% bronze

At the end of the 5-year review, Welsh-medium schools who have achieved the gold award, will have full confidence to robustly self-evaluate their provision for implementing the Siarter Iaith, and will be responsible for independently sharing their good practice in developing the Charter with others.

All schools established between the 5-year review, and the end of the 10-year cycle, will implement the Siarter Iaith and aim to achieve an award that reflects appropriate progress according to the school's establishment date.

For Cymraeg Campus, maintaining gold award expectations and high standards in schools that have achieved the award, including ensuring an effective process to evaluate, monitor and plan for maintaining or improving standards. To ensure that this take place, there will be extensive sharing of best practice, between and across schools, with schools independently supporting each other with their evaluation of the programme's delivery. The Council will work with the EAS to ensure systematic and effective monitoring processes are in place, to ensure that high standards are maintained.

Over the next 10 years, Coleg Gwent's objective is to grow and expand Welsh Language enrichment provision, striving towards doubling engagement levels by 2032, which equates to 284 learners or 90%.

Finally, we aim to increase extra-curricular activities and associated engagement, through an effective partnership approach which is informed and monitored by the work of the WEF.

Key Data

Increasing opportunities for learners to use Welsh in different contexts in school

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
0	0%	2	10%	4	20%	6	30%	7	35%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
8	40%	9	45%	9	45%	10	50%	10	50%

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018)

Where are we now?

Blaenau Gwent does not currently have a Special Needs Resource Base (SNRB) for children with complex additional learning needs. Therefore, parents and carers of pupils with ALN access SNRB provision for their children at English-medium schools, due to the fact that the provision does not exist within the Welsh-medium primary. As such, the ‘perception’ is that the demand for such provision is low. As at 2021, there is only one pupil with a Statement of Special Educational Need. However, the school has identified a cohort of pupils either pending or having received a diagnosis, who would benefit from SNRB provision. Figure 30 details the ALN pupil profile of Ysgol Gymraeg Bro Helyg. Further work is required in order to analysis and understand the level and complexity of need within the Welsh medium sector in Blaenau Gwent.

Figure 30: ALN Pupil Profile at Ysgol Gymraeg Bro Helyg

	Autistic Spectrum Disorder	Behaviour Emotional Social Disorder	Dyslexia	Global Developmental Delay	Hearing Impaired	Speech Learning and Communication Difficulties	Visual Impaired	Moderate Learning Difficulties	Total
2017	1	5	8	6	1	11	1	1	34
2018		6	2	11	3	12	1	1	36
2019		5	2	8	2	9	1	1	28
2020		5		5	2	5	1		18
2021		10	1	5	1	4	1		22

Currently, there are 8 pupils who have ASD/ADHD traits at Ysgol Gymraeg Bro Helyg. As yet, not all of the aforementioned pupils have received a formal diagnosis, however, all except 2, are in receipt of Educational Psychology engagement with referrals having been made. Nursery provision at the school is offered on a full-time basis, therefore, the pupils needs tend to be identified relatively early on. Currently, in Key Stage 2, there are a number of pupils who would benefit from small-class teaching. It is also recognised that the provision of a resource base would not only provide tailored support to the pupils who have been identified as needing this consistent level of intervention and support; but would also free up teacher time to focus on pupils requiring additional support e.g. pupils with a Specific Learning Difficulty (SpLD). As of September 2021, Ysgol Gymraeg Bro Helyg released the Specialist Educational Needs Coordinator (SENCo), from teaching 4 days per week, in order to concentrate on interventions with pupils.

Blaenau Gwent currently has 3 members of staff in the Education Psychology team who are able to speak fluently and deliver via the medium of Welsh. However, 1 of these staff members is presently on secondment to Welsh Government. A cross-consortia working group has been established, with a view to developing tools and resources for Welsh-medium schools.

As a special school Pen y Cwm have 6 Welsh speaking staff at school. Different levels of Welsh are employed depending upon the needs of the learners, with incidental Welsh being the primary use. In addition, the School has a Welsh Co-ordinator, and they recognise and reward the Welsh speaker of the week.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Ysgol Gymraeg Bro Helyg remodelling project, is a 21st Century Schools Band B Project the objectives of which are to:

- secure growth of the pupil population;
- address current gaps in provision i.e. the school is not currently able to offer outdoor learning or nurture provision, and does not have suitable spaces to support pupils with behavioural and additional learning needs – which make up a significant proportion of the pupil population;
- transform unusable spaces which are deteriorating in condition and not suitable for use in line with Health and Safety;
- create flexibility to support growth;
- secure improved standards of teaching and learning, along improved pupil outcomes; and,
- secure improved suitability in line with the new curriculum, along with the condition of the facility.

Blaenau Gwent Council are committed to the development of a Special Needs Resource base at Ysgol Gymraeg Bro Helyg. The SNRB would initially cater for up to 10 ALN pupils, with the capacity to grow to a split phase provision.

In achieving our aims, we will:

- Audit ALN needs throughout the Welsh-medium sector and review annually, in order to inform and develop effective transition and provision for learners;
- Ensure that the statutory duty of school(s) to ensure ALN provision can be offered bilingually, by committing to the development and recruitment of Welsh language practitioners;
- Ensure that the right level of support is provided throughout the Welsh-medium early years and primary sectors, ensuring that provisions have the required facilities and resources to effectively support learners presenting with ALN;
- Review the research undertaken via the consortia, and use it to develop a training and intervention plan for staff and pupils;
- Review, adapt and use resources which are tailored to the specific needs of learners, engaging with and understanding best practice i.e. North Wales assessment tools such as reading machines for SPLD children;

- Ensure early identification processes are in place, by ensuring an effective partnership approach, informing and developing provision for ALN pupils prior to statutory schooling;
- Work with the Inclusion team to support implementation of the Additional Learning Needs Reform for Wales (2021);
- Ensure the capability to engage with parents in the language of their preference;
- Work with the Inclusion Services to effectively implement and monitor Individual Development Plans (IDP's) for all pupils aged 0-25 with Additional Learning Needs; and,
- Ensure effective alignment with the Promotion and Engagement Strategy, to inform parents of the support available for children and young people with additional learning needs throughout the secondary sector.

Where do we expect to be at the end of our ten year Plan?

- Regional working collaboration to continue supporting the demand for immersion and Welsh-medium education.
- Ensure that the Inclusion Service continues to offer a wide range of specialist services through the medium of Welsh within the primary sector.
- Continue to support schools with the development of Welsh language provision, and work more collaboratively with them to deliver against and ensure compliance with the ALN Code.
- Undertake a full review for Special Education Needs Resource Bases in both Welsh and English-medium schools.
- Ensure effective implementation of provision for ALN learners, securing growth and development.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Where are we now?

Education Workforce Capacity / Language Skills (Schools) (SWAC 2019 baseline)

Nearly all Blaenau Gwent schools at present, are English-medium schools. Staff with the highest levels of proficiency work in the Welsh-medium sector with the Welsh language skills of staff in English-medium schools requiring considerable development.

Most English-medium primary and secondary school practitioners identify as having no entry, or foundation level Welsh language skills. Very few identify as having higher language skills or as being proficient.

English-Medium Primary Schools

Figure 33: Overview English-medium Education Staff Welsh Medium Skill Levels

No Skills	Entry Level	Foundation Level	Intermediate Level	Advanced Level	Proficient Level	The information was not obtained	Total
1	104	98	6	4	4	0	217
0.5%	48%	45%	3%	2%	2%	0.0%	

English-medium Secondary Schools

Figure 35: Overview English-medium Education Staff Welsh Medium Skill Levels

No Skills	Entry Level	Foundation Level	Intermediate Level	Advanced Level	Proficient Level	The information was not obtained	Total
52	15	6	2	0	7	0	82
63%	18%	7%	2%	0%	8%	0%	

Ability to Teach Through the Medium of Welsh

Very few staff working in Blaenau Gwent English-medium primary or secondary schools, are able to teach via the medium of Welsh.

Primary

Figure 36: Number of Staff able to Teach or Work Through the Medium of Welsh

Teaching / working through the medium of Welsh		
Can teach / work through the medium of Welsh	Total	Can teach / work through the medium of Welsh
27	228	12%

Secondary

Figure 37: Number of Staff able to Teach or Work Through the Medium of Welsh

Teaching / working through the medium of Welsh		
Can teach / work through the medium of Welsh	Total	Can teach / work through the medium of Welsh
3	82	4%

The role of the EAS in delivering and promoting Professional Learning for Welsh is to:

- Work with school leaders, cluster Professional Learning leads for Welsh and Welsh language coordinators to support accurate assessment of Welsh language needs in line with the Welsh Language Competence Framework and to identify cluster and school level training needs.
- Direct schools to a range of regional, online and Welsh for Adults training options in support of the development of the Welsh language.
- Collaborate with Welsh Government to identify Sabbatical training needs.
- Deliver language training, particularly to the English medium sector to support their ability to deliver of Welsh along the Welsh language continuum.

- Provide professional learning on the pedagogical and methodological approaches to teaching Welsh to support Welsh language acquisition and immersion.
- Work in partnership with schools to develop and share resources and planning in support of the delivery of Welsh.
- Provide networking opportunities to support delivery of key messaging and to enable the sharing of best practice in the delivery and development of Welsh.

Welsh Sabbatical Scheme Uptake Data

Figure 48: Schools Engaged with the Sabbatical Scheme (2018 -2021)

Year	Course Type	School
2018-19	Welsh in a Year	Cwm Primary School
2018-19	Welsh in a Year	Blaen y Cwm Primary School
2019-20	Welsh in a Year	Deighton Primary School
2020-21	Welsh in a Year	St Mary's Church in Wales Primary School
2020-21	Welsh in a Year	Abertillery Learning Community

The EAS support Welsh in a Year graduates to implement school and cluster level projects, including development of exemplification materials and approaches to the delivery of the Curriculum for Wales, enabling practitioners to maintain their language skills and develop their expertise.

EAS Staff

The EAS have a dedicated regional Welsh language team including:

- Lead for Languages Literacy and Communication
- Curriculum Partner Welsh and Literacy (1st language)
- Curriculum Partner Welsh in English medium and International Languages
- Associate Curriculum Partner, Welsh in English-medium (secondary)
- Associate Curriculum Partners, Welsh in English-medium (primary)

The EAS provides dedicated Welsh medium Challenge Adviser support to schools and draws headteachers from within the EAS and across regions to ensure Welsh medium expertise at both primary and secondary level. School to school support for the Welsh-medium sector is drawn from best practice within and across regions. There are individuals within the organisation that have Welsh language skills, including within the Professional Learning team, however, it is recognised that the wider workforce need to be supported to develop their language skills. Over the next 5 years, the EAS plan to develop and embed professional learning for Welsh (informal and formal as appropriate) as part of the EAS staff's professional learning entitlement.

Coleg Gwent Post 16 Provision:

Figure 42: Welsh language skills of Coleg Gwent academic staff (June 2021)

Fluent	Advanced	Intermediate	None
6 (1%)	14 (2%)	23 (4%)	553 (93%)

The number of staff with Welsh language skills at a level where they can confidently deliver curriculum in Welsh, is far below the levels we need in order to significantly expand our Welsh medium and bilingual curriculum offer. Historical and continuing

issues around the recruitment of Welsh speaking lecturing staff with relevant subject specialism is also an issue within the SEWC region. The College has had some success over the last few years in upskilling staff with basic Welsh skills, up to intermediate level (via Work Welsh and other Welsh for Adults provision), but this organic approach alone will not have a significant impact on Welsh medium delivery and the curriculum offer in the medium to long-term.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Childcare and Early Years

We will work with partners including RhAG and Mudiad Meithrin to develop a skills analysis for staff within the early years and childcare sector, to plan and inform how the sector is able to contribute to the overarching target. Promoting training and development opportunities within the sector, to enhance and develop Welsh language skills.

Teaching and Specialist Education Staff

Within the first 5 years of our plan, we aim work with key partners in order to undertake a workforce needs analysis, to ensure that we are able to effectively map, train and recruit staff to deliver against the priorities identified within this plan.

We aim ensure that our Welsh-medium schools and provision are appropriately staffed, with suitably qualified teachers able to deliver to a high standard. In addition, we aim to promote and develop opportunities for the education workforce to improve and develop their Welsh language skills.

The education workforce is ever changing, and therefore, we will work with key partners including the EAS to continue to provide and direct schools to a range of professional learning opportunities, supporting staff to maintain and develop skills. We will continue to recruit to the Sabbatical Scheme, utilising SWAC data to support schools/clusters, to identify training needs and practitioners that would benefit from the programmes and lead on Welsh following their secondments. Over the next 5 years, EAS are to develop and embed professional learning for Welsh (informal and formal as appropriate) as part of the EAS staff's professional learning entitlement. That staff make progress in their ability to speak Welsh in their roles.

We will support schools and clusters to grow, and capitalise on language expertise within the education system, including the support of Sabbatical Graduates who have undertaken the Welsh in a Year programme.

There is also a 2021/22 programme that has been launched in relation to the secondary postgraduate ITE programme enabling them to teach through the medium of Welsh and initial teacher education (ITE) providers in Wales.

In line with the Promotion and Engagement strategy, we will explore the development of resources to promote opportunities for training and employment in the education sector.

Develop Governor training and engagement programmes, to support awareness raising and shared accountability in successfully achieving the established vision, aims

and targets set out within the WESP, whilst also securing effective training and recruitment processes.

Coleg Gwent

In the first 5 years, targets will be a 50% increase in the number of academic staff with fluent Welsh skills, and 50% increase in the number of academic staff with advanced level Welsh skills. These targets are as follows:

	Fluent	Advanced
5 Year Target:	9	21

This increase will enable the College to expand its current Welsh-medium and bilingual provision to other priority Welsh medium curriculum areas (as set by Coleg Cymraeg Cenedlaethol).

The college will focus on the following areas in order to facilitate this increase:

- Continue to deliver the Work Welsh programme in Coleg Gwent with the primary aim of upskilling Intermediate level staff to Advanced level;
- Participate in the Sgiliaith mentoring scheme in order to support staff with Welsh medium and bilingual delivery;
- Seek opportunities to incentivise and attract Welsh speaking staff from all over the country; and,
- Look at options to relax PGCE requirements in some situations in order to attract more applicants. These individuals will be sponsored to complete our in-house PGCE in their first 2 years of employment.

Where do we expect to be at the end of our ten year Plan?

Over the next 10 years, we will work with the EAS to develop and embed professional learning for Welsh (informal and formal as appropriate) as part of the EAS professional learning entitlement.

Blaenau Gwent has an increased education workforce able to teach and work via the medium of Welsh, whilst also increasing the number of staff able to teach Welsh as a subject.

Blaenau Gwent has an established workforce development plan, which enables the Council and its partners to secure appropriately qualified and experienced teaching and other specialist school staff, to successfully deliver the curriculum via the medium of Welsh and bilingually, in achieving the Blaenau Gwent target for Year 1 pupils.

By the end of the 10-year plan, Coleg Gwent will aim to achieve a 100% increase in the number of both fluent and advanced Welsh speaking academic staff (from the current levels in June 2021). The 10-year targets are as follows:

	Fluent	Advanced
10 Year Target:	12	28

This increase will enable the college to offer Welsh medium and bilingual modules in all curriculum priority areas as set by the Coleg Cymraeg Cenedlaethol. The priority areas are as follows:

- Childcare
- Health & Social Care
- Public Services
- Sports
- Hospitality and Tourism
- Land based
- Business, IT and Media

The actions identified in order to achieve the 5-year targets will be extended into the second phase to support the progress against Coleg Gwent’s 10-year targets.

Increasing the number of staff able to deliver in Welsh is critical if we are to meet our ambitious targets for increasing Welsh medium and bilingual provision in the college.

How we will work with others to achieve our vision

The Blaenau Gwent Welsh in Education Forum (WEF) will be the strategic driving force behind the 10-year WESP. The purpose of the WEF is to contribute towards strategic planning, monitoring and evaluation of Blaenau Gwent 10-year Welsh in Education Strategic Plan (WESP). The WEF will meet on a termly basis, with dedicated sub-groups taking place in and around meetings, to focus on specific themes.

The Forum provide a formal channel of communication between key partners and stakeholders, who work collectively towards achieving the vision, aims, objectives strategic priorities and targets set out within the plan.

The Forum act as a consultative group, contributing towards the development, monitoring and implementation of the WESP by:

- contributing towards the development of, and monitoring the WESP;
- monitoring Welsh medium demand, along with the uptake and provision of Welsh-medium education, determining as a group key strategic priorities; and,
- supporting the development of an annual report to the Welsh Government describing progress in terms of implementing the WESP’s targets against the approved timetable.

In addition, WESP progress reports are taken via the Council’s political processes annually. The Welsh in Education Strategic Plan is also a key focus of the 21st Century Schools Programme Board and Admissions Forum, with updates reported accordingly.

WEF Membership
Executive Member for Education
BGCBC Education Transformation and Business Change Services
Coleg Gwent
Rhieni dros Addysg Gymraeg (RhAG) – Parents for Welsh Medium Education
BGCBC Early Years Childcare and Play team
Ysgol Gyfun Gwynllyw
Education Achievement Service
BGCBC School Improvement and Inclusion Services

BGCBC Youth Service
Headteacher - Ysgol Gymraeg Bro Helyg
BGCBC Organisational Development
Mudiad Meithrin
BGCBC Policy and Partnerships team
BGCBC Transport team
Menter Iaith
Urdd Gobiath Cymru
Welsh Government - Welsh Language Division
BGCBC Corporate Communications
Public Health Wales
English-medium Headteacher

Consultation Information

The statutory consultation period will run from Friday 5th November 2021 for 8 weeks, concluding on Monday 3rd January 2022. Please ensure to provide your feedback and responses prior to the closure of the consultation.

A copy of the draft WESP is available to download at the bottom of this page.

You can give your views on the draft WESP by either completing the questionnaire (link below) or by contacting us via one of the following:

Survey: <https://online1.snapsurveys.com/179rj>

Email: 21centuryschool@blaenau-gwent.gov.uk

Mail: 21st Century Schools, Education Department, Anvil Court, Abertillery, Blaenau Gwent. NP13 3DB.

All forms of communication and/or questionnaires must be completed by Monday 3rd January 2022 at 12pm.

What happens next?

At the end of the consultation period, all responses received will inform any updates and/or changes that need to be made to the plan. In January 2022, the plan will be taken via the Council's Executive Committee for, prior to being submitted to Welsh Ministers for consideration and approval by 31st January 2022.

Following submission of the plan, Welsh Ministers may:

- approve the plan as submitted,
- approve the plan with modifications, or
- reject the plan and prepare another plan which will then be treated as the authority's approved plan.

The approved plan will run from September 2022 until August 2032.

For queries email 21centuryschools@blaenau-gwent.gov.uk or call 01495 357704

Pwyllgor: Pwyllgor Craffu Addysg a Dysgu

Dyddiad y cyfarfod: Dydd Mawrth 30 Tachwedd 2021

Pwnc yr Adroddiad: Adroddiad Ymgynghori Cynllun Strategol Cymraeg mewn Addysg 10-mllynedd Blaenau Gwent

Deiliad Portffolio: Portffolio Addysg a Dysgu – Cyng. Joanne Collins

Cyflwynir yr Adroddiad gan: Cyfarwyddwr Corfforaethol Addysg – Lynn Phillips
 Rheolwr Gwasanaeth Trawsnewid Addysg a Newid Busnes – Claire Gardner

Llwybr Adrodd								
Tim Rheoli Cyfarwyddiaeth	Tim Arweinyddiaeth Gorfforaethol	Deiliad Portffolio/Cadeirydd	Pwyllgor Archwilio	Pwyllgor Gwas. Democraidd	Pwyllgor Craffu	Pwyllgor Gweithredol	Cyngor	Arall (noder)
4.11.21	4.11.21	18.11.21			30.11.21			

1. **Diben yr Adroddiad**
 Diben yr adroddiad yw rhoi cyfle i Aelodau graffu ar ddrafft Gynllun Strategol Cymraeg mewn Addysg 10-mllynedd Blaenau Gwent, gan roi barn, sylwadau ac ymatebion yn unol â'r broses ymgynghori.
2. **Cwmpas a Chefnidir**
 - 2.1 Mae Adran 84 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn ei gwneud yn ofynnol i bob Cyngor baratoi Cynllun Strategol Cymraeg mewn Addysg (WESP). Diben y cynllun hwn yw nodi dull gweithredu strategol a chyfeiriad y Cyngor ar gyfer datblygu a chyflenwi darpariaeth cyfrwng Cymraeg ac addysg Gymraeg.
 - 2.2 **Cynllun 10-mllynedd Blaenau Gwent**
 Yn 2017, cynhaliodd Llywodraeth Cymru adolygiad cyflym o gynlluniau arfaethedig awdurdodau lleol. Cydnabu'r adolygiad yr angen am newid, nid yn unig yn nhermau uchelgeisiau cynlluniau unigol, ond hefyd o ran y fframwaith ddeddfwriaethol a nodwyd gan Lywodraeth Cymru. Dangosodd yr adolygiad angen i newid y rheoliadau a'r canllawiau, ynghyd â newid sylweddol yn nulliau gweithredu Llywodraeth Cymru ac awdurdodau lleol ynghylch cynllunio. Fel canlyniad, adolygodd Llywodraeth Cymru y fframwaith ddeddfwriaethol yn gysylltiedig gyda'r WESP, gyda'r ffocws allweddol ar greu fframwaith sy'n galluogi awdurdodau lleol i ddatblygu cynlluniau strategol hirdymor.
 - 2.3 Cyn pandemig COVID-19, roedd Llywodraeth Cymru yn ei gwneud yn ofynnol i awdurdodau lleol gyflwyno drafft cyntaf eu cynllun 10-mllynedd i Weinidogion Cymru erbyn 31 Ionawr 2021; fodd bynnag, oherwydd y pandemig a'r gofynion ymateb argyfwng, cafodd yr amserlen cyflwyno ei diweddarau. Yn dilyn y cyfnod drafftio a'r ymgynghoriad dilynol, cyflwynwyd Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019, ynghyd â drafft ganllawiau ar 5 Rhagfyr 2019 a daethant i rym ar 1 Ionawr 2020. Mae'n rhaid i awdurdodau lleol gyflwyno drafft cyntaf eu cynllun deng

mlynedd i Weinidogion Cymru ar 31 Ionawr 2022, gyda'r cynllun i fod yn weithredol o fis Medi 2022. Bydd WESP cyfredol Llywodraeth Cymru yn parhau mewn grym tan y diwrnod hwnnw.

- 2.4 Mae Llywodraeth Cymru yn disgwyl i gynlluniau 10-mlynedd awdurdodau lleol gynnwys y dilynol:
- Gweledigaeth glir a chryno yn seiliedig ar y prosiect a gytunwyd;
 - Proffil addysg lleol (nifer dysgwyr oedran ysgol, nifer yr ysgolion ym mhob categori, a nifer y dysgwyr o fewn pob categori ysgol);
 - Data allweddol ar gyfer pob deiliant (llinell sylfaen bresennol ac amcanestyniadau)
 - Unrhyw gynlluniau neu ffactorau lefel uchel sy'n effeithio ar addysg yn y sir;
 - Nodau ac amcanion clir dan y 7 deiliant;
 - Cysylltiad clir rhwng sut mae pob agwedd o'r cynllun yn cyfrannu at y weledigaeth a'r prif darged; a
 - Chysylltiad clir rhwng y cynllun a strategaethau a meysydd polisi perthnasol eraill awdurdodau lleol.
- 2.5 Gan weithio'n agos gyda Fforwm Cymraeg mewn Addysg Blaenau Gwent, mae Addysg wedi cynhyrchu drafft WESP 10 mlynedd (**Atodiad 1**) sy'n ystyried rheoliadau a chanllawiau Llywodraeth Cymru, ar gyfer ymgynghoriad, cymeradwyaeth wleidyddol a'i gyflwyno i Lywodraeth Cymru erbyn 31 Ionawr 2022.
- 2.6 Bydd y cyfnod ymgynghori yn dechrau ddydd Gwener 5 Tachwedd 2021 gan ddod i ben am 12 canol-dydd ddydd Llun 3 Ionawr 2022. Caiff pob ymateb eu hystyried, ynghyd â'r goblygiadau cysylltiedig, yn cynnwys unrhyw newidiadau i'r cynllun fel canlyniad i'r ymgynghoriad. Byddwn wedyn yn cynhyrchu fersiwn terfynol i'w gymeradwyo gan Bwyllgor Gweithredol y Cyngor cyn ei gyflwyno i Weinidogion Llywodraeth Cymru i'w ystyried a'i gymeradwyo. Unwaith y'i cytunwyd, daw'r cynllun i rym o fis Medi 2022.
- 2.7 Gweledigaeth Cyngor Blaenau Gwent ar gyfer addysg cyfrwng Cymraeg yw:
- “Adeiladu ar y cynnydd cryf a wnaed hyd yma drwy greu system addysg gynaliadwy sy'n cynyddu'r ddarpariaeth, y galw a'r defnydd o'r Gymraeg; creu dinasyddion medrus ac wedi eu grymuso sy'n falch i fyw a gweithio o fewn a hefyd tu allan i Gymru’.*
- 2.8 Nod strategol hyn fydd creu:
- Cymuned sy'n cofleidio'r iaith Gymraeg a'i diwylliant yn hyderus a gyda balchder.*
- 2.9 Byddwn yn anelu i gyflawni ein gweledigaeth drwy hyrwyddo, datblygu a chyfoethogi darpariaeth a gwasanaethau Cymraeg. Gwnawn hynny drwy gydweithio'n agos gyda'r Fforwm Addysg Gymraeg, ynghyd â phartneriaid

strategol allweddol eraill yn cynnwys Llywodraeth Cymru ac awdurdodau lleol eraill. Mae ein hamcanion strategol yn cynnwys:

- Codi proffil addysg Gymraeg ynghyd â manteision bod yn ddwyieithog;
- Creu sefydliadau dysgu ansawdd uchel ffyniannus sy'n cefnogi ymgysylltu effeithlon rhwng disgyblion, staff, y gymuned a phartneriaid;
- Cefnogi integreiddio gwasanaethau a chreu profiad cynnwys trochi ar gyfer dysgwyr;
- Sicrhau gwella gwaith rhwng ysgolion a phartneriaeth, gan hwyluso defnydd a datblygiad ehangach o'r Gymraeg;
- Creu gweithlu medrus a chynaliadwy, sy'n ymroddedig i ddatblygiad proffesiynol parhaus;
- Sicrhau amgylcheddau addysgu a dysgu cynhwysol a chyfleoedd i bob dysgwr; a
- Gwella cyfleoedd dilyniant drwy adolygu a gweithredu cwricwlwm sydd wedi ei alinio'n gadarn i addysg bellach ac addysg uwch.

2.10 Bydd y Cyngor yn anelu i gyflawni'r deilliannau dilynol a nodir gan Lywodraeth Cymru, sy'n adlewyrchu taith addysg y dysgwr ac sy'n gydnaws gyda meysydd polisi Cymraeg 2050 ac Addysg yng Nghymru: Ein Cenhadaeth Genedlaethol:

- Deilliant 1 – Mwy o blant meithrin/tair oed yn cael eu haddysg drwy gyfrwng y Gymraeg.
- Deilliant 2 – Mwy o blant dosbarth derbyn/pump oed yn cael eu haddysg drwy gyfrwng y Gymraeg.
- Deilliant 3 – Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall.
- Deilliant 4 - Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg.
- Deilliant 5 - Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd destunau gwahanol yn yr ysgol.
- Deilliant 6 – Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol (ADY) yn unol â'r dyletswyddau a bennir gan y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018.
- Deilliant 7 – Cynnydd yn nifer y staff sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg.

2.11 Er mwyn sicrhau ein bod yn cyflawni'r weledigaeth ac amcanion a nodir uchod, mae Cyngor Blaenau Gwent yn ymroddedig i weithio tuag at darged uchelgeisiol Llywodraeth Cymru, i gynyddu cohort Blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg i 75 o ddisgyblion. O gymharu gyda data llinell sylfaen 2019/20 a ddefnyddir gan Lywodraeth Cymru, byddai hyn yn gyfartal â 10% (cynnydd o 6 pwynt canran) yng nghyfanswm y cohort Blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg erbyn 2032.

3. Opsiynau ar gyfer Argymhelliad

- 3.1 **Opsiwn 1:** Y Pwyllgor Craffu Addysg a Dysgu yn ystyried ac yn derbyn y drafft WESP 10-mlynedd.
- 3.2 **Opsiwn 2:** Y Pwyllgor Craffu Addysg a Dysgu yn ystyried yr adroddiad ac yn rhoi sylwadau a barn ar y drafft WESP 10-mlynedd.
4. **Tystiolaeth o sut mae'r pwnc hwn yn cefnogi cyflawni'r Cynllun Corfforaethol / Cyfrifoldebau Statudol / Cynllun Llesiant Blaenau Gwent**
- 4.1 Mae'n ddyletswydd statudol ar y Cyngor i gynhyrchu dogfen WESP yn unol ag Adran 84 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013. I gael mwy o wybodaeth, gweler y cyd-destun strategol a nodir yn y cynllun (Tudalen 3 a 4 **Atodiad 1**).
- 4.2 Mae'r WESP yn ganolog wrth sicrhau mynediad parhaus i a datblygiad y Gymraeg yn unol gyda nod Llywodraeth Cymru o filiwn o siaradwyr Cymraeg erbyn 2050. Mae Addysg hefyd yn cyfrannu'n sylweddol at Gynllun Llesiant Blaenau Gwent gan fod Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 yn ei gwneud yn ofynnol i gyrrff cyhoeddus weithio tuag at saith nod llesiant, gyda 'Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu' yn un ohonynt. Mae'n ddyletswydd ar y Cyngor i hyrwyddo a hwyluso'r defnydd o'r Gymraeg a gweithio tuag at y nodau llesiant. Mae gan y broses ar gyfer cynllunio addysg cyfrwng Cymraeg hefyd sail statudol dan Adran 84 Deddf 2013.
5. **Goblygiadau pob Opsiwn**
- 5.1 **Effaith ar y Gyllideb (effaith tymor byr a thymor hir)**
Yn unol â gweithrediad effeithlon WESP Blaenau Gwent, byddwn yn anelu i gyflwyno cyfres o brosiectau i hybu'r ddarpariaeth o addysg cyfrwng Cymraeg. Un cynnig o'r fath yw'r ysgol gynradd Gymraeg newydd 210 lle y bwriedir ei gweithredu o dymor yr Hydref 2033. Cafodd cyllid cyfalaf ar gyfer y prosiect hwn (ar gyfradd ymyriad o 100%) ei sicrhau drwy Grant Cyfalaf Cyfrwng Cymraeg Llywodraeth Cymru. Yn ychwanegol mae'r Pwyllgor Gweithredol wedi cymeradwyo'r cyllid refeniw i gefnogi gweithrediad.
- Ceisir cyllid cyfalaf ar gyfer cynlluniau'r dyfodol drwy Grant Cyfalaf Cyfrwng Cymraeg Llywodraeth Cymru a/neu Raglen Ysgolion yr 21ain Ganrif. Bydd hefyd oblygiadau refeniw ar gyfer cynigion prosiect y dyfodol. Byddwn yn gwneud cais am gyllid refeniw tymor byr ar gyfer y cynigion hyn drwy Lywodraeth Cymru. Os na fydd cyllid refeniw ar gael, caiff unrhyw gostau refeniw ychwanegol (tymor byr a thymor hir) eu sicrhau o Gyllideb Ysgolion Unigol. Rhoddir adroddiad ar gynigion drwy brosesau gwleidyddol y Cyngor yn unol â gwahoddiadau ar gyfer cyflwyno pob achos busnes.
- 5.2 **Risg yn cynnwys camau lliniaru**
Mae'r goblygiadau dilynol yn berthnasol i'r Cynllun Strategol Cymraeg mewn Addysg:

- Methiant i gyflawni'r deilliannau a thargedau a sefydlwyd o fewn y cynllun – caiff hyn ei liniaru gan y trefniadau monitro helaeth sydd ar waith. Mae'r tîm Trawsnewid Addysg yn adolygu cynnydd yn fisol, a rhoddir adroddiad i'r Fforwm Addysg Gymraeg bob tymor, aiff drwy brosesau gwleidyddol y Cyngor a rhoddir adroddiad yn flynyddol i Lywodraeth Cymru.
- Cydymffurfiaeth gyda dyletswydd statudol a goblygiadau deddfwriaethol – caiff hyn ei reoli yn unol ag adolygiad polisi ac arweiniad a datblygiadau ynghyd ag adnewyddu'r WESP ac adroddiadau blynyddol.
- Materion cynaliadwyedd o fewn y stad ysgolion yng nghyswllt addysg cyfrwng Gymraeg – caiff hyn ei reoli a'i liniaru gan ymgyrchoedd hyrwyddo blynyddol, asesiadau seiliedig ar alw, capasiti ysgolion ac amcanestyniadau. Mae'r model egin a gynigir hefyd yn rhoi cyfle i fynd i'r afael â galw cudd, gan hybu twf pellach.

5.3 **Cyfreithiol**

Nid oes unrhyw oblygiadau cyfreithiol uniongyrchol yn gysylltiedig gyda'r adroddiad hwn.

5.4 **Adnoddau Dynol**

Nid oes unrhyw oblygiadau cyfreithiol uniongyrchol yn gysylltiedig gyda'r adroddiad hwn.

6. **Tystiolaeth Gefnogi**

6.1 **Gwybodaeth Perfformiad a Data**

Fe adolygodd y tîm Trawsnewid Addysg y cynnydd yn unol gyda'r Cynllun Strategol Gymraeg mewn Addysg presennol (2017-2020), ac adroddwyd canlyniad hynny drwy brosesau gwleidyddol y Cyngor ym mis Rhagfyr 2020. Roedd hunanasesiad 2019/20 Blaenau Gwent yn seiliedig ar gynnydd allweddol yn unol gyda phob maes blaenoriaeth. Roedd yr hunanasesiad yn Oren, gyda'r gyfradd cwblhau ar gynllun gweithredu 2019/20 fel sy'n dilyn:

- 84% (neu 49 cam gweithredu) wedi eu cwblhau;
- 7% (neu 4 cam gweithredu) ar y gweill; a
- 9% (5 cam gweithredu) yn cael eu datblygu.

6.2 **Canlyniad a ddisgwylir i'r cyhoedd**

Mae'r WESP yn anelu i sicrhau, hwyluso, datblygu a gwella addysg Gymraeg, ynghyd â mynediad i ddarpariaeth gysylltiedig yn lleol.

6.3 **Ymgyfraniad (ymgyngori, ymgysylltu, cyfranogiad)**

Mae anghenion ac ymgysylltu rhanddeiliaid a defnyddwyr yn hollbwysig, ac fel ffocws allweddol o'r WESP, ei weithredu a'i fonitro. Mae'r cynllun yn destun ymgyngoriad yn ystod y cyfnod cynhyrchu a chaiff ei adolygu'n flynyddol. Yn ychwanegol, defnyddir prosesau ymgyngori cyhoeddus a phartner i lywio datblygu, cynnydd a dysgu yn gysylltiedig â chyflenwi'r cynllun.

- 6.4 **Meddwl am yr hirdymor (blaengynllunio)**
Mae gan y WESP dull gweithredu strategol ac mae'n sylfaen i gyfeiriad a chyflenwi darpariaeth cyfrwng Cymraeg ac addysg ym Mlaenau Gwent dros y 10 mlynedd nesaf.
- 6.5 **Ffocws ataliol**
Nod WESP yw sefydlu targedau clir, llunio, hysbysu a gwella cyflenwi darpariaeth cyfrwng Cymraeg ac addysg. Mae'r cynllun hefyd yn mynd i'r afael â materion a bylchau sy'n bodoli, gan wella darpariaeth, ymgysylltu a chydlyniaeth.
- 6.6 **Cydweithio/Gweithio Partneriaeth**
Mae Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent angen dull cydweithio o ran datblygu, gweithredu, monitro a chynnydd. Caiff hyn ei gynnal drwy Fforwm Cymraeg mewn Addysg sydd â chynrychiolaeth eang o sefydliadau partner a grwpiau rhanddeiliaid, a chaiff ei warantu drwy brosesau gwleidyddol y Cyngor ac adroddiadau i Lywodraeth Cymru.
- 6.7 **Integreiddio (ar draws meysydd gwasanaeth)**
Mae Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent wedi'i alinio gyda gofal plant, addysg a chwarae blynyddoedd cynnar; cynllunio lleoedd disgyblion, trefniadaeth ysgolion, Ysgolion y 21ain Garrif a gwaith y Cyfarwyddiaethau Gwasanaethau Cymdeithasol ac Amgylchedd ac Adfywio. Mae integreiddio gwasanaeth yn hanfodol i sicrhau gweithrediad effeithlon tra hefyd yn sicrhau mynediad priodol i addysg cyfrwng Cymraeg a darpariaeth gysylltiedig. Caiff y cynllun ei fonitro gan y Fforwm Addysg Gymraeg ac mae hefyd yn bwydo i fforymau allweddol eraill h.y. Derbyn i Ysgolion, Bwrdd Rhaglen Ysgolion yr 21ain Garrif ac yn y blaen.
- 6.8 **Datgarboneiddio a Gostwng Allyriadau Carbon**
Caiff unrhyw waith ffisegol a gynlluniwyd ac a gynhaliwyd o fewn gosodiadau addysg eu cynllunio er mwyn rhoi ystyriaeth i ddatgarboneiddio a gostwng allyriadau carbon.
- 6.8.1 Ar 2 Tachwedd 2021 cyhoeddodd Jeremy Miles, Gweinidog y Gymraeg ac Addysg, y bydd angen i bob adeilad ysgol a choleg newydd, gwaith adnewyddu mawr a phrosiectau ehangu, gyrraedd targedau Carbon Sero Net o 1 Ionawr 2022. Mae'r Cyngor yn ymroddedig i ac wedi dechrau gweithio gyda Llywodraeth Cymru i gynllunio rhoi'r agenda yma ar waith.
- 6.9a **Asesiad Effaith Dyletswydd Economaidd-Gymdeithasol**
Cynhelir Asesiad o'r Effaith Dyletswydd Economaidd-Gymdeithasol ar ddrafft terfynol y cynllun cyn ei gymeradwyo. Ar ôl cynnal asesiad o'r drafft, mae'r effaith gyffredinol yn niwtral. Mae WESP yn anelu i wella mynediad cyfartal i addysg Gymraeg.
- 6.9b. **Asesiad o'r Effaith ar Gydraddoldeb**
Cynhaliwyd Asesiad Sgrinio Effaith ar Gydraddoldeb yn unol gyda'r Cynllun Strategol Cymraeg mewn Addysg, a benderfynodd nad oes unrhyw effaith

negyddol ar y nodweddion gwarchoddedig. Cynhelir sgrinio ac asesiadau effaith hefyd yn unol â phob prosiect yn gysylltiedig gyda'r WESP.

7. Trefniadau Monitro

7.1 Mae Llywodraeth Cymru yn disgwyl diweddariad blynyddol ar y cynnydd ar y WESP. Felly, mae'r tîm Trawsnewid Addysg yn adolygu ac yn monitro'r WESP yn fisol, gan roi adroddiadau bob tymor i'r Fforwm Addysg Gymraeg ac adroddiadau blynyddol i Lywodraeth Cymru. Yn ychwanegol, aiff adroddiadau datblygu a chynnydd y Fforwm Addysg Gymraeg drwy brosesau gwleidyddol y Cyngor yn flynyddol. Mae'r WESP hefyd yn ffocws allweddol o Fwrdd a Fforwm Derbyn Rhaglen Ysgolion y 21ain Ganrif.

Dogfennau Cefndir/Dolenni Electronig

Atodiad 1 – Drafft Gynllun Strategol Cymraeg mewn Addysg Blaenau Gwent

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Cyngor Bwrdeistref Sirol Blaenau Gwent



Cyngor Bwrdeistref Sirol Blaenau Gwent

Cynllun Strategol Cymraeg Mewn Addysg

Cyfnod y Cynllun hwn:
Medi 2022 – Medi 2032

Ysgolion yr 21ain Ganrif
21st Century Schools



CYNLLUN STRATEGOL CYMRAEG MEWN ADDYSG



Enw'r Awdurdod Lleol

Cyngor Bwrdeistref Sirol Blaenau Gwent

Cyfnod y Cynllun hwn

Medi 2022 – Medi 2032

Gwnaed y Cynllun Strategol Cymraeg mewn Addysg hwn dan Adran 84 *Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013* ac mae'r cynnwys yn cydymffurfio gyda *Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019*¹⁻². Yr ydym wedi rhoi sylw dyledus i'r canllawiau statudol a gyhoeddwyd gan Weinidogion Cymru wrth osod ein targedau.

Llofnod: Dyddiad:

(Dylai'r Cynllun hwn gael ei lofnodi gan Brif Swyddog Gweithredol eich awdurdod lleol)

¹ [Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg \(Cymru\) 2019](#)

² [Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg \(Diwygiad\) \(Coronafeirws\) 2020](#)

Cynllun 10-mlynedd Cymraeg mewn Addysg Blaenau Gwent 2022 - 2032

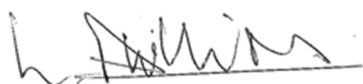
Rhagair

Cyfarwyddwr Corfforaethol Addysg

Mae Blaenau Gwent yn ardal awdurdod lleol cymharol fach, ond un sydd ag uchelgais fawr ar gyfer ein hysgolion a'n dysgwyr. Rydym yn benderfynol i chwarae ein rhan i sicrhau fod Cymru yn genedl ddwyieithog gydag uchelgais glir i gynyddu'r defnydd o'r Gymraeg ar draws y Fwrdeistref Sirol. Rydym yn llwyr gefnogi ac ymroddedig i Cymraeg 2050: miliwn o siaradwyr Cymraeg, strategaeth genedlaethol Llywodraeth Cymru. Bu addysg Gymraeg yn tyfu yn y Fwrdeistref Sirol mewn blynyddoedd diweddar. Bu gan y twf hwn ran allweddol wrth gynyddu'r nifer o bobl sy'n defnyddio'r Gymraeg yn gyson yn ein Bwrdeistref Sirol. Nod strategol Blaenau Gwent a gaiff ei hyrwyddo yn ein Cynllun Strategol Cymraeg mewn Addysg yw sicrhau:

'Cymuned Blaenau Gwent sy'n cofleidio'r Gymraeg a'i diwylliant yn hyderus a gyda balchder'.

Un o'r elfennau allweddol wrth sicrhau y caiff ein nod strategol ar gyfer y Gymraeg ei chyflawni'n llwyddiannus yw gwireddu Cynllun Strategol Cymraeg mewn Addysg newydd ac uchelgeisiol ar gyfer 2022-32. Edrychaf ymlaen at weithio gyda'n holl bartneriaid yng ngwir ysbryd cydweithredu i gyflawni blaenoriaethau a dyheadau'r Cynllun Strategol Cymraeg mewn Addysg dros y blynyddoedd i ddod.



Lynn Phillips

Cyfarwyddwr Corfforaethol Addysg

Cyngor Bwrdeistref Sirol Blaenau Gwent

Aelod Gweithredol dros Addysg

Mae hwn yn gyfnod cyffrous i Gyngor Blaenau Gwent. Rydym yn ymroddedig ac mae gennym gyfle i hybu ein system addysg ymhellach ac mewn sefyllfa gref i hwyluso twf a datblygiad parhaus y Gymraeg ac addysg, wrth weithio tuag at Cymraeg 2050. Mae gennym weledigaeth a nodau clir sy'n uchelgeisiol ac a fydd yn sicrhau'r safonau darpariaeth y mae ein dysgwyr a theuluoedd yn eu haeddu. Mae gennym hefyd bartneriaeth gref iawn yn y Fforwm Addysg Gymraeg, ynghyd ag awdurdodau cyfagos. Gan gydweithio, gallwn a byddwn yn adeiladu ar lwyddiannau Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent 2017-20.



Cynghorydd Joanne Collins

Aelod Gweithredol dros Addysg

Trosolwg o'r Ymgynghoriad

Mae Cyngor Blaenau Gwent wedi datblygu drafft Gynllun Strategol Cymraeg mewn Addysg, sydd i redeg am gyfnod o 10-mllynedd o fis Medi 2022 tan fis Medi 2032. Mae'r cynllun dilynol yn cynnwys trosolwg o lle'r ydym arni yn awr, lle bwriadwn fod mewn 5 mlynedd a lle bwriadwn fod erbyn 2032, ynghyd â sut y bwriadwn gyrraedd yno.

Byddwn yn ymgynghori gyda rhanddeiliaid allweddol er mwyn sicrhau fod ein cynllun yn addas i'r diben ac yn adlewyrchu anghenion ein teuluoedd, staff a phartneriaid.

Mae'r ymgynghoriad hwn yn gyfle i chi roi eich barn a'ch sylwadau ar y drafft Gynllun Strategol Cymraeg mewn Addysg. Caiff pob ymateb eu hystyried ynghyd â'r goblygiadau cysylltiedig – yn cynnwys unrhyw newidiadau i'r cynllun sy'n dilyn o'r ymgynghoriad. Byddwn wedyn yn mynd ati i gynhyrchu fersiwn terfynol i'w gymeradwyo gan Bwyllgor Gweithredol y Cyngor, cyn ei gyflwyno i Weinidogion Llywodraeth Cymru ar gyfer eu hystyriaeth a'u cymeradwyaeth. Unwaith y'i cytunwyd, daw'r cynllun i rym o fis Medi 2022.

Bydd y cyfnod ymgynghori yn dechrau ddydd Gwener 5 Tachwedd 2021, gan ddod i ben ddydd Llun 3 Ionawr 2022 am 12pm.

Cefndir a Chyd-destun

Mae Adran 84 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn ei gwneud yn ofynnol i bob Cyngor baratoi Cynllun Strategol Cymraeg mewn Addysg. Diben y Cynllun hwn yw gosod dull gweithredu a chyfeiriad strategol y Cyngor, yng nghyswllt datblygu a chyflwyno addysg Gymraeg. Datblygwyd y cynllun dilynol yn unol â'r canllawiau statudol a gyhoeddwyd dan adran 87 (5) *Deddf Safonau a Threfniadaeth Ysgolion Cymru 2013*.

Datblygu Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent

Cafodd datblygiad Cynllun Strategol Cymraeg mewn Addysg Cyngor Blaenau Gwent ei gydlynu gan y Gyfarwyddiaeth Addysg, gan weithio mewn partneriaeth gyda Fforwm Addysg Gymraeg Blaenau Gwent, ynghyd â phartneriaid eraill perthnasol. Diben hyn fu canfod y sefyllfa bresennol, tra hefyd yn llywio cynlluniau a thargedau am y 10 mlynedd nesaf. Mae'r cynllun yn rhoi manylion y dull gweithredu strategol lleol, ynghyd â dyheadau'r Cyngor am addysg Gymraeg rhwng 2022 a 2032.

Cynhaliwyd trafodaethau hefyd gyda chydweithwyr yn gyfrifol am eu Cynlluniau Strategol Cymraeg mewn Addysg mewn awdurdodau cyfagos, yn cynnwys: Cyngor Bwrdeistref Sirol Caerffili, Cyngor Bwrdeistref Sirol Merthyr Tudful, Cyngor Sir Fynwy, Cyngor Dinas Casnewydd a Chyngor Bwrdeistref Sirol Torfaen. Anelwn barhau i gysylltu a gweithio'n agos gydag awdurdodau cyfagos, i sicrhau ein bod fel Cynghorau yn cydweithio er mwyn parhau i ymwreiddio a chryfhau ein dull gweithredu at gyflwyno addysg Gymraeg ledled y rhanbarth.

Cyd-destun Strategol Cenedlaethol

Mae'r Cynllun Strategol Cymraeg mewn Addysg yn hollol gydnaws â strategaethau a pholisïau dilynol Llywodraeth Cymru a bydd yn hwyluso eu cyflawni yn effeithlon:

Mae **Cymraeg 2050: Miliwn o Siaradwyr Cymraeg (2017)**, yn nodi gweledigaeth hirdymor Llywodraeth Cymru ar gyfer y Gymraeg. Mae Llywodraeth Cymru yn anelu i gynyddu nifer y siaradwyr Cymraeg i 1 filiwn erbyn 2050, a hefyd gynyddu'r defnydd o'r Gymraeg a chreu amodau ffafriol, yn cynnwys seilwaith a chyd-destun, i gefnogi'r twf hwn. Bydd gan y sector Addysg rôl hollbwysig wrth hwyluso Cymraeg 2050, drwy broses gynllunio strategol Cymraeg mewn Addysg sy'n anelu i gynyddu nifer y dysgwyr sydd â'r cyfle i ddatblygu sgiliau yn y Gymraeg yn yr ysgol a hefyd fel rhan o'u bywyd bob dydd. Yn ychwanegol, bydd Cynllun Strategol Cymraeg mewn Addysg pob Cyngor yn cyfrannu at newid y ffordd y caiff y Gymraeg ei haddysgu, yn ei dro yn anelu i gynyddu gwella caffael a defnydd iaith, a thrwy weithio gyda phartneriaid allweddol i gynyddu'r gweithlu addysgu, yn nhermau'r rhai a all addysgu drwy gyfrwng y Gymraeg, ynghyd â'r rhai sy'n addysgu'r Gymraeg fel pwnc.

Bydd pob Cynllun Strategol Cymraeg mewn Addysg hefyd yn cyfrannu at weithredu **Cynllun Gweithredu 2017-21 Cymraeg mewn Addysg** sy'n gosod y cyfeiriad ar gyfer addysg Gymraeg.

Mae **Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015** yn rhoi manylion saith nod llesiant y mae'n rhaid i gyrff cyhoeddus weithio atynt yn cynnwys '*Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu*'. Bydd Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent, drwy ei weledigaeth, nodau a thargedau, yn anelu i hwyluso datblygiadau yn y Gymraeg a datblygiadau diwylliannol yn unol â'r nod hon, ac yn ei dro wella llesiant disgyblion, staff a chymunedau.

Ffyniant i Bawb: y strategaeth genedlaethol a rhaglen lywodraethu Symud Cymru Ymlaen 2016-2021 sydd ag un o'r nodau llesiant o '*Datblygu cymunedau, diwylliant ac iaith sy'n gydnerth*'. Mae'r Cynllun Strategol Cymraeg mewn Addysg yn anelu i greu system addysg Gymraeg addas a chynaliadwy i gefnogi gweithredu'r nod hon mewn ffordd effeithlon.

Mae Addysg yng Nghymru: Cenhadaeth ein Cenedl, Cynllun Gweithredu (2017-21) yn rhoi manylion cynlluniau ar gyfer y system addysg yng Nghymru, i sicrhau y caiff y cwricwlwm newydd ei weithredu'n effeithlon. Mae hyn yn cynnwys dymuniad i ddysgwyr ddod yn gynyddol ddwyieithog, hybu a gweld twf mewn addysg Gymraeg, ynghyd â defnydd o'r Gymraeg gan y gweithlu a datblygu sgiliau, tra hefyd yn cyfrannu at recriwtio a chadw staff yn effeithlon. Mae cysylltiad annatod rhwng agweddau allweddol y cynllun gweithredu hwn sy'n ymwneud â dwyieithrwydd â phob un o'r 7 o'r meysydd deiliant o fewn Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent. Mae'r Cynllun hwn yn anelu i:

- Wella a chynyddu mynediad i a'r galw am addysg Gymraeg
- Sicrhau safonau uchel yn nhermau safonau a darpariaeth addysg
- Datblygu a chreu cyfleoedd ar defnydd anffurfiol yn ogystal â ffurfiol o'r Gymraeg
- Sicrhau datblygu a chynaliadwyedd y gweithlu

Lleol

Mae'r Cynllun Strategol Cymraeg mewn Addysg yn hollol gydnaws gyda gweledigaeth y Cyngor ar gyfer addysg, sef:

"Sicrhau cyflawniad a llesiant rhagorol drwy system partneriaeth, dan arweiniad ysgolion, hunan-wella ysgol i ysgol"

Mae'r Cynllun yn allweddol i sicrhau y caiff y weledigaeth ar gyfer addysg ei chyflawni'n llwyddiannus, gan ei fod yn sefydlu fframwaith ar gyfer cyflawni'r dyheadau hyn, mewn partneriaeth gyda'r Fforwm Cymraeg mewn Addysg ac ysgolion lleol.

Mae addysg yn allweddol i gyflawni'r weledigaeth a'r deilliannau a sefydlwyd o fewn Cynllun Corfforaethol Cyngor Blaenau Gwent 2020/22 yn cynnwys: 'Treftadaeth falch, cymunedau cryf a dyfodol disgleiriach'. Mae mynediad i addysg Gymraeg ansawdd uchel, datblygu'r iaith, diwylliant, darpariaeth a gweithlu i gyd yn rhan hanfodol o'r Cynllun hwn.

Mae addysg hefyd yn cyfrannu'n sylweddol at Gynllun Llesiant 2018-23 Blaenau Gwent, a chyflawni'r amcanion cysylltiedig. Mae gan y Cyngor ddyletswydd i hyrwyddo a hwyluso'r defnydd o'r Gymraeg wrth weithio at y nodau llesiant.

Bydd Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent yn llywio'r prosesau adolygu a datblygu sy'n gysylltiedig gyda Strategaeth Blaenau Gwent ar Hyrwyddo'r Gymraeg, yr ymgynghorir arni a'i chyhoeddi cyn mis Mawrth 2022.

Ein gweledigaeth ddeng mlynedd ar gyfer cynyddu a gwella cynllunio darpariaeth addysg Gymraeg yn ein hardal

Gweledigaeth Cyngor Blaenau Gwent ar gyfer Addysg Gymraeg:

'Adeiladu ar y cynnydd cryf a wnaed hyd yma drwy greu system addysg gynaliadwy sy'n cynyddu'r ddarpariaeth, y galw a'r defnydd o'r Gymraeg; creu dinasyddion medrus ac wedi eu grymuso sy'n falch i fyw a gweithio o fewn a hefyd tu allan i Gymru.'

Nod strategol hynny fydd creu:

Cymuned sy'n cofleidio'r iaith Gymraeg a'i diwylliant yn hyderus a gyda balchder.

Byddwn yn anelu i gyflawni ein gweledigaeth drwy hyrwyddo, datblygu a chyfoethogi darpariaeth a gwasanaethau Cymraeg. Gwnawn hynny drwy gydweithio'n agos gyda'r Fforwm Addysg Gymraeg, ynghyd â phartneriaid strategol allweddol eraill yn cynnwys Llywodraeth Cymru ac awdurdodau lleol eraill.

Mae ein hamcanion yn cynnwys:

- Codi proffil addysg Gymraeg ynghyd â manteision bod yn ddwyieithog.
- Creu sefydliadau dysgu ansawdd uchel ffyniannus sy'n cefnogi ymgysylltu effeithlon rhwng disgyblion, staff, y gymuned a phartneriaid.
- Cefnogi integreiddio gwasanaethau a chreu profiad cynnwys trochi ar gyfer dysgwyr.
- Sicrhau gwella gwaith rhwng ysgolion a phartneriaeth, gan hwyluso defnydd a datblygiad ehangach o'r Gymraeg.
- Creu gweithlu medrus a chynaliadwy, sy'n ymroddedig i ddatblygiad proffesiynol parhaus.

- Sicrhau amgylcheddau addysgu a dysgu cynhwysol a chyfleoedd i bob dysgwr.
- Gwella cyfleoedd dilyniant drwy adolygu a gweithredu cwricwlwm sydd wedi ei alinio'n gadarn i addysg bellach ac addysg uwch.

Mae cyflawniadau allweddol yn ystod Cynllun 2017-20 yn cynnwys:

- Mae nifer y disgyblion ar y gofrestr, ynghyd â'r rhai sy'n gwneud cais am le yn Ysgol Gymraeg Bro Helyg yn parhau i gynyddu, gyda thueddiad cadarnhaol dros y 3 blynedd ddiwethaf yng nghyswllt niferoedd meithrin a dosbarth derbyn. Mae'r Cyngor wedi ymrwymo i ddarparu cludiant am ddim rhwng y cartref a'r ysgol ar gyfer disgyblion meithrin sy'n mynd i Ysgol Gymraeg Bro Helyg, er mwyn cefnogi gwell mynediad i addysg Gymraeg.
- Mae safonau wedi gwella yn Ysgol Gymraeg Bro Helyg, a chafodd hynny ddylanwad cadarnhaol ar y galw a'r ddarpariaeth.
- Mae cyfraddau pontio rhwng addysg gynradd ac uwchradd Gymraeg yn parhau'n uchel gyda 100% o ddisgyblion yn trosglwyddo i Ysgol Gyfun Gwynllyw.
- Sicrhodd Cyngor Blaenau Gwent gyllid cyfalaf drwy Raglen Band B Ysgolion yr 21ain Ganrif i ailfodelu amgylcheddau addysgu mewnol ac allanol yn Ysgol Gymraeg Bro Helyg, gan yn ei dro wella darpariaeth.
- Mae Cyngor Blaenau Gwent wedi datblygu cynllun marchnata a chyfathrebu cryf, sy'n targedu ac yn hyrwyddo manteision bod yn ddwyieithog, gan gydweithio gyda phartneriaid ledled y rhanbarth i wneud hynny; tra hefyd yn sefydlu dulliau effeithlon o ymgysylltu ac ymgynghori gyda rhanddeiliaid, er mwyn llywio blaenoriaethau strategol allweddol.
- Mae Blaenau Gwent wedi bod yn llwyddiannus wrth gydlynu is-grŵp Consortia De Ddwyrain Cymru (SEWC) ar gynllunio lleoedd a galw rhanbarthol dros y 2 flynedd ddiwethaf. Mae hyn wedi arwain at weithio partneriaeth effeithlon a chydlynu rhwng awdurdodau cyfagos, sy'n parhau i ddysgu gan ei gilydd tra'n ymchwilio cyfleoedd ar gyfer datblygiadau rhanbarthol o fudd i bawb.
- Mae cynrychiolaeth, presenoldeb ac amlder cyfarfodydd y Fforwm Addysg Gymraeg wedi cynyddu, gyda phartneriaid wedi ymrwymo'n gadarn i effeithlonrwydd Fforwm Blaenau Gwent a gan gydnabod hynny.
- Sicrhodd y Cyngor gyllid o Grant Cyfalaf Cyfrwng Cymraeg Llywodraeth Cymru i ddatblygu a gweithredu Ysgol Gynradd Gymraeg egin newydd gyda 210 lle yn Nhredegar/Cwm Sirhywi, lle bwriedir gweithredu drwy fodel twf egin o hydref 2023. Yn ychwanegol, mae'r Cyngor wedi sicrhau cyllid drwy'r Grant Cyfalaf Gofal Plant i ddarparu dau safle gofal plant cyfrwng Cymraeg ychwanegol, gan gefnogi twf darpariaeth gynradd.

Mae Llywodraeth Cymru wedi sefydlu targedau ar gyfer cynghorau er mwyn cyflawni eu gweledigaeth ar gyfer miliwn o siaradwyr Cymraeg erbyn 2050. Mae'r targedau yn seiliedig ar ddata Cyfrifiad Ysgol Blynyddol Lefel Disgybl (CYBLD), yn gysylltiedig â'r ganran o gohort Blwyddyn 1 a gaiff eu haddysgu drwy gyfrwng y Gymraeg. Er mwyn cyfrannu at gyflawni'r weledigaeth, mae angen i Blaenau Gwent sicrhau fod **o leiaf 10%** o'r cohort Blwyddyn 1 yn cael eu haddysgu drwy gyfrwng y Gymraeg erbyn 2032.

Ffigur 1: Data Llinell Sylfaen/Sefyllfa Bresennol

CYBLD (2019/20)	Cohort Blwyddyn 1	Llinell Sylfaen Cyfrwng Cymraeg Blwyddyn 1 2021
Nifer disgyblion Blwyddyn 1	728	29 (4%)

Er mwyn sicrhau ein bod yn cyflawni'r weledigaeth ac amcanion a nodir uchod, mae Llywodraeth Cymru yn ymroddedig i weithio tuag at darged uchelgeisiol Llywodraeth Cymru, i gynyddu cohort Blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg i 75 o ddisgyblion. O gymharu gyda data llinell sylfaen 2019/20 a ddefnyddir gan Lywodraeth Cymru, byddai hyn yn gyfartal â 10% (cynnydd o 6 pwynt canran) yng nghyfanswm y cohort Blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg erbyn 2032.

Cyflawnir hyn drwy:

- Cryfhau'r Fforwm Addysg Gymraeg, i adeiladu ar bartneriaethau presennol a datblygu strwythur atebolrwydd cryf yn unol â gweithredu a monitro'r cynllun 10-mllynedd.
- Datblygu Polisi Addysg Gymraeg Blaenau Gwent, i sefydlu'r Cynllun Strategol Cymraeg mewn Addysg a datblygiadau cysylltiedig o fewn cynllunio ac ymarfer addysg ehangach.
- Datblygu Strategaeth Hyrwyddo ac Ymgysylltu a chynllun cyfathrebu cysylltiedig i sicrhau y caiff negeseuon clir a chyson eu cyflwyno ledled y Cyngor a'i wasanaethau, yn unol â gweithredu'r Cynllun Strategol Cymraeg mewn Addysg. Bydd y strategaeth hefyd yn mynd ati i wella dulliau ymgysylltu.
- Datblygu strategaeth hyrwyddo ac ymgysylltu effeithlon, sy'n rhoi sylw i fanteision bod yn ddwyieithog, chwalu chwedlau a chreu cyfleoedd ar gyfer cynyddu cyfranogiad.
- Cynyddu'r capasiti o fewn y sector gofal plant a blynyddoedd cynnar presennol (sector cyfrwng Cymraeg, ynghyd â nifer darparwyr gofal plant ac addysg blynyddoedd cynnar) gan o leiaf 2 leoliad, er mwyn bwydo darpariaeth feithrin mewn ysgolion a darpariaeth addysg statudol cyfrwng Cymraeg.
- Cynyddu capasiti a hefyd y galw am leoedd disgyblion ymhellach yn Ysgol Gymraeg Bro Helyg.
- Hyrwyddo, agor a chyflawni capasiti arfaethedig ail ysgol gynradd Gymraeg y Cyngor.
- Datblygu darpariaeth trochi ar gyfer hwyrdyfodiaid, er mwyn cynyddu cyfleoedd ar gyfer cymryd rhan mewn addysg Gymraeg o fewn y cyfnod cynradd.
- Ymrwmo i gynllun datblygu gweithlu mewn partneriaeth gyda EAS, a Choleg Gwent, ynghyd â phartneriaid allweddol eraill.
- Cynnal astudiaeth dichonolrwydd yn unol â datblygu Canolfan Adnoddau Anghenion Arbennig cyfrwng Cymraeg.
- Gweithio gydag awdurdodau cyfagos i sicrhau ail ysgol uwchradd yn ardal Blaenau'r Cymoedd ar gyfer disgyblion Blaenau Gwent; a,
- Chynnal astudiaeth ddichonoldeb yn unol â'r potensial ar gyfer cynyddu capasiti o fewn y sector cynradd rhwng 2027 a 2032, yn defnyddio'r model twf egin a fabwysiadwyd gan Flaenau Gwent.

Mae Cynllun Datblygu Lleol y Cyngor yn cael ei adolygu ar hyn o bryd. Mae addysg yn rhanddeiliad allweddol yn yr adolygiad hwn, a gaiff ei lywio gan y Cynllun Addysg Cymraeg mewn Ysgolion a hefyd astudiaethau dichonoldeb cysylltiedig, a gynhelir er mwyn sicrhau ychwanegedd priodol. Hefyd, fel rhan o Oblygiadau Cynllunio Addysg, byddwn yn anelu i sicrhau y rhoddir ystyriaeth i dwf poblogaeth o safbwynt addysg.

Mae gweithredu strategaeth effeithlon ar gyfer hyrwyddo'r Gymraeg yn allweddol i lwyddiant y Cynllun Strategol Cymraeg mewn Addysg, ac mae hynny'n cael ei adolygu ar hyn o bryd. Mae'r Cyngor yn gweithio gyda'r Fenter Iaith er mwyn sefydlu sesiynau ymgynghori dechreuol yn unol â'r adolygiad hwn. Mae dau ddigwyddiad ymgynghori ar y gweill ar hyn o bryd, un ym mis Tachwedd 2021 a'r llall ddechrau 2022. Nod y digwyddiadau hyn fydd ymgysylltu rhanddeiliaid allweddol yn cynnwys Addysg, y Fforwm Addysg Gymraeg a grwpiau cymunedol lleol wrth ddatblygu'r strategaeth. Y bwriad yw cadw'r grwpiau hyn i oruchwylio a llywio gweithredu. Bydd y strategaeth newydd yn ei lle erbyn 31 Mawrth 2022.

Mae Strategaeth Hyrwyddo'r Gymraeg bresennol Blaenau Gwent yn rhedeg tan 2022 (mae mwy o wybodaeth ar gael yn:

[Strategaeth Hyrwyddo'r Gymraeg 2017-2022.pdf \(blaenau-gwent.gov.uk\)](#)).

Mae nodau'r strategaeth bresennol yn cynnwys:

- Gwellu'r gwasanaethau Cymraeg y gall siaradwyr Cymraeg ddisgwyl eu derbyn gan sefydliadau penodol.
- Cynyddu'r defnydd a wnaiff pobl o wasanaethau Cymraeg.
- Ei gwneud yn glir i sefydliadau beth sydd angen iddynt ei wneud o ran y Gymraeg.
- Sicrhau fod cysondeb priodol o ran y dyletswyddau a roddir ar gyrrff yn yr un sectorau.

Yn ychwanegol mae Cyngor Blaenau Gwent yn dynodi'r tair amcan ddilynol ar gyfer hyrwyddo'r Gymraeg:

1. Hyrwyddo ac annog y defnydd o'r Gymraeg o fewn teuluoedd a'r gymuned.
2. Cynyddu darpariaeth addysg Gymraeg a gweithgareddau anffurfiol drwy gyfrwng y Gymraeg ar gyfer plant a phobl ifanc a chynyddu eu hymwybyddiaeth o werth y Gymraeg.
3. Cynyddu'r cyfleoedd i bobl o ddefnyddio'r Gymraeg yn y gweithle yn cynnwys:
 - Ennyn diddordeb mwy o bobl yn y Gymraeg;
 - Mwy o bobl yn dod yn rhugl yn y Gymraeg; a
 - Mwy o weithwyr y Cyngor yn medru defnyddio'r Gymraeg.

Targed presennol Blaenau Gwent yw sicrhau 70 o siaradwyr Cymraeg ychwanegol bob blwyddyn (3% o tua 2,400), er mwyn cyflawni'r weledigaeth o filiwn o siaradwyr Cymraeg erbyn 2050. Bydd gweithredu'r Cynllun Strategol ar y Gymraeg mewn Addysg yn effeithlon yn allweddol wrth sicrhau fod y Cyngor yn cyflawni eu targed.

Deiliant 1:

Mwy o blant meithrin/tair oed yn cael eu haddysg drwy gyfrwng y Gymraeg.

Ble'r ydym arni yn awr?

Dim ond un ysgol gynradd Gymraeg, Ysgol Gymraeg Bro Helyg, sydd gan Blaenau Gwent ar hyn o bryd sy'n cynnig lleoedd meithrin llawn-amser. Gosodwyd y capasiti meithrin ar 60 lle am y 4 blynedd ddiwethaf.

Darpariaeth Feithrin a Gynhelir

Mae Ffigur 2 isod yn dangos nifer a canran yr ysgolion meithrin cyfrwng Cymraeg yng nghyswllt cyfanswm y cohort meithrin. Mae'r data dilynol yn seiliedig ar ddata CYBLD:

Ffigur 2: Argaeledd Lleoedd Meithrin Cyfrwng Cymraeg Tueddiadau 5-mlynedd

	2017		2018		2019		2020		2021	
Cohort plant 3 oed	732		769		729		696		683	
Nifer derbyn / ac fel % o'r cyfanswm cohort oedran meithrin	41	5%	60	8%	60	8%	60	9%	60	9%
Lleoedd a lenwyd/ac fel % o'r cyfanswm cohort	22	3%	30	4%	40	5%	34	5%	40	6%
Lleoedd sydd ar gael fel % o'r cyfanswm cohort	19	3%	30	4%	20	3%	26	3%	20	3%

Ar hyn o bryd, mae capasiti digonol i ateb y galw o fewn y ddarpariaeth feithrin a gynhelir yn Ysgol Gymraeg Bro Helyg. Mae nifer disgyblion meithrin wedi codi dros y 3 blynedd ddiwethaf. Dyrannwyd lleoedd i 45 disgybl yn Ysgol Gymraeg Bro Helyg ar gyfer mis Medi 2021. Nid yw hyn yn cynnwys ffigurau codi'n 3 Tymor y Gwanwyn 2022, a benderfynir fel canlyniad i gylch derbyn meithrin 2022/23 (dyddiad cau 15 Hydref 2021).

Mae Asesiad Digonolrwydd Gofal Plant Blaenau Gwent yn cael ei ddatblygu ar hyn o bryd a disgwylir y caiff y drafft terfynol ei gwblhau erbyn mis Mawrth 2022, ar gyfer ymgynghoriad o fis Ebrill 2022. Caiff yr asesiad 5 mlynedd ei gwblhau yn 2022, gydag adolygiad blynyddol. Cynhelir hyn yn unol â phrosesau adolygiad blynyddol y Cynllun Strategol Cymraeg mewn Addysg ac adroddiadau cysylltiedig. Dynododd yr Asesiad blaenorol fwch mewn argaeledd darpariaeth Gymraeg yng Nghwm Ebwy Fawr, sy'n cael ei drin drwy Grant Cyfalaf Cynnig Gofal Plant, gyda lleoliad cyfrwng Cymraeg newydd ar y rhaglen i'w weithredu o 2023.

Mae Cylch Meithrin newydd ar y gweill ar gyfer Tredegar, yn dilyn cyflwyno Ti a Fi. Sefydlwyd y ddarpariaeth yn ystod 2019 a'i gofrestru yn 2020, ac mae recriwtio staff yn mynd rhagddo ar hyn o bryd. Disgwylir i'r lleoliad agor yn ystod tymor yr hydref 2021 a bydd hefyd yn cynnig lleoedd Dechrau'n Deg.

Mae meithrinfa ddydd bresennol yng Nglynebwy wedi ymrwymo i ddarparu sesiynau Cylch Meithrin dyddiol (sesiwn un awr yn y bore a hefyd y prynhawn). Mae'r lleoliad wedi derbyn cymorth Croesi'r Bont ers canol Ionawr 2020. Dynodwyd Swyddog Croesi'r Bont neilltuol iddynt, sy'n gweithio'n agos gyda nhw i sefydlu amserlen ar gyfer y sesiynau, a ddiweddarir bob bythefnos. Caiff datblygiad y plant yn y Gymraeg wedyn ei fonitro drwy asesiadau a gynhelir bedair gwaith y flwyddyn. Bu'r adborth o'r feithrinfa yn gadarnhaol hyd yma, gyda photensial ar gyfer cynyddu darpariaeth gofal plant cyfrwng Cymraeg yn y dyfodol.

Lleoedd Meithrin nas cynhelir (yn cynnwys darpariaeth Mudiad Meithrin)

Ar hyn o bryd mae 2 grŵp Cylch Meithrin yng Nghwm Ebwy Fach, un ohonynt yn cael ei redeg gan Bwyllgor Rheoli a'r llall gan Mudiad Meithrin. Manylion y grwpiau yw:

- Helyg Bychan, sydd wedi cofrestru gydag Arolygiaeth Gofal Cymru ers mis Medi 2010. Mae ar yr un safle ag Ysgol Gymraeg Bro Helyg ac mae'n gweithredu darpariaeth gofal dydd llawn ar gyfer 38 o blant (19 yn y bore a 19 yn y prynhawn), rhwng dwy a phump oed. Mae gan y lleoliad 50 o blant ar eu cofrestr ar hyn o bryd, sydd angen darpariaeth ar wahanol ddyddiau ac ar wahanol adegau. Felly, er nad ydynt wedi mynd dros eu hargaeledd lleoedd, nid oes ganddynt unrhyw leoedd ar gael ar hyn o bryd.
- Gwdihw (Brynithel), sydd wedi cofrestru gydag Arolygiaeth Gofal Cymru ym mis Rhagfyr 2015 i ddarparu gofal dydd ar gyfer hyd at 38 o blant yng Nghylch Meithrin Gwdihw. Mae'r lleoliad yn gweithio mewn partneriaeth gyda thîm Dechrau'n Deg Blaenau Gwent ac mae mewn adeilad modern, pwrpasol Dechrau'n Deg ar Stad Penrhiw ym Mrynithel. Yn 2020, cofrestrodd Gwdihw (Brynithel) i ddod yn ddarparydd addysg blynnyddoedd cynnar o fis Medi 2021. Mae 28 o blant yn mynychu'r lleoliad ar hyn o bryd, gyda 10 lle ar gael.

Mae'r ddwy ddarpariaeth yn bwydo i Ysgol Gymraeg Bro Helyg. Mae lleoedd gofal plant ar gael drwy gydol y flwyddyn ar gyfer plant 2-4 oed. Maent yn cynnig lleoedd llawn-amser a hefyd ran-amser.

Mae Pobl Bach yn lleoliad gofal plant 'dwyieithog', sy'n darparu gofal dydd llawn ar gyfer 25 o blant 2-5 oed. Maent yn cynnig sesiynau bore a phrynhawn. Mae'r ddarpariaeth yn gweithio mewn partneriaeth gyda thîm Dechrau'n Deg Blaenau Gwent ac yn cynnig lleoedd i blant a gaiff naill ai eu hariannu'n breifat neu drwy Dechrau'n Deg. Gall y lleoliad ddarparu ar gyfer hyd at 50 o blant, gyda 49 o blant wedi cymryd lleoedd ar hyn o bryd, ac 1 lle ar gael.

Pontio

Yn ystod 2019/20, roedd 45 o blant yn mynychu darpariaeth Mudiad Meithrin, a symudodd 14 (31%) ohonynt ymlaen i addysg cyfrwng Cymraeg.

Cynnig Gofal Plant

Mae Ffigur 3 isod yn dangos nifer y plant a gymerodd le drwy'r cynnig Gofal Plant 30 awr mewn lleoliad gofal plant cyfrwng Cymraeg.

Ffigur 3: Dyranriad Lleoedd Cyfrwng Cymraeg Cynnig Gofal Plant

Lleoliad	2019	2020	2021
Gwdihw (cyfrwng Cymraeg)	1	1	1
Helyg Bychan (cyfrwng Cymraeg)	1	0	0
Pobl Bach (dwyieithog)	11	4	4

Dechrau'n Deg

Mae gan Blaenau Gwent 11 lleoliad Dechrau'n Deg ar draws y Fwrdeistref Sirol ar hyn o bryd:

- Caiff 3 eu rhedeg gan yr Awdurdod Lleol (Cefn Golau, Sofrydd a Garnlydan).
- Mae 5 yn ddarpariaethau cyfrwng Saesneg a gomisiynwyd (Tweeny Tots, Buds to Blossom, Jack & Gills, Mini Me a Flower & Shrub).
- Mae 2 yn ddarpariaethau cyfrwng Cymraeg a gomisiynwyd (Cylch Meithrin Gwdihw a Helyg Bychan); ac
- 1 wedi ei gofrestru fel dwyieithog (Pobl Bach).

Ffigur 4: Trosolwg Darpariaeth Dechrau'n Deg

Darparydd Gofal Plant Dechrau'n Deg – Enw a Chyfeiriad	Awdurdod Lleol neu leoliad a gomisiynwyd	Nifer lleoedd gofal plant sydd ar gael ym mhob sesiwn bore	Nifer lleoedd gofal plant sydd ar gael ym mhob sesiwn prynhawn	Cyfanswm nifer lleoedd gofal plant sydd ar gael fesul diwrnod
First Friends	Awdurdod Lleol	20	20	40
Pobl Bach	Comisiynwyd	25	25	50
Tweenie Tots	Comisiynwyd	28	28	56
Twinkle Tots	Awdurdod Lleol	28	0	28
Buds to Blossoms	Comisiynwyd	26	26	52
Cylch Meithrin Helyg Bychan	Comisiynwyd	19	19	38
Flowering Shrubs	Comisiynwyd	48	48	134
Mini Me's	Comisiynwyd	20	20	40
Jack and Jill	Comisiynwyd	24	24	48
Cylch Meithrin Gwdihw	Comisiynwyd	19	19	38
Sunflowers	Awdurdod Lleol	26	0	26

Mae pob lleoliad cyfrwng Saesneg yn defnyddio'r Gymraeg yn achlysurol fel rhan o'u hymarfer, er mwyn cyflwyno'r defnydd o'r Gymraeg i holl blant Dechrau'n Deg a hyrwyddo manteision bod yn ddwyieithog drwy'r holl broses gais a phontio.

Mae gan Fenter Iaith (BGM) Swyddog Datblygu sy'n aelod o Fforwm Addysg Gymraeg Blaenau Gwent ac yn cynorthwyo wrth dargedu darpar rieni. Mae'r Swyddog yn rhoi gwybodaeth am fanteision magu plant yn ddwyieithog a defnyddio'r Gymraeg yn y cartref yn ogystal â hyrwyddo addysg Gymraeg yn gyffredinol, drwy drefnu amserlen o ddigwyddiadau teuluol mewn ardaloedd daearyddol strategol.

Niferoedd Disgyblion Meithrin a Derbyn a'r Cohort Cyffredinol

Mae Ffigur 5 yn rhoi manylion data (CYBLD) y cohort meithrin a dosbarth derbyn dros y 3 blynedd ddiwethaf, ynghyd â'r nifer o lleoedd Meithrin a Dosbarth Derbyn a ddyrannwyd yn Ysgol Gymraeg Bro Helyg. Roedd ceisiadau ar gyfer plant codi'n 3 ym mis Ionawr a mis Ebrill 2022 yn fyw o 1 Medi 2021.

Ffigur 5: Nifer Cohort Meithrin a Dosbarth Derbyn, lleoedd a ddyrannwyd yn Ysgol Gymraeg Bro Helyg ac fel canran o'r cohort

	Meithrin			Derbyn		
	Cyfanswm Cohort	Nifer ym Mro Helyg	%	Cyfanswm Cohort	Nifer ym Mro Helyg	%
2019/20	709	34	5%	728	40	5%
2020/21	676	42	6%	710	38	5%
2021/22	749	45	6%	683	42	6%

Ble'r ydym yn anelu bod o fewn 5 mlynedd cyntaf y Cynllun hwn a sut y bwriadwn gyrraedd yno?

Ym mis Medi 2023 bydd Blaenau Gwent yn agor Ysgol Gynradd Gymraeg egin 210 lle ar safle Chartist Way yn Nhredegar/Cwm Sirhywi. Datblygir yr ysgol drwy fodel twf egin. Yn ei blwyddyn gyntaf, bydd yr ysgol yn derbyn hyd at 24 o blant Meithrin a Dosbarth Derbyn.

Anelwn sicrhau mwy o ofal plant cyfrwng Cymraeg yn ardal ogleddol Ebwy Fawr a Thredegar/Cwm Sirhywi er mwyn sicrhau continwwm blynyddoedd cynnar effeithlon yn ogystal â chreu galw cynyddol a gwell pontio i addysg cyfrwng Cymraeg. Felly mae dau leoliad gofal plant cyfrwng Cymraeg ychwanegol ar y rhaglen i'w gweithredu o dymor yr Hydref 2023 fel sy'n dilyn:

- Darpariaeth 28 lle yn yr un adeilad â'r ysgol gynradd Gymraeg newydd yn Nhredegar, a
- Darpariaeth 28 lle ar yr un safle ag adeilad newydd Ysgol Gynradd Glyncoed.

Mae Cyngor Blaenau Gwent yn anelu i weithredu ein hail ysgol gynradd Gymraeg yn llwyddiannus, wrth ochr ein strategaeth hyrwyddo twf addysg cyfrwng Cymraeg, a gaiff ei ategu a'i gyfoethogi gan ddarpariaeth gofal plant ychwanegol. Byddwn yn

parhau i weithio'n agos gyda'n cydweithwyr yn y sector blynyddoedd cynnar i wella cyfraddau pontio rhwng gofal plant blynyddoedd cynnar a darparwyr addysg ac addysg statudol.

Wrth gyflawni ein nodau, byddwn yn:

- Adolygu'n ffurfio a chryfhau ein Strategaeth Hyrwyddo ac Ymgysylltu a'r cynllun gweithredu cyfathrebu cysylltiedig, mewn partneriaeth gydag is-grŵp Cyfathrebu y Fforwm Addysg Gymraeg. Yn ei dro, bydd hyn yn cynyddu a sicrhau lefelau addas o adnoddau i ddatblygu prosesau ymgynghori a deunyddiau cyfathrebu a marchnata effeithlon. Wrth ochr hyn, byddwn yn gweithio ar gynllun gweithredu ymgysylltu neilltuol gyda ffocws ar fapio a sicrhau ymgyfraniad rhanddeiliaid allweddol.
- Datblygu canllawiau, offerynnau ac adnoddau, ynghyd â rhaglen codi ymwybyddiaeth ar gyfer partneriaid allweddol i ategu'r strategaeth a nodir uchod. Nod hyn fydd cefnogi teuluoedd i wneud penderfyniadau gwybodus am flynyddoedd cynnar ac addysg, tra'n hyrwyddo manteision bod yn ddwyieithog, chwalu chwedlau a thrin pryderon rhieni/gofalwyr ar gam cynnar.
- Cefnogi rhieni i gael mynediad i sgiliau a dulliau yn y Gymraeg, drwy weithio'n agos mewn partneriaeth gydag ysgolion, addysg oedolion, addysg bellach a darparwyr hyfforddiant.
- Mewn partneriaeth gyda'r sector blynyddoedd cynnar, parhau i adolygu data a darpariaeth i gynllunio a llywio ein strategaeth twf cyfrwng Gymraeg.
- Sicrhau rheoli prosiect effeithlon ar ddatblygiadau gofal plant a hefyd ysgolion i sicrhau y cânt eu cyflawni i'r rhaglen a'r proffil, tra'n defnyddio'r Strategaeth Hyrwyddo ac Ymgysylltu i gefnogi'r galw cynyddol am leoedd cyfrwng Gymraeg i ddisgyblion.
- Datblygu Strategaeth Trochi a darpariaeth ar gyfer hwyrdyffodiaid, gan gynnwys y capasiti i'r ddarpariaeth hon ddatblygu a thyfu. Sefydlu model arfer gorau i sicrhau cysondeb gweithredu, gwella cyfleoedd ar gyfer pontio, drwy weithio mewn partneriaeth gydag ysgolion a chynghorau ym mhob rhan o ranbarth De Ddwyrain Cymru.
- Sicrhau datblygiad ac adolygiad effeithlon o'r Cwricwlwm i Gymru ac addysgeg gysylltiedig ym mhob rhan o'r sectorau blynyddoedd cynnar ac addysg cyfrwng Gymraeg. Cyfrannu at bontio disgyblion yn effeithlon, ymgysylltu a deilliannau ar bob cam o'r daith dysgwyr.
- Cynnal astudiaeth dichonoldeb yn unol â'r potensial i gynyddu capasiti o fewn y sector cynradd rhwng 2027 a 2032, yn defnyddio'r model twf egin a fabwysiadwyd gan Flaenau Gwent i gyflawni'r maes hwn o waith.
- Gweithio'n agos gydag arweinwyr ysgolion i ddynodi cyfleoedd ar gyfer gweithredu Canllawiau Categoriiddio'r Gymraeg Llywodraeth Cymru ym mhob rhan o'r stad ysgolion. Yn ei dro, cynyddu cyfleoedd a gwella safon addysg Gymraeg o fewn y system addysg lleol.

Ble'r ydym ni'n disgwyl bod ar ddiwedd ein Cynllun deng mlynedd?

Ar ddiwedd y cynllun 10-mlynedd, mae Blaenau Gwent yn anelu i sicrhau fod 100% o'r plant sy'n derbyn gofal plant ac addysg blynyddoedd cynnar yn pontio i addysg statudol cyfrwng Gymraeg. Byddwn yn gweithredu 2 leoliad gofal plant ychwanegol yn llwyddiannus, ynghyd â'n hail Ysgol Gynradd Gymraeg, gan hefyd gynyddu

capasiti Ysgol Gymraeg Bro Helyg. Bydd y Cyngor wedi cynnal astudiaeth dichonoldeb yn unol â'r galw cynyddol a welir fel canlyniad i weithredu llwyddiannus ein Strategaeth Hyrwyddo ac Ymgysylltu, gan fod yn sail i'n cynllun ar gyfer capasiti ymhellach o fewn y sectorau gofal plant a chynradd rhwng 2027 a 2032.

Data Allweddol 2022

Nifer a % plant 3 oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
64	9%	88	13%	90	13%	92	13%	94	14%
2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028	
94	14%	94	14%	94	14%	94	14%	94	14%

Deilliant 2

Mwy o blant dosbarth derbyn/pump oed yn cael eu haddysg drwy gyfrwng y Gymraeg

Ble'r ydym arni yn awr?

Mae data presennol amcanestyn nifer disgyblion yn dangos fod angen i'r Cyngor gynyddu'r nifer o leoedd sydd ar gael yn Ysgol Gymraeg Bro Helyg. Cafodd y capasiti a'r nifer derbyn cysylltiedig o fewn yr ysgol eu gostwng yn flaenorol, er mwyn mynd i'r afael â lleoedd gwag cyn dechrau ac yn ystod cam dechreuol Cynllun Strategol Cymraeg mewn Addysg 2017-20. Mae nifer disgyblion wedi dechrau cynyddu ers yr amser hwnnw.

Mae amcanestyniadau nifer disgyblion Ionawr 2021 yn dangos tueddiad ar i fyny yn nhermau nifer disgyblion yn Ysgol Gymraeg Bro Helyg rhwng 2022 a 2025, gan arwain at faterion digonolrwydd, gyda mwy o ddisgyblion nag o leoedd ar gael. Mae amcanestyniad diffyg o rhwng -2 i -4 lle, sy'n debygol o gynyddu yn seiliedig ar ddata tueddiadau, a byddai'n golygu na all y Cyngor ateb y galw cynyddol os na chynyddir y capasiti.

Mae Ffigur 6 islaw yn rhoi trosolwg o'r cohort Dosbarth Derbyn cyffredinol ar gyfer Blaenau Gwent, ynghyd â'r lleoedd sydd ar gael, y galw a'r capasiti sydd ar gael mewn dosbarthiadau derbyn ar gyfer disgyblion ychwanegol rhwng 2017 a 2021.

Ffigur 6: Data Cohort Dosbarth

	2017		2018		2019		2020		2021	
Cohort disgyblion Dosbarth Derbyn	740		790		780		731		718	
Lleoedd Derbyn ar gael mewn ysgolion cyfrwng Cymraeg	51	7%	36	5%	34	4%	30	4%	30	4%
Lleoedd dosbarth derbyn a lanwyd mewn darpariaeth cyfrwng Cymraeg/% o'r holl gohort	24	2%	25	3%	30	4%	39	5%	36	5%
Capasiti lleoedd dosbarth derbyn ar gael mewn ysgolion cyfrwng Cymraeg %	27	4%	11	1%	4	1%	-9	-1%	-6	-1%

Bydd y Cyngor yn agor ail Ysgol Gynradd Gymraeg yn Nhredegar/Cwm Sirhywi ym mis Medi 2023, a gaiff ei datblygu drwy fodel twf egin. Bydd yr ysgol newydd yn mynd i'r afael â'r galw cudd a ddynodwyd o fewn Tredegar/Cwm Sirhywi. Bydd gan yr ysgol newydd hefyd ran allweddol wrth gynyddu lleoedd addysg Gymraeg yn unol â tharged Blaenau Gwent o gynyddu nifer addysg disgyblion Blwyddyn 1 drwy gyfrwng y Gymraeg gan 6%.

Mae ceisiadau am drosglwyddo o fewn y flwyddyn ar gyfer lle yn Ysgol Gymraeg Bro Helyg dros y 3 blynedd ddiwethaf ar ôl dechrau addysg mewn addysg cyfrwng Saesneg fel sy'n dilyn:

- 2018/19 – 10 disgybl (6 disgybl Blwyddyn 1, 1 Blwyddyn 2, 1 Blwyddyn 3, 1 Blwyddyn 4, ac 1 Blwyddyn 6)
- 2019/20 – 9 disgybl (2 disgybl Meithrin, 2 Blwyddyn 1, 3 Blwyddyn 2, 1 Blwyddyn 5 ac 1 Blwyddyn 6)
- 2020/21 – 6 disgybl (3 disgybl Meithrin, 1 Dosbarth Derbyn, 1 Blwyddyn 2 ac 1 Blwyddyn 5)

Cafodd y disgyblion hyn eu cefnogi gan y staff presennol, gyda chapasiti cyfyngedig i fynd i'r afael yn llawn â'u hanghenion Cymraeg ail iaith mewn darpariaeth trochi, gan sicrhau fod y disgyblion hyn mewn sefyllfa i integreiddio'n llawn gyda'u cyfoedion sydd eisoes wedi cael darpariaeth trochi.

Ble'r ydym yn anelu bod o fewn 5 mlynedd gyntaf y Cynllun a sut ydym yn bwriadu cyrraedd yno?

Mae'r Cyngor wedi defnyddio data cyfredol ar gapasiti ysgolion ynghyd ag amcanestyniad nifer disgyblion er mwyn modelu'r cynnydd cronus mewn capasiti sydd ei angen yn Ysgol Gymraeg Bro Helyg i alluogi'r Cyngor i ateb y galw cynyddol a chyrraedd y targed trosfwäol ar gyfer disgyblion Blwyddyn 1.

Yn ychwanegol, cynhaliwyd modelu eisoes yng nghyswllt y cynllun twf o'r Ysgol Gynradd 210 lle sydd i agor yn Nhredegar yn 2023. Mae Ffigur 7 islaw yn rhoi manylion y twf a fwriedir.

Ffigur 7: Capasiti ysgolion ac amcanestyniad niferoedd

Blynyddoedd Academaidd	Ysgol Gymraeg Bro Helyg	Ysgol newydd Tredegar	Amcanestyniad nifer lleoedd dosbarth derbyn fydd ar gael
2021/22	30	0	30
2022/23	30	0	30
2023/24	34	24	58
2024/25	36	24	60
2025/26	40	26	66
2026/27	44	28	72

Mae'r Cyngor yn anelu i sicrhau'r twf a'r capasiti mwyaf o fewn y ddwy ysgol gynradd drwy alinio'r cynllun twf gyda'r Strategaeth Hyrwyddo ac Ymgysylltu.

Mae'r Cyngor yn anelu i ddatblygu uned drochi un cyfnod yn Ysgol Gymraeg Bro Helyg gyda chapasiti i dyfu yn ddarpariaeth trochi cyfnod hollt yn unol â galw posibl yn y dyfodol. Er mwyn llywio datblygiad y ddarpariaeth, byddwn yn anelu i sicrhau a defnyddio cyllid trochi Llywodraeth Cymru i sicrhau gweithiwr proffesiynol addysg gyda chymwysterau i:

- gwmpasu a datblygu adnoddau trochi h.y. pecynnau penodol o ran oedran ac ar gyfer Blynyddoedd 2- 6.
- cynnal rhaglen hyfforddiant staff i ymwreiddio egwyddorion ac arferion a defnyddio adnoddau yn effeithlon i hwyluso darpariaeth trochi.
- cynllunio datblygu rhaglen beilot pontio tymor byr yn defnyddio'r cyfleusterau presennol, i redeg rhwng 2022 a 2025.
- sicrhau adnoddau addysg i gefnogi darparu addysgu a dysgu yn defnyddio dulliau trochi; a
- chefnogi datblygu rhestr adeiladau i lywio datblygu prosiect cyfalaf.

Byddwn yn sicrhau fod y gweithiwr proffesiynol yma yn gweithio'n agos gydag awdurdodau cyfagos er mwyn cymharu modelau ar gyfer darpariaeth trochi, dynodi a thrin unrhyw fylchau, tra hefyd yn mesur a datblygu arfer gorau. Yn ychwanegol, bydd y datblygiad hwn wedi'i alinio'n gadarn gyda ac yn llywio'r Strategaeth Hyrwyddo ac Ymgysylltu.

Unwaith y bydd wedi'i ddatblygu, defnyddir yr adnoddau er mwyn cefnogi disgyblion cyfrwng Cymraeg yn yr ysgol y mae pandemig COVID-19 wedi effeithio'n negyddol ar eu caffaeliad iaith. Gan weithio gyda Phennaeth a Chydlynnydd Anghenion Dysgu

Ychwanegol Ysgol Gymraeg Bro Helyg er mwyn asesu effaith y pandemig, rydym wedi sefydlu bod grwpiau ym mhob dosbarth o Flwyddyn 2 – Blwyddyn 6 a fyddai'n cael budd o'r math hwn o ddarpariaeth trochi iaith. Byddai'r pecynnau adnoddau ac ymyriadau yn cael eu peilota gyda'r grwpiau hyn yn y lle cyntaf. Byddai'r disgyblion hyn yn gweld buddion ar unwaith fel canlyniad i'r prosiect trochi.

Cynhelir cynllun peilot ffurfiol wedyn yn unol gyda galw trosglwyddo yn ystod y flwyddyn o fis Medi 2021 nes y caiff uned darpariaeth trochi arbennig ei hadeiladu, y rhagwelir fyddai erbyn mis Medi 2025. Byddai'r uned honno yn sicrhau y gall yr ysgol dderbyn a hyrwyddo darpariaeth trochi wrth ochr manteision bod yn ddwyieithog.

Wrth gyflawni ein hamcanion:

- Mae Cymraeg 2050 yn dweud y bydd trochi'n llawn yn y Gymraeg yn ffactor allweddol yn gysylltiedig gyda thwf llwyddiannus y Gymraeg, gan olygu mai lleoliadau cyfrwng Cymraeg yn bennaf a/neu gyfrwng Cymraeg yw'r ffordd fwyaf dibynadwy o greu twf iaith lle mae gan y disgyblion y sgiliau a'r hyder i ddefnyddio'r Gymraeg yn eu bywydau bob dydd. Felly, drwy ymgynghori ac ymgysylltu gyda rhanddeiliaid allweddol, byddwn yn anelu i ddatblygu mwy o ddewis ieithyddol ar gyfer pobl ym mhob rhan o'r stad ysgolion.
- Sicrhau datblygiad pellach ar gynnydd yn y Gymraeg drwy weithio gyda EAS i hyrwyddo a datblygu Ysgolion Cymraeg Campus. Mae Cymraeg Campus yn siarter iaith a ddefnyddir i hyrwyddo'r defnydd o'r Gymraeg ledled yr ysgol, ar draws y cwricwlwm ac ym mhob maes o fywyd ysgol. Mae Ysgol Gymraeg Bro Helyg wedi sefydlu 'Criw Cymraeg', sy'n llais i ddisgyblion a sefydlwyd i annog a hyrwyddo'r Gymraeg tu mewn a'r tu allan i'r ystafell ddosbarth. Byddwn yn gweithio gyda'r grŵp hwn i ddatblygu ein Strategaeth Hyrwyddo ac Ymgysylltu gyda golwg ar gynyddu llais ac ennyn diddordeb disgyblion.
- Sicrhau bod yr ysgol gynradd egin cyfrwng Cymraeg 210 lle newydd yn Nhredgar/Cwm Sirhywi a'i thwf yn llwyddiannus
- Adolygu'r dalgylchoedd a gofynion cludiant rhwng y cartref a'r ysgol er mwyn gwella trefniadaeth ysgolion Cymraeg, mynediad a datblygu polisi cysylltiedig.
- Mae gan Flaenau Gwent drefniadau cydweithio rhagorol gyda Rhanbarth De Ddwyrain Cymru (Sir Fynwy, Torfaen, Caerffili, Casnewydd) yn ogystal â Merthyr Tudful/Powys. Mae swyddogion y cyngor yn gweithio gyda'u cyd swyddogion yn rhanbarthol i ddatblygu darpariaeth uwchradd o fewn ardal Blaenau'r Cymoedd yn unol â Rhaglen Band C Ysgolion yr 21ain Ganrif. Bydd y datblygiad hwn yn sicrhau cyfleoedd dilyniant gwell a chynaliadwy ar gyfer dysgwyr cyfrwng Cymraeg a chynyddu capasiti y continwrm dysgu presennol.
- Cynnal astudiaeth dichonoldeb yn unol â'r potensial am gynyddu capasiti o fewn y sector cynradd rhwng 2027 a 2032, gan ddefnyddio'r model twf egin a fabwysiadwyd gan Flaenau Gwent i gyflawni ar y targed o 75 o addysg disgyblion Blwyddyn 1 drwy gyfrwng y Gymraeg erbyn 2032.
- Datblygu Polisi Cymraeg mewn Addysg Blaenau Gwent i ymwreiddio'r Cynllun Strategol Cymraeg mewn Addysg a datblygiadau cysylltiedig o fewn cynllunio ac ymarfer addysg ehangach, a hefyd sicrhau'r lefel ofynnol o adnoddau a buddsoddiad i gyflawni'r blaenoriaethau a fanylir o fewn Cynllun hwnnw.
- Datblygu cynllun cyflenwi yn gydnaws â'r Cynllun Strategol Cymraeg mewn Addysg, a gaiff ei fonitro bob tymor, er mwyn asesu cynnydd yn effeithiol a'r camau gweithredu sydd eu hangen er mwyn cyflawni ein targedau.

- Sicrhau cynllunio ac adolygu addysg cyfrwng Cymraeg gyda pholisïau a strategaethau eraill perthnasol y Cyngor, yn cynnwys ond heb ei gyfyngu i:
 - Polisi Trefniadaeth Ysgolion Blaenau Gwent
 - Polisi Cludiant Rhwng y Cartref a'r Ysgol a Thrafnidiaeth Ôl-16 Blaenau Gwent;
 - Polisi Derbyn ar gyfer Addysg Feithrin a Statudol (ynghyd â phrosesau cysylltiedig) Blaenau Gwent;
 - Cynllun Datblygu Lleol Blaenau Gwent; a
 - Strategaeth Ariannol Tymor Canol Blaenau Gwent.

Ble'r ydym ni'n disgwyl bod ar ddiwedd ein Cynllun deng mlynedd?

Mae'r Cyngor yn bwriadu sicrhau continwwm o ddarpariaeth addysg Gymraeg hygyrch, ynghyd â chyfluoedd ar gyfer gwella caffael a defnydd y Gymraeg ym mhob rhan o'r stad ysgolion.

Ffigur 8: Amcanestyniad Capasiti Dosbarthiadau Derbyn (2028 – 2031)

Blwyddyn Academaidd	Ysgol Gymraeg Bro Helyg	Ysgol Gynradd Egin Cyfrwng Cymraeg newydd	Amcanestyniad y Lleoedd Dosbarth Derbyn fydd ar gael
2028/29	51	30	81
2029/30	51	30	81
2030/31	51	30	81
2031/32	51	30	81

Data Allweddol.

Ffigur 9: Amcanestyniad Nifer Disgyblion Ysgol Gymraeg Bro Helyg

AMCAN-ESTYNIAD NIFER DISGYBLION:		Der	B1	B2	B3	B4	B5	B6	Cyfan
Ionawr 2022		30	33	38	26	26	22	38	213
Ionawr 2023		30	30	33	38	26	26	22	205
Ionawr 2024	241 cap	34	30	30	33	38	26	26	217
Ionawr 2025	250 cap	36	34	30	30	33	38	26	227
Ionawr 2026	280 cap	40	36	34	30	30	33	38	241
Ionawr 2027	310 cap	44	40	36	34	30	30	33	247
Ionawr 2028	330 cap	47	44	40	36	34	30	30	261
Ionawr 2029	360 cap	51	47	44	40	36	34	30	282

Ffigur 10: Ysgol Gynradd Egin (Tredegar) Agor Medi 2023

AMCAN-ESTYNIAD NIFER DISGYBLION:		Der	B1	B2	B3	B4	B5	B6	Cyfan
Ionawr 2024	210 cap	24	0	0	0	0	0	0	24
Ionawr 2025	210 cap	24	24	0	0	0	0	0	48
Ionawr 2026	210 cap	26	24	24	0	0	0	0	74
Ionawr 2027	210 cap	28	26	24	24	0	0	0	102
Ionawr 2028	210 cap	30	28	26	24	24	0	0	132
Ionawr 2029	210 cap	30	30	28	26	24	24	0	162

Nifer a % plant 5 oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg

2022 - 2023		2023 – 2024		2024 - 2025		2025 - 2026		2026 - 2027	
30	4%	30	7%	58	8%	60	8%	66	9%
2027 - 2028		2028 – 2029		2029 - 2030		2030 - 2031		2031 - 2032	
72	10%	77	11%	81	11%	81	11%	81	11%

Deiliant 3

Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o’u haddysg statudol i un arall

Ble’r ydym ni arni yn awr?

Y Gymraeg fel iaith gyntaf

Ar hyn o bryd mae cytundeb partneriaeth rhanbarthol yn ei le, ynghyd â phrosesau cysylltiedig ar gyfer cynllunio lleoedd disgyblion, lle mae’r ysgol gynradd Gymraeg ym Mlaenau Gwent yn ffurfio rhan o glwstwr Ysgol Gyfun Gwynllyw.

Mae Ffigur 11 islaw yn rhoi manylion a chanran y disgyblion yn y cohort blwyddyn 6, ynghyd â’r nifer o ddisgyblion Blwyddyn 6 ym Mlaenau Gwent a’r gyfradd pontio ar gyfer y 3 sesiwn academaidd ddiwethaf.

Ffigur 11: Cyfraddau Trosiant – disgyblion BI 6

	Ysgol Gyfun Gwynllyw			
	Cyfanswm Cohort	Nifer i Gwynllyw	%	Cyfradd Pontio
2019/20	788	37	5%	100%
2020/21	799	22	3%	100%
2021/22	790	31	4%	100%

Er bod nifer disgyblion Blwyddyn 6 yn parhau'n isel o gymharu â'r ysgolion bwydo eraill, mae cyfradd pontio Blaenau Gwent rhwng addysg gynradd ac uwchradd yn rhagorol, gyda 100% o ddisgyblion yn trosglwyddo i CA2 i CA3 dros y 3 blynedd ddiwethaf.

Ni chafodd y pandemig effaith negyddol ar gyfraddau pontio. Fodd bynnag, mae staff Ysgol Gymraeg Bro Helyg wedi nodi y bu effaith negyddol ar safonau llafar, caffael a defnydd o'r Gymraeg ymysg disgyblion. Dynodwyd fod tua 40-50 disgybl angen ymyriad darpariaeth trochi ychwanegol.

Cynhaliwyd gweithgareddau pontio rhwng 2020 a 2021 yn rhithiol. Mae Gwasanaeth Ieuenctid Blaenau Gwent yn cynnal diwrnod hwyl un diwrnod ar gyfer disgyblion blwyddyn 6 yn Ysgol Gymraeg Bro Helyg sy'n cefnogi disgyblion Blwyddyn 6 ac yn canolbwyntio ar bontio.

Mae Ffigur 12 isod yn rhoi nifer a chanran y disgyblion yn Ysgol Gymraeg Bro Helyg a gafodd eu hasesu drwy gyfrwng y Gymraeg rhwng 2017/18 a 2020/21 fel cyfanswm ac fel canran o'r holl ddisgyblion CA2.

Ffigur 12: Nifer a % y disgyblion a aseswyd drwy gyfrwng y Gymraeg

2017/18	2018/19	2019/20	2020/21
Nifer cyfrwng Cymraeg 187 (allan o 4,567) = 4%	Nifer cyfrwng Cymraeg 182 (allan o 3,923) = 5%	Nifer cyfrwng Cymraeg 169 (allan o 4,636) = 4%	Nifer cyfrwng Cymraeg 184 (allan o 4,566) = 4%

Mae Ffigur 13 isod yn cyflwyno nifer a chanran i disgyblion Blwyddyn 1 – 6 sy'n mynychu ysgolion cyfrwng Cymraeg a chyfrwng Saesneg (yn cynnwys darpariaeth ffydd ac ysgolion arbennig) yn CYBLD Medi 2020.

Ffigur 3: Nifer a % disgyblion mewn ysgolion cyfrwng Cymraeg a Saesneg

	Blwyddyn 1		Blwyddyn 2		Blwyddyn 3		Blwyddyn 4		Blwyddyn 5		Blwyddyn 6	
	Nifer	%	Nifer	%	Nifer	%	Nifer	%	Nifer	%	Nifer	%
Cyfrwng Cymraeg	43	6	23	3	26	3	23	3	38	5	31	4
Cyfrwng Saesneg	694	94	747	97	758	97	708	97	723	95	752	96

Mae EAS yn cefnogi safonau llythrennedd clystyrau. O fis Medi 2021 ymlaen, bydd mwy o bwyslais ar strategaeth lafar, gydag arferion ar y cyd yn unol â'r Cwricwlwm i Gymru a chyfnodau traws-ddilyniant. Mae pob ysgol yn ailedrych ac yn cynllunio eu taith, gan y codwyd disgwyliadau am sgiliau ieithyddol.

Ble'r ydym ni'n anelu bod o fewn y 5 mlynedd gyntaf o'r Cynllun hwn a sut ydym ni'n bwriadu cyrraedd yno?

Bydd niferoedd pontio i ysgolion uwchradd yn parhau'n gymharol isel fel yn y data a gyflwynir yn y tabl isod am 5 mlynedd gyntaf y cynllun 10-mlynedd yn seiliedig ar CYBLD Ionawr 2021. Mae cyfraddau pontio yn debyg o gynyddu o fis Medi 2030, pan

fydd y cohort cyntaf o ddisgyblion Blwyddyn 6 o'r ail ysgol gynradd yn pontio o CA2 i CA3. Anelwn gynnal y gyfradd pontio uchel a fanylir yn ffigur 14 islaw.

Ffigur 14: % dysgwyr Cymraeg yn symud o CA2 i CA3

	Cohort BI 6	Nifer dysgwyr yn pontio o CA2 i CA3	% dysgwyr	Cyfradd pontio targed
Medi 2022	764	38	5%	100%
Medi 2023	731	22	3%	100%
Medi 2024	789	26	3%	100%
Medi 2025	778	26	3%	100%
Medi 2026	728	38	5%	100%
Medi 2027	718	33	5%	100%
Medi 2028	683	30	4%	100%
Medi 2029	(728)	30	4%	100%
Medi 2030	(728)	54**	7%	100%
Medi 2031	(728)	58	8%	100%
Medi 2032	(728)	60	8%	100%

**** Cohort 1^{af} o Dredegar i fynd i ddarpariaeth uwchradd**

Mae'n anochel y bydd y cynnydd yn nifer y lleoedd cyfrwng Cymraeg o fewn y sector cynradd yn effeithio ar nifer y lleoedd cyfrwng Cymraeg sydd eu hangen yn y sector uwchradd. Yn ychwanegol, mae'n debyg y bydd cynnig aildrefnu ysgolion Cyngor Torfaen i ymestyn darpariaeth ar safle bresennol Ysgol Gyfun Gwynllyw i sefydlu ysgol Gymraeg 3-18 oed yn effeithio ar nifer y lleoedd fydd ar gael i ddysgwyr Blaenau Gwent o 2028 ymlaen. Bydd y ddau Gyngor yn parhau i gydweithio'n agos i gynllunio dyraniad lleoedd disgyblion am 5 mlynedd gyntaf y cynllun hwn.

Wrth gyflawni ein nodau, byddwn yn:

- Parhau i gydweithio gydag awdurdodau cyfagos yn cynnwys Sir Fynwy, Powys a Merthyr Tudful er mwyn sicrhau ysgol uwchradd ranbarthol o fewn ardal Blaenau'r Cymoedd i greu continwwm dysgu cynaliadwy ar gyfer pob disgybl. Mae cynlluniau wrthi'n cael eu datblygu a byddant yn flaenoriaeth allweddol ar gyfer eu cyflawni yn unol â Rhaglen Band C Ysgolion yr 21ain Ganrif.
- Gweithio gyda EAS i fapio darpariaeth addysg gyfredol yn ôl continwwm addysgu a dysgu Cymraeg, yn unol â chanllawiau Llywodraeth Cymru 'Categoriâu ysgolion yn ôl darpariaeth cyfrwng Cymraeg'. Gan ddefnyddio data llinell sylfaen o arolygon CYBLD, datblygir gwaith mapio yn 2022 i benderfynu ble a sut y caiff ysgolion eu lleoli yn unol â'r canllawiau. Gwneir mwy o waith i benderfynu'r cyfleoedd ar gyfer categorïddio ysgolion yn y dyfodol.
- Bydd y Cyngor yn cefnogi ysgolion er mwyn iddynt ateb y deilliannau addysgol/ieithyddol a ddisgwylir. Hefyd, ddynodi a gweithio gydag ysgolion sy'n dymuno ystyried ailgategoreiddio yn unol â'r rhwydwaith Cymraeg Campus.
- Gweithio gydag ysgolion cyfrwng Saesneg i gefnogi datblygiadau ieithyddol a sgiliau staff ysgol i symud o leoliadau Saesneg i rai Cymraeg neu ddwyieithog, gan gynnig mwy o ddewis iddynt y dyfodol.
- Hoffai Ysgol Gymraeg Bro Helyg barhau i gefnogi pontio o cynradd i uwchradd, yn arbennig o amgylch Mathemateg a Gwyddoniaeth gan sicrhau ymgysylltu cynnar ym Mlwyddyn 5.
- Parhau i weithio mewn partneriaeth gydag ysgolion a'r Gwasanaeth Ieuencid i roi cefnogaeth ynghylch pontio a llesiant emosiynol.

- Monitro a chynyddu dilyniant ieithyddol mewn partneriaeth gyda Chyngor Bwrdeistref Sirol Torfaen ac Ysgol Gyfun Gwynllyw.
- Ymgynghori gyda rhanddeiliaid perthnasol er mwyn cynllunio datblygiad a dilyniant ieithyddol yn CA2 a CA3 gan adolygu cyfraddau dilyniant ar gyfer dysgwyr Blaenau Gwent.
- Rhoi cefnogaeth i ddisgyblion sydd wedi cyflwyno gyda phroblemau ar draws pob grŵp oedran – yn arbennig y rhai sy'n pontio o cynradd i uwchradd.
- Cynnal gwaith mapio ar ddata dilyniant Cwricwlwm i Gymru.
- Adolygu capasiti a'r galw am ysgolion yn unol â cheisiadau derbyn a throsglwyddo yn ystod y flwyddyn.

Ble'r ydym ni'n disgwyl bod ar ddiwedd ein Cynllun deng mlynedd?

Mae'r Cyngor yn bwriadu gweithio gydag awdurdodau cyfagos i sicrhau datrysiad ysgol uwchradd o fewn ardal Blaenau'r Cymoedd erbyn 2030 er mwyn creu continwwm cynaliadwy o ddarpariaeth ar gyfer dysgwyr cyfrwng Cymraeg.

Byddwn yn gweithio i gynnal y gyfradd pontio bresennol o 100%, gan sicrhau fod yr adolygiadau polisi perthnasol yn parhau i gefnogi a gwella mynediad i addysg cyfrwng Cymraeg.

Data Allweddol

Ffigur 15: Pontio i Ysgol Uwchradd

	Bydd disgyblion BI6 yn pontio i Ysgol Gwynllyw Torfaen				Lleoedd Uwchradd fydd eu hangen o 2026 ymlaen						
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Ysgol Gymraeg Bro Helyg Lleoedd Disgyblion BI 6	38	22	26	26	38	33	30	30	30	34	36
Ysgol Gynradd Gymraeg newydd Lleoedd Disgyblion BI 6	0	0	0	0	0	0	0	0	24	24	24
Cyfanswm	38	22	26	26	38	33	30	30	54	58	60

Nifer a % dysgwyr yn parhau i wella eu sgiliau yn y Gymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
38	100%	22	100%	26	100%	26	100%	38	100%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
33	100%	30	100%	30	100%	54	100%	58	100%

Deilliant 4

Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

Ble'r ydym arni yn awr?

Mae disgyblion sy'n mynychu Ysgol Gymraeg Bro Helyg ym Mlaenau Gwent yn derbyn eu haddysg uwchradd yn Ysgol Gyfun Gwynllyw yn Nhorfaen. Mae Ffigur 16 isod yn dangos y nifer o ddysgwyr Blaenau Gwent ym mhob grŵp blwyddyn yn Ysgol Gyfun Gwynllyw yn ystod blwyddyn academaidd 2020/21.

Ffigur 16: Nifer ar y gofrestr yn Ysgol Gyfun Gwynllyw 2020/21

Grŵp Blwyddyn	Nifer ar y gofrestr							
	7	8	9	10	11	12	13	14
Ysgol Gyfun Gwynllyw Torfaen	136	144	132	112	114	48	61	8
Nifer dysgwyr o Flaenau Gwent yn Ysgol Gyfun Gwynllyw	18	31	29	32	18	7	9	1

Nifer a chanrannau disgyblion yn astudio eu manyleb iaith gyntaf yn 2020/21

- CA4 – Yn haf 2020, roedd 19 o ddysgwyr o Flaenau Gwent yn astudio am gymhwyster TGAU iaith **gyntaf** yn Ysgol Gyfun Gwynllyw.
- CA5 – Yn haf 2020, roedd nifer y dysgwyr o Flaenau Gwent yn astudio am bwnc Lefel A (oedd yn flaenorol wedi astudio'r Gymraeg fel iaith gyntaf) yn Ysgol Gyfun Gwynllyw yn 7 disgybl ym Mlwyddyn 13, a 2 ddisgybl ym Mlwyddyn 14.

Nifer a chanrannau disgyblion yn astudio manyleb ail iaith yn 2020/21

- CA3 – cynigir TGAU Cymraeg (Ail iaith) ym mhob ysgol uwchradd cyfrwng Saesneg ym Mlaenau Gwent.
- CA4 – yn haf 2020 (sesiwn academaidd 2019/20), y nifer o ddysgwyr Blaenau Gwent oedd yn astudio am TGAU **ail** iaith ym Mlwyddyn 11 oedd 522 disgybl, 84.6% o'r cohort.

Mae myfyrwyr naill ai'n astudio yn Ysgol Gyfun Gwynllyw neu Goleg Gwent ar CA5. Nid oes darpariaeth chweched dosbarth yn ysgolion uwchradd Blaenau Gwent. Mae Ffigur 18 isod yn rhoi trosolwg o ddysgwyr Cymraeg fel ail iaith a Chymraeg iaith gyntaf yn CA4 a CA5

Ffigur 18: Nifer dysgwyr yn astudio'r Gymraeg

	TGAU Cymraeg iaith Gyntaf ** yn Ysgol Gwynllyw Torfaen	TGAU Cymraeg Ail iaith ym Mlaenau Gwent	Lefel AS/A Cymraeg fel iaith Gyntaf** yn Ysgol Gwynllyw Torfaen	Darpariaeth Coleg Gwent
2020/21	228 dysgwr	478 dysgwr	116 dysgwr	10 dysgwr

Y Gymraeg fel ail iaith ym Mlaenau Gwent

Mae Ffigur 19 isod yn rhoi trosolwg cymharol o ddysgwyr (yn cynnwys fel canran o'r cohort) fu'n astudio'r Gymraeg fel ail iaith (y ffynhonnell yw crynodeb canlyniadau CBAC a data adroddiad ymgeisydd). Mae'r niferoedd wedi amrywio dros y 5 mlynedd ddiwethaf gyda 2021 yr isaf yn nhermau'r dysgwyr yn astudio'r Gymraeg fel ail iaith; fodd bynnag, mae'r canrannau'n barhau'n gymharol sefydlog dros y dadansoddiad 5-mlynedd.

Ffigur 19: Y Gymraeg fel ail iaith – data dysgwyr

Diwedd Blwyddyn Academaidd	Cohort	Y Gymraeg fel ail iaith	% o'r Cohort
2017	607	503	83%
2018	586	499	85%
2019	532	479	90%
2020	617	522	85%
2021	559	478	86%

Mae'r Urdd a'r Gwasanaeth Ieuenctid yn cynnig cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg y tu mewn a'r tu allan i'r ysgol/coleg. Mae'r Gwasanaeth Ieuenctid yn hyrwyddo Uned Diwylliant Cymraeg gydag achrediad.

Nifer a Chanran Dysgwyr yng Ngholeg Gwent

Iaith dysgu ac asesu Coleg Gwent yn defnyddio'r categorïau dilynol yn unol â Chofnod Dysgu Gydol Oes Cymru:

- B3 = ychydig o ddysgu cyfrwng Cymraeg
- B2 = cryn dipyn o ddysgu cyfrwng Cymraeg
- B1 = dysgu wedi ei gwblhau mewn cyd-destun dwyieithog
- C1 = dysgu wedi ei gwblhau mewn cyd-destun cyfrwng Cymraeg

Bu gostyngiad sylweddol yn nifer y dysgwyr sy'n dymuno cymryd arholiadau Lefel A drwy gyfrwng y Gymraeg dros yr ychydig flynyddoedd diwethaf, mae hyn yn dueddiad rhanbarthol ar hyn o bryd. Mae gan Goleg Gwent lai na 10 o ddysgwyr ar hyn o bryd sy'n astudio eu Lefel A drwy gyfrwng y Gymraeg.

Cafodd Coleg Gwent beth llwyddiant mewn blynyddoedd diweddar wrth gynyddu nifer y dysgwyr o fewn categorïau B1 a B2, yn neilltuoel. Fodd bynnag, mae'r niferoedd yn dal yn gymharol isel ac mae gan y coleg weledigaeth uchelgeisiol i gynyddu eu niferoedd dros y 10 mlynedd nesaf. Mae'r data diweddaraf (nifer dysgwyr yn 2020-2021) fel sy'n dilyn:

Ffigur 20: nifer o ddysgwyr Cymraeg CA5

B3: Ychydig o ddysgu cyfrwng Cymraeg	B2: Cryn dipyn o ddysgu cyfrwng Cymraeg	B1: Dysgu wedi ei gwblhau mewn cyd-destun dwyieithog	C1: Dysgu wedi ei cwblhau mewn cyd-destun cyfrwng Cymraeg
276	93	144	0

Mae mwy o bynciau/cyrsiau wedi cynnwys adrannau i hyrwyddo dysgu drwy gyfrwng y Gymraeg. Caiff hyn ei ymestyn yn y flwyddyn academaidd ddilynol. Mae rhyngddibyniaeth glir rhwng llwyddiant gweledigaeth Coleg Gwent a sicrhau gweithlu gyda chymwysterau addas a lefelau staffio i gyflwyno'r cwricwlwm drwy gyfrwng y Gymraeg.

Ble'r ydym ni'n anelu bod o fewn 5 mlynedd gyntaf y Cynllun hwn a sut ydym ni'n bwriadu cyrraedd yno?

Felly mae'r Cyngor yn bwriadu cynyddu capasiti a galw o fewn y sector cynradd, gan sicrhau fod pontio o CA2 i CA3 yn parhau ar 100%. Bydd hyn yn ei dro yn cynyddu nifer y dysgwyr sy'n astudio am gymwysterau Cymraeg a phynciau drwy gyfrwng y Gymraeg.

Wrth gyflawni ein nodau, byddwn yn:

- Rhoi cefnogaeth i ysgolion uwchradd cyfrwng Saesneg yn unol â thaith dysgwr dwyieithog, i sicrhau fod y ddarpariaeth Gymraeg o'r safon uchaf bosibl;
- Gweithio gyda Choleg Gwent ac ysgolion cyfrwng Saesneg i hyrwyddo a chynyddu'r galw am Lefel A Cymraeg;
- Gweithio gyda EAS i ddarparu hyfforddiant a chyfleoedd datblygu gweithlu ar gyfer staff addysgu, gan hybu eu sgiliau a'u darpariaeth;
- Gweithio'n agos gyda Chyngor Bwrdeistref Sirol Torfaen i roi cefnogaeth a sicrhau fod yr ysgol uwchradd cyfrwng Cymraeg a ddefnyddir gan ddisgyblion Blaenau Gwent yn cydymffurfio'n llwyr gyda'r Cwricwlwm i Gymru;
- Sicrhau fod ysgolion uwchradd cyfrwng Saesneg yn cydymffurfio gyda'r gofynion rheoleiddiol a seiliedig ar y cwricwlwm yn unol â chyflwyno'r Gymraeg fel ail iaith;
- Gweithio gyda EAS ac ysgolion er mwyn asesu a gweithredu'r newidiadau ac argymhellion sydd eu hangen yn unol ag ymgynghoriad Cymwysterau Cymru;
- Creu partneriaethau cryfach gydag ysgolion uwchradd cyfrwng Saesneg ym Mlaenau Gwent a Choleg Gwent, gan sicrhau cydweithio effeithlon gyda phenaethiaid adrannau wrth ddynodi dysgwyr i barhau â'u taith Cymraeg ail iaith, tra hefyd yn hyrwyddo Lefel A Cymraeg;
- Adolygu a datblygu ymhellach y deunyddiau ac adnoddau marchnata a chyfathrebu 'Bod yn Ddwyieithog' er mwyn llywio opsiynau pontio a chyswllt gyda disgyblion, rhieni a gofalgwyr;
- Gweithio ar draws ffiniau i annog galw am addysg gynradd ac uwchradd Gymraeg, gan sicrhau y caiff y continwwm dysgu ar gyfer disgyblion ei fapio'n glir a'i ddeall gan ddisgyblion, rhieni a gofalgwyr;
- Ar gyfer dysgu Ôl 16, sicrhau fod EAS, Coleg Gwent, Gyrfa Cymru a'r Coleg Cymraeg yn ymwneud yn llawn â sicrhau a hybu cynnydd gyrfa drwy gyfrwng y Gymraeg;
- Yn dilyn y llyw gan y Coleg Cymraeg Cenedlaethol, bydd Coleg Gwent yn parhau i ganolbwyntio ar ymwreiddio unedau dwyieithog llawn i'r prif gymwysterau mewn meysydd cwricwlwm dwyieithog blaenoriaeth. Yn y 5 mlynedd gyntaf bydd y ffocws ar ofal plant, iechyd a gofal cymdeithasol a gwasanaethau cyhoeddus. Bydd y Coleg yn cyflogi staff newydd (neu gynyddu

sgiliau staff presennol) i gyflwyno unedau dwyieithog yn y tri maes cwricwlwm yma. Bydd hyn yn cyfrannu at gyflawni targedau dilynol Coleg Gwent:

Ffigur 21: Targedau 5-mlynedd Coleg Gwent

B3: Ychydig o ddysgu cyfrwng Cymraeg	B2: Llawer o ddysgu cyfrwng Cymraeg	B1: Dysgu wedi'i gwblhau mewn cyd-destun dwyieithog	C1: Dysgu wedi'i gwblhau mewn cyd-destun cyfrwng Cymraeg
2000*	400	600	***

***Bydd y coleg yn datblygu pecyn digidol fydd yn galluogi'r rhan fwyaf o ddysgwyr galwedigaethol i gyflawni o leiaf B3.**

***** Bydd Coleg Gwent yn canolbwyntio ar ymwreiddio unedau Cymraeg a dwyieithog i'r prif raglenni yn hytrach na chyflwyno cyrsiau llawn drwy gyfrwng y Gymraeg.**

Ble'r ydym ni'n disgwyl bod ar ddiwedd ein Cynllun deng mlynedd?

Ar ddiwedd y cynllun 10-mlynedd hwn, disgwylir y bydd mwy o ddysgwyr Blaenau Gwent yn astudio drwy gyfrwng y Gymraeg mewn lleoliad uwchradd cyfrwng Cymraeg.

Drwy'r bartneriaeth a'r cydweithio presennol gyda Sir Fynwy, Powys a Merthyr Tudful, sefydlir ysgol uwchradd yn ardal Blaenau'r Cymoedd, gan gynyddu opsiynau uwchradd cyfrwng Cymraeg a hefyd ddarpariaeth ar gyfer dysgwyr Blaenau Gwent.

Byddwn yn gweld cynnydd yn y galw gan ddysgwyr i astudio'r Gymraeg fel ail iaith yn ysgolion uwchradd cyfrwng Saesneg ym Mlaenau Gwent. Yn ychwanegol, bydd y canran o gymwysterau a astudir drwy gyfrwng y Gymraeg hefyd yn cynyddu.

Drwy ddatblygu strategaeth Hyrwyddo ac Ymgysylltu effeithlon, byddwn yn anelu i:

- Liniaru unrhyw bryderon sydd gan rieni a gofalwyr yng nghyswllt eu plentyn/plant yn mynychu lleoliadau addysg cyfrwng Cymraeg.
- Chwalu chwedlau a sicrhau fod gwybodaeth glir a chryno ar gael ar gyfer disgyblion, rhieni a gofalwyr ar eu hopsiynau addysg a manteision bod yn ddwyieithog.
- Datblygu hyder rhieni, gofalwyr a dysgwyr yn y daith ieithyddol; a
- Sicrhau y caiff dysgwyr, rhieni a gofalwyr wybodaeth lawn am y llwybrau dilyniant a gyrfa sydd ar gael ar gyfer dysgwyr/siaradwyr Cymraeg.

Bydd y Coleg yn parhau i ddatblygu modiwlau dwyieithog ar draws yr holl feysydd blaenoriaeth gweddilliol (cyfanswm o 7 maes cwricwlwm). Bydd hyn yn cynnwys datblygu adnoddau yn ogystal â recriwtio staff medrus.

Mae Coleg Gwent wedi sefydlu targedau 10-mlynedd yn unol â ffigur 22 islaw, ac mae'r Cyngor yn ymroddedig i gefnogi hynny.

Ffigur 22: Targedau ar gyfer darpariaeth ddwyieithog

B3: Ychydig o ddysgu cyfrwng Cymraeg	B2: Llawer o ddysgu cyfrwng Cymraeg	B1: Dysgu wedi'i gwblhau mewn cyd-destun dwyieithog	C1: Dysgu wedi'i gwblhau mewn cyd-destun cyfrwng Cymraeg
3000	500	1000	***

*** Bydd y coleg yn canolbwyntio ar ymwreiddio unedau Cymraeg a dwyieithog i'r prif unedau yn hytrach na chyflwyno cyrsiau llawn cyfrwng Cymraeg, os nad oes cyfle newydd yn codi. Caiff hyn ei werthuso ar sail flynyddol.

Data Allweddol

Cafodd y targedau isod ar gyfer dysgwyr CA3 eu seilio ar gyfraddau pontio Blaenau Gwent o B6 – B7 (CYBLD Ionawr 2021).

Ffigur 23: Niferoedd cohort a phontio

	Cyfanswm cohort dysgwyr Blwyddyn 6	Nifer dysgwyr Cymraeg yn pontio o CA2 i CA3	% dysgwyr
Medi 2022	764	38	5%
Medi 2023	731	22	3%
Medi 2024	789	26	3%
Medi 2025	778	26	3%
Medi 2026	728	38	5%
Medi 2027	718	33	5%
Medi 2028	683	30	4%
Medi 2029	(728)	30	4%
Medi 2030	(728)	54**	7%
Medi 2031	(728)	58	8%
Medi 2032	(728)	60	8%

** Cohort 1^{af} o Dredegar i fynd i ddarpariaeth uwchradd

Blwyddyn 11	2032/33	2031/32	2030/31	2029/30	2028/29	2027/28	2026/27	2025/26	2024/25	2023/24	2022-23
Cyfanswm Maint Cohort	627	663	674	736	744	685	706	743	646	682	568
Cynigion Cohort wedi'i addasu (85.5%)	536	567	576	629	636	586	604	635	552	583	486

Ffigur 24: Amcanestyniad nifer o ddysgwyr blwyddyn 11 yn astudio am gymwysterau Cymraeg fel pwnc (TGAU)

Nifer a % dysgwyr yn astudio am gymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
38	5%	22	3%	26	3%	26	3%	38	5%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
26	5%	64	10%	64	9%	68	9%	71	10%
Nifer a % o ddysgwyr yn astudio am gymwysterau Cymraeg (fel pwnc) yn TGAU									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
568	85%	682	85%	646	85%	635	85%	604	85%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
86	85%	636	85%	629	85%	576	85%	567	85%
Nifer dysgwyr yn astudio am gymwysterau Cymraeg (fel pwnc) neu bynciau drwy gyfrwng y Gymraeg yng Ngholeg Gwent (B1)									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
141		300		450		600		650	
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
700		750		800		900		1000	

Deilliant 5

Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol

Ble'r ydym ni arni yn awr?

Mae Blaenau Gwent yn cydweithio gyda'r Gwasanaeth Cyflawni Addysg (EAS) i arwain ar waith 'Siarter Iaith', siarter iaith cynradd ac uwchradd:

- Siarter Iaith Cynradd: 100% Arian (Ysgol Gymraeg Bro Helyg).
- Siarter Iaith Uwchradd: mae Ysgol Gyfun Gwynllyw yn gweithredu fframwaith y Siarter (Cam 1 o 5: Fframwaith gwerthuso Siarter EAS ar gyfer ysgolion uwchradd)
- Cymraeg Campus Cynradd Cyfrwng Saesneg: mae 35% o ysgolion Blaenau Gwent wedi cael dyfarniad Efydd, 20% wedi cael Arian a 45% yn gweithio at Efydd.

Yn unol â chynllun Ysgolion Cymraeg Campus ym Mlaenau Gwent:

- Mae 100% o'n hysgolion cynradd/campysau wedi cymryd rhan yn holiadur llinell sylfaen fframwaith Cymraeg Campus.
- Cafodd dyfarniad Efydd ei sicrhau a'i wirio mewn 35% neu 7 o'n hysgolion cynradd/campysau.

- Roedd 20% neu 4 o'n hysgolion cynradd/campysau wedi cymryd rhan yn y dyfarniad Arian ac atebwyd yr holiadur llinell sylfaen.
- Nid oes unrhyw ysgol wedi cyflawni ac wedi dilysu dyfarniad Arian.

Blaenau Gwent: Dwyieithrwydd Uwchradd – Mae Ysgol Sefydliadol Brynmawr, Ysgol Gyfun Tredegar a Chyfnod Uwchradd Cymuned Ddysgu Ebwy Fawr yn datblygu cynlluniau dwyieithrwydd gyda chefnogaeth gan EAS. Yn ychwanegol mae'r ysgolion hyn yn cymryd rhan yn rhaglen Cymraeg Bob Dydd yr Urdd.

Mudiad Meithrin

Mae Cymraeg i Blant yn brosiect Mudiad Meithrin sy'n cefnogi darpar rieni a rhieni newydd i ddewis gofal plant ac addysg cyfrwng Cymraeg. Mae'r Swyddog Cymraeg i Blant yn gweithio 4 diwrnod yr wythnos, a gaiff eu rhannu rhwng Cyngorau Blaenau Gwent a Thorfaen, ac mae'n cynnal sesiynau cymorth wythnosol ar gyfer rhieni a baban ar draws y sir tebyg i:

- Arwyddo stori a chân
- Tylino a yoga i fabanod
- Cuppa & Chat Cymraeg (ar-lein)
- Sesiynau fi a fy maban ar gyfer darpar rieni a rhieni newydd ar fanteision bod yn ddwyieithog (ar-lein)

Mae Ffigur 28 yn rhoi trosolwg o'r grwpiau a gynhaliwyd ym Mlaenau Gwent, ynghyd â'r nifer o rieni a wnaeth eu mynychu. Mae'r grwpiau hyn yn cynnwys: Arwyddo stori a chân, tylino babanod a yoga babanod (Glynebwy, Tredegar, Aber-bîg, Blaenau). O 2020 ymlaen cafodd grwpiau ar-lein eu datblygu (yn cynnwys (Fi a Fy Maban, Cuppa & Chat Cymraeg, Tylino Baban, Arwyddo Stori a Chân).

Ffigur 28: Trosolwg Data Grŵp

	Nifer Grwpiau	Nifer a Fynychodd
2018-2019	65	332
2019-2020	124	750
2020-2021	** 214 ar-lein	296

Mae'r Swyddog Cymraeg i Blant yn gweithio'n agos gyda'r timau Bydwagedd ac Ymwelwyr lechyd lleol, gan gyfeirio rhieni at y grwpiau a chadw cysylltiad rheolaidd gyda nhw i roi'r wybodaeth ddiweddaraf ar y cyfleoedd lleol sydd ar gael i rieni newydd. Caiff gwybodaeth ei rhannu am fanteision dwyieithrwydd cynnar, sut i gael mynediad i adnoddau dwyieithog i'w defnyddio gartref ac ar-lein a chefnogaeth i gynyddu hyder rhieni a gofawr mewn defnyddio'r Gymraeg neu ei dysgu drwy gofrestru ar gwrs Clwb Cwtsh neu ar gyfer sesiynau ymarfer.

Mae **Clwb Cwtsh** yn raglen flasu wyth-wythnos yn canolbwyntio ar siarad Cymraeg gyda phlant ifanc. Fe'i hanelwyd at ddarpar rieni, rhieni/gofawr ac aelodau o'u teuluoedd estynedig. Nid yw'n rhaid medru siarad na deall unrhyw Gymraeg i ymuno. Caiff y prosiect ei reoli gan y Mudiad Meithrin.

Clwb Cylch Yn ystod y pandemig, lansiodd Mudiad Meithrin weithgaredd Cymraeg yn y cartref drwy ddarparu sesiynau agored dan faner 'Clwb Cylch' (#ClwbCylch) ar gyfer

plant oed meithrin a'u rhieni drwy lwyfannau digidol. Rhoddir pwyslais neilltuol ar blant o deuluoedd lle na chaiff y Gymraeg ei siarad gartref.

Mae rhaglen Sefydlu a Symud (SAS) Mudiad Meithrin yn anelu i sefydlu 40 Cylch Meithrin newydd gyda Cylch Ti a Fi erbyn 2021 mewn ardaloedd penodol o Gymru lle nad oes Cylch Meithrin ar hyn o bryd. Mae'r datblygiadau ym Mlaenau Gwent yn cynnwys:

- 1 Cylch Meithrin yn cael ei ddatblygu yn ardal Tredegar, gyda Ti a Fi eisoes wedi ei sefydlu yn yr ardal.
- 1 Feithrinfa Ddydd yn darparu sesiynau Cylch Meithrin dyddiol gyda chefnogaeth rhaglen Croesi'r Bont – gyda'r nod o gyflwyno methodoleg trochi yn y Gymraeg o fewn Cychoedd Meithrin a sicrhau pontio ieithyddol o'r Cylch i ysgolion cyfrwng Cymraeg.

Deunydd Hyrwyddo

Mae'r llenyddiaeth ddilynol ar gael drwy Mudiad Meithrin i gefnogi gyda gwybodaeth i rieni am ofal plant cyfrwng Cymraeg sy'n ateb cwestiynau cyffredin:

- Mae 'Baby Steps into Welsh' yn gyfres newydd o bodlediadau. Wedi'u cyflwyno gan Nia Parry, mae'r podlediadau yn rhoi cyfle i rieni adnabyddus i drafod a rhannu eu profiadau go iawn am addysg cyfrwng Cymraeg [Podcast \(meithrin.cymru\)](#)
- Sianel YouTube Mudiad Meithrin [Mudiad Meithrin - YouTube](#)
- Pamffledyn amlieithog mewn 8 iaith yn disgrifio opsiynau gofal plant [taflen amlieithog cyflawn 9.9.19.pdf \(meithrin.cymru\)](#)
- [Pam dewis addysg cyfrwng Cymraeg \(meithrin.cymru\)](#)
- [Cwestiynau cyffredin ac atebion \(meithrin.cymru\)](#)

Menter Iaith

Cyn y pandemig, roedd y Fenter Iaith yn darparu clwb ar ôl ysgol yn Ysgol Gymraeg Bro Helyg, a ailagorodd ym mis Medi 2021. Mae Swyddog Datblygu Cymunedol gan y Fenter Iaith sy'n cefnogi cyflwyno gweithgareddau mewn partneriaeth gyda'r Gwasanaeth Ieuenctid a'r Urdd.

Mae'r Fenter Iaith hefyd yn cynnal digwyddiadau a sesiynau rhithiol ar gyfer plant iau a theuluoedd. Cynhaliwyd 22 digwyddiad ym Mlaenau Gwent yn 2019/20, gyda dros 346 o blant a theuluoedd yn bresennol. Yn 2020/21 bu 2 ddigwyddiad teuluol a 55 digwyddiad ar-lein a gyflwynwyd yn ystod y cyfnodau clo, gyda thua 26 yn bresennol yn y digwyddiadau teuluol a 43 o blant yn cymryd rhan mewn digwyddiadau ar-lein.

Gwasanaeth Ieuenctid

Mae gan y Gwasanaeth Ieuenctid Gytundeb Lefel Gwasanaeth gyda'r Urdd i sicrhau a chyflwyno gweithgareddau Cymraeg ar gyfer pobl ifanc. Mae'r Gwasanaeth Ieuenctid ym Mlaenau Gwent yn gweithio gyda phobl ifanc rhwng 11 a 25 oed. Lle'n bosibl maent wedi cyflwyno'r Gymraeg mewn clybiau ieuenctid, gan sicrhau cyfleoedd ymgysylltu dwyieithog ar gyfer siaradwyr Cymraeg.

Mae'r Urdd, mewn partneriaeth gyda'r Gwasanaeth Ieuenctid, wedi parhau â'u prosiectau ar-lein yn ystod y pandemig, fodd bynnag bu'r niferoedd yn isel. Gan weithio wrth ochr yr Urdd, roedd darpariaeth a gweithgareddau ymgysylltu rhithiol (un yr wythnos), tebyg i gwisiau a gemau, ar gael ar gyfer pobl ifanc yn ystod cyfnod yr haf.

Fodd bynnag, cafodd cyfleoedd eu gostwng oherwydd cyfnodau ffyrlo. Daeth gwaith o fewn ysgolion i ben yn ystod y pandemig. Ailddechreuodd Clwb Cymraeg Ar ôl Ysgol Tredegar yn rhithiol ym mis Mawrth ac mae tua 8 o bobl ifanc yn mynychu'n rheolaidd. O fis Ebrill ymlaen, mae'r clwb wedi dychwelyd i ddarpariaeth wyneb i wyneb yn yr ysgol ac mae presenoldeb – yn arbennig ymysg bechgyn – wedi cynyddu.

Bu hefyd brosiect pontio ar gyfer Blwyddyn 6 ym Mro Helyg yn ystod mis Gorffennaf.

Urdd Gobaith Cymru

Mae Urdd Gobaith Cymru yn fudiad cenedlaethol gwirfoddol ar gyfer plant a phobl ifanc sy'n rhoi gwahanol gyfleoedd i ddefnyddio'r Gymraeg a chael profiadau yn yr iaith tu allan i'r ystafell ddosbarth ac yn eu cymunedau lleol. Mae'r Urdd yn cynnig y dilynol:

Cymunedol

- Swyddogion sy'n darparu cyfleoedd celfyddydau cymunedol drwy gydol y flwyddyn
- Adrannau, aelwydydd, clybiau ieuentid a chlybiau cymunedol ar gyfer plant a phobl ifanc i fwynhau a defnyddio'r Gymraeg
- Darpariaeth ddigidol ar gyfer pob oed

Chwaraeon

- Clybiau cymunedol
- Cystadlaethau chwaraeon sirol, rhanbarthol a chenedlaethol
- Gwyliau chwaraeon rhanbarthol a chenedlaethol
- Gweithgareddau digidol
- Darpariaeth addysg llythrennedd corfforol ar gyfer ysgolion

Gwersylloedd yr Urdd

- Llangrannog, Glan-llyn, Caerdydd a Phentre Ifan
- Profiadau preswyl yn rhoi profiadau dysgu, hwyl ac atgofion cadarnhaol o ddefnyddio'r Gymraeg

Yr Eisteddfod a'r Celfyddydau

- Eisteddfodau Cylch a Sir sy'n cynnig cyfleoedd ar gyfer ysgolion a disgyblion i brofi'r celfyddydau, datblygu hunanhyder a dysgu mwy am ddiwylliant a llenyddiaeth Cymru
- Eisteddfod Genedlaethol yr Urdd a bod yn rhan o wyl genedlaethol
- Celfyddydau digidol, cerddoriaeth, theatr, celf a darpariaeth cefn llwyfan

Prentisiaethau cyfrwng Cymraeg

- Dilyniant addysgol a chyflogaeth ar gyfer pobl ifanc sy'n dymuno cael cymwysterau a phrofiad yn y Gymraeg

Rhyngwladol

- Neges Heddwch ac Ewyllys Da – ymestyn llaw cyfeillgarwch a thrafod materion o bwys i bobl ifanc ar sail fyd-eang
- Prosiectau penodol gyda phartneriaid yn Iwerddon, America a Japan
- Cyfleoedd ar gyfer gwirfoddoli rhyngwladol ac ymweliadau cyfnewid

Adnoddau

- Cylchgronau digidol yr Urdd

- Casgliad o adnoddau ychwanegol i gefnogi'r Cwricwlwm newydd.

Ffigur 27: Gweithgareddau a digwyddiadau ymgysylltu ieuencid drwy'r Urdd

2018 - 2019	Nifer plant oedran cynradd	Nifer plant oedran uwchradd	Cyfanswm	Lleoliad
Tripiau preswyl	60	40	100	Canolfannau yr Urdd - Llangrannog, Glan-llyn a Chaerdydd
Eisteddfod	30	0	30	Ysgol Gyfun Cwm Rhymni, Caerffili ac Ysgol Gyfun Gwynllyw
Clwb Cymraeg	0	20	20	Tredegar
Twrnamentiau chwaraeon	30	25	55	Gwahanol safleoedd ledled Gwent
Jambori	50	0	50	Pont-y-pŵl
Adran	15	0	15	Bro Helyg
Cyfanswm	185	85	270	

Coleg Gwent

Mae Coleg Gwent yn darparu cyfleoedd ymglyfoethogi Cymraeg ar gyfer pob dysgwr. Yn unol â phartneriaeth Coleg Gwent gyda'r Coleg Cymraeg Cenedlaethol, penodir 5 Llysgennad Cymraeg ar gyfer pob sesiwn academaidd. Eu rôl yw hyrwyddo annog a hwyluso darpariaeth Gymraeg ym mhob cwrdd, gan weithio gyda phartneriaid allweddol fel yr Urdd i wneud hynny.

Mae cyfranogiad ac ymgysylltu'n wahanol ym mhob campws ac ar draws adrannau. Fodd bynnag, mae tua 8-12 o ddysgwyr yn cymryd rhan mewn gweithgaredd allgyrsiol cyfrwng Cymraeg. Yn ystod sesiwn academaidd 2020/21, cymerodd 142 o ddysgwyr rhan mewn gweithgareddau Cymraeg a dwyieithog. Cafodd y pandemig effaith negyddol ar lefelau cymryd rhan.

Ble'r ydym ni'n anelu bod o fewn 5 mlynedd gyntaf y Cynllun hwn a sut ydym ni'n bwriadu cyrraedd yno?

Gan weithio'n agos gyda EAS i barhau i hyrwyddo a datblygu'r Siarter Iaith ym mhob rhan o'r stad ysgolion, anelwn gyflawni'r targedau dilynol:

- **Targed Siarter Iaith Cynradd** Blaenau Gwent: 100% Aur (Bro Helyg)
- **Siarter Iaith Uwchradd** Torfaen: (Cam 4 o 5: Fframwaith gwerthuso siarter ar gyfer ysgolion uwchradd)

Targed Blaenau Gwent i gyflawni Efydd, Arian ac Aur.

Ffigur 29: Cymraeg Campus Cynradd: Cynradd Cyfrwng Saesneg

	2021		Targed 2026		Targed 2032	
Cymraeg Campus Cynradd Cyflawnwyd neu'n gweithio at hynny						
Cynradd : Efydd	7/20	35%	20/20	100%	20/20	100%
Cynradd: Arian	4/20	20%	10/20	50%	20/20	100%
Cynradd: Aur	0/20	0%	7/20	35%	10/20	50%

Mae'n fwrriad gan Goleg Gwent i ehangu a datblygu darpariaeth cyfoethogi Cymraeg, gan sefydlu cymuned Gymraeg fywiog, amrywiol a chynhwysol. Gan barhau i addasu i anghenion dysgwyr, disgwylir y bydd lefelau cyfranogiad dysgwyr ar gyfer gweithgareddau Cymraeg yn cynyddu i 70% dros y 5 mlynedd nesaf.

Wrth gyflawni ei nodau, byddwn yn:

- Gweithio gyda EAS i ddarparu cyfleoedd dysgu proffesiynol ar gyfer arweinwyr uwch, yn cynnwys ffocws ar ddatblygiad strategol Cymraeg Campus mewn ysgolion cyfrwng Saesneg.
- Datblygu rhwydweithiau ar gyfer cydlynwyr (ysgolion cyfrwng Cymraeg a Saesneg) a chyfarfodydd galw heibio bob hanner tymor.
- Cynnig cefnogaeth bwrpasol arall ar gyfer ysgolion yn unol â dull Gwella Ysgolon Rhanbarthol.
- Cefnogi ysgolion i ystyried datblygiad Cymraeg Campus fel rhan o'u hunan-werthusiad ehangach, gyda'r diwethaf yn sail i'r broses ddilysu.
- Codi proffil a hyrwyddo Siarter Iaith a Cymraeg Campus.
- Hyrwyddo gweithio clwstwr effeithlon a dathlu llwyddiannau ar lefel ysgol, clwstwr, lleol a rhanbarthol.
- Sicrhau fod cyfleoedd digonol i ysgolion rannu arfer da, a datblygu cynlluniau gweithio ysgol i ysgol, gan sicrhau mwy o ymgysylltu.
- Hyrwyddo gwaith a chreu cyfleoedd i ddysgwyr a theuluoedd ymgysylltu gyda Mudiad Meithrin, Gwasanaethau Ieuenctid Blaenau Gwent, Urdd Gobaith Cymru a'r Fenter Iaith.
- Datblygu holiadur llinell sylfaen i'w llenwi gan ysgolion uwchradd cyfrwng Saesneg am ganfyddiad a hyder defnyddwyr mewn defnyddio'r Gymraeg fel ail iaith. Defnyddio'r data hwn i dargedu datblygu cyfleoedd, gan barhau i fesur hyder a chynnydd.
- Gweithio gyda'r arweinydd Siarter y Gymraeg ym Mlaenau Gwent i gefnogi ymgysylltu gan gasglu sylwadau drwy gyfres o holiaduron ansoddol, a ddefnyddir i benderfynu tueddiadau ieithyddol, rhwystrau a chyfleoedd.
- Parhau a chryfhau'r Fforwm Addysg Gymraeg, gan gefnogi'r weledigaeth i dyfu'r Gymraeg a chyfleoedd cysylltiedig.
- Adolygu strwythur ac aelodaeth y Fforwm Addysg Gymraeg, yn cynnwys is-grwpiau ac arweinwyr thema deilliant, i sicrhau y caiff y Cynllun Strategol Cymraeg mewn Addysg 10-mlynedd ei fonitro a'i weithredu'n effeithlon.
- Cydweithio gyda phartneriaid allweddol i sicrhau adnoddau i ddatblygu cyfleoedd allgyrsiol ymhellach ar gyfer dysgwyr Blaenau Gwent.
- Datblygu cynllun cyfathrebu effeithlon i sicrhau fod dysgwyr a rhieni yn gwybod am ac yn ymgysylltu gyda chyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol.
- Cefnogi dilyniant iaith mewn ysgolion cynradd cyfrwng Saesneg.
- Rhoi sylw i bwysigrwydd cyfleoedd preswyl yr Urdd sy'n cynnig profiadau 24 awr hollol Gymraeg, gan greu atgofion cadarnhaol a hirdymor o'r Gymraeg ymysg disgyblion.
- Cynyddu cyfranogiad ysgolion yn Eisteddfod yr Urdd i feithrin hunanhyder, profi'r celfyddydau a dealltwriaeth o lenyddiaeth, cerddoriaeth a chelf Cymru; a
- Sicrhau cyd-gynllunio effeithlon ar gyfer gwaith ieuenctid (11-25 oed) drwy gyfrwng y Gymraeg.

Ble ydym ni'n disgwyl bod ar ddiwedd ein Cynllun deng-mlynedd?

Cymraeg Campus Cynradd: Y targedau ar gyfer ysgolion cynradd cyfrwng Saesneg ar gyfer 2032 yw:

- 50% aur
- 100% arian
- 100% efydd

Ar ddiwedd yr adolygiad 5-mlynedd, bydd gan ysgolion Cymraeg a enillodd ddyfarniad aur hyder llawn i hunanarfarnu eu darpariaeth yn gadarn ar gyfer gweithredu'r Siarter laith a byddant yn gyfrifol am rannu eu harfer da wrth ddatblygu'r Siarter yn annibynnol gydag eraill.

Bydd pob ysgol a sefydlwyd rhwng yr adolygiad 5-mlynedd a diwedd y cylch 10-mlynedd yn gweithredu'r Siarter laith ac yn anelu i ennill dyfarniad sy'n adlewyrchu cynnydd priodol yn ôl dyddiad sefydlu yr ysgol.

Ar gyfer Cymraeg Campus, rhaid cynnal disgwyliadau dyfarniad aur a safonau uchel mewn ysgolion a enillodd y dyfarniad, yn cynnwys sicrhau proses effeithlon i werthuso, monitro a chynllunio ar gyfer cynnal neu wella safonau. I sicrhau fod hyn yn digwydd, bydd rhannu helaeth ar arfer da rhwng ac ar draws ysgolion, gydag ysgolion yn rhoi cefnogaeth annibynnol i'w gilydd wrth werthuso cyflwyno'r rhaglen. Bydd y Cyngor yn gweithio gyda EAS i sicrhau fod prosesau monitro systematig ac effeithlon yn eu lle, i sicrhau y cedwir safonau uchel.

Dros y 10 mlynedd nesaf, amcan Coleg Gwent yw thyfu ac ehangu darpariaeth cyfoethogi yn y Gymraeg, gan ymdrechu at ddyblu y nifer sy'n cymryd rhan erbyn 2032, sy'n gyfwerth â 284 dysgwr neu 90%.

Yn olaf, anelwn gynyddu gweithgareddau allgyrsiol ac ymgysylltu cysylltiedig drwy ddull gweithredu partneriaeth effeithlon a gaiff ei lywio a'i fonitro gan waith y Fforwm Addysg Gymraeg.

Data Allweddol

Cynyddu cyfleoedd i ddysgwyr i ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol

2022 – 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
0	0%	2	10%	4	20%	6	30%	7	35%
2027 – 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
8	40%	9	45%	9	45%	10	50%	10	50%

Deilliant 6

Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol (“ADY”), yn unol â’r dyletswyddau a bennir gan y Ddeddf Anghenion Bryses Ychwanegol a’r Tribiwnlys Addysg (Cymru) 2018.

Ble’r ydym arni yn awr?

Nid oes gan Flaenau Gwent Ganolfan Adnoddau Anghenion Arbennig ar hyn o bryd ar gyfer plant gydag anghenion dysgu ychwanegol cymhleth. Felly, mae rhieni a gofalwyr disgyblion gyda ADY yn cael mynediad i Ganolfan ar gyfer eu plant mewn ysgolion cyfrwng Saesneg, oherwydd nad oes darpariaeth ar gael o fewn yr ysgol gynradd Gymraeg. Felly y ‘canfyddiad’ yw fod y galw am ddarpariaeth o’r fath yn isel. Fel yn 2021, dim ond un disgybl oedd â Datganiad o Anghenion Addysgol Arbennig. Fodd bynnag, mae’r ysgol wedi dynodi cohort o ddisgyblion sydd naill ai’n disgwyl am ddiagnosis neu wedi cael diagnosis a fyddai’n manteisio o ddarpariaeth Canolfan Adnoddau Anghenion Arbennig. Mae Ffigur 30 yn rhoi manylion proffil disgyblion ADY Ysgol Gymraeg Bro Helyg. Mae angen mwy o waith i ddadansoddi a deall lefel a chymhlethdod angen o fewn y sector cyfrwng Cymraeg ym Mlaenau Gwent.

Ffigur 30: Proffil disgyblion ADY yn Ysgol Gymraeg Bro Helyg

	Anhwylder ar y Sbectrwm Awtistig	Anhwylder Ymddygiad Emosiynol Cymdeithasol	Dyslecsia	Oedi Datblygiadol Cyffredinol	Nam ar y Clyw	Anawsterau Lleferydd Dysgu a Chyfathrebu	Nam ar y Golwg	Anawsterau Dysgu Cymedrol	Cyfan
2017	1	5	8	6	1	11	1	1	34
2018		6	2	11	3	12	1	1	36
2019		5	2	8	2	9	1	1	28
2020		5		5	2	5	1		18
2021		10	1	5	1	4	1		22

Ar hyn o bryd, mae 8 disgybl gyda nodweddion ASD/ADHD yn Ysgol Gymraeg Bro Helyg. Hyd yma, nid yw’r cyfan o’r disgyblion a nodwyd wedi cael diagnosis ffurfiol, fodd bynnag mae pob un heblaw 2 yn derbyn cyswllt gyda Seicolegydd Addysgol gydag atgyfeiriadau wedi eu gwneud. Cynigir darpariaeth feithrin yn yr ysgol ar sail lawn-amser, felly mae anghenion disgyblion yn tueddu i gael eu hadnabod yn weddol gynnar. Ar hyn o bryd, yng Nghyfnod Allweddol 2, mae nifer o ddisgyblion a fyddai’n manteisio o addysgu dosbarth bach. Sylweddolir hefyd y byddai darparu canolfan adnoddau yn rhoi cefnogaeth bwrpasol ar gyfer y disgyblion y dynodwyd eu bod angen y lefel gyson yma o ymyriad a chymorth a hefyd yn rhyddhau amser athrawon i ganolbwyntio ar ddisgyblion sydd angen cymorth ychwanegol e.e. disgyblion gydag Anhawster Dysgu Penodol. Fel ym mis Medi 2021, roedd Ysgol Gymraeg Bro Helyg wedi rhyddhau’r Cydlynnydd Anghenion Addysgol Arbennig rhag addysgu am 4 diwrnod yr wythnos er mwyn canolbwyntio ar ymyriadau gyda disgyblion.

Ar hyn o bryd mae gan Flaenau Gwent 3 aelod o staff yn y tîm Seicoleg Addysg sy'n rhugl yn eu Cymraeg. Fodd bynnag, mae un ohonynt ar secondiad i Lywodraeth Cymru ar hyn o bryd.

Sefydlwyd gweithgor traws-consortia gyda golwg ar ddatblygu offer ac adnoddau ar gyfer ysgolion cyfrwng Cymraeg.

Fel ysgol arbennig, mae gan Pen y Cwm 6 aelod o staff sy'n medru'r Gymraeg. Defnyddir gwahanol lefelau o Gymraeg yn dibynnu ar anghenion y dysgwyr gyda Chymraeg yn bennaf yn cael ei defnyddio'n achlysurol. Yn ychwanegol, mae gan yr ysgol Gydllynydd y Gymraeg ac maent yn cydnabod a gwobrwyo siaradwr Cymraeg yr wythnos.

Ble'r ydym ni'n anelu bod o fewn 5 mlynedd gyntaf y Cynllun hwn a sut ydym ni'n bwriadu cyrraedd yno?

Mae prosiect ailfodelu Ysgol Gymraeg Bro Helyg yn Brosiect Band B Ysgolion y 21ain Ganrif gyda'r amcanion dilynol:

- sicrhau twf y boblogaeth disgyblion;
- mynd i'r afael â bylchau presennol mewn darpariaeth h.y. ni all yr ysgol gynnig dysgu awyr agored ac nid oes ganddi ofodau addas i gefnogi disgyblion gydag anghenion ymddygiad ac anghenion dysgu ychwanegol – sy'n ffurfio cyfran sylweddol o'r boblogaeth disgyblion;
- trawsnewid gofodau na fedrir eu defnyddio sydd â'u cyflwr yn gwaethygu ac sy'n anaddas i'w defnyddio yn unol â lechyd a Diogelwch;
- creu hyblygrwydd i gefnogi twf;
- sicrhau gwell safonau addysgu a dysgu, ynghyd â gwella deilliannau disgyblion; a
- sicrhau gwell addasrwydd yn unol â'r cwricwlwm newydd, ynghyd â chyflwr y cyfleuster.

Mae Cyngor Blaenau Gwent yn ymroddedig i ddatblygu Canolfan Adnoddau Anghenion Arbennig yn Ysgol Gymraeg Bro Helyg. Byddai'r Ganolfan honno yn darparu ar gyfer hyd at 10 disgybl ADY i ddechrau, gyda'r capasiti i dyfu i ddarpariaeth cyfnod hollt.

Wrth gyflawni ein nodau, byddwn yn:

- Archwilio anghenion ADY drwy gydol y sector cyfrwng Cymraeg ac adolygu'n flynyddol, er mwyn llywio a datblygu pontio a darpariaeth effeithlon ar gyfer dysgwyr;
- Sicrhau y gall dyletswydd statudol ysgol(ion) i sicrhau y gellir cynnig darpariaeth ADY yn ddwyieithog, drwy ymrwymo i ddatblygiad a recriwtio ymarferwyr yn y Gymraeg;
- Sicrhau bod y lefel iawn o gymorth ar gael ledled y sectorau blynyddoedd cynnar a chynradd cyfrwng Cymraeg, gan sicrhau fod gan ddarpariaethau y cyfleusterau a'r adnoddau sydd eu hangen i roi cefnogaeth effeithlon i ddysgwyr sydd ag ADY;
- Adolygu'r ymchwil a gynhelir drwy'r consortia, a'i ddefnyddio i ddatblygu cynllun hyfforddiant ac ymyrryd ar gyfer staff a disgyblion;

- Adolygu, addasu a defnyddio adnoddau a gafodd eu teilwra i anghenion penodol dysgwyr, gan ymgysylltu gyda a deall arfer gorau h.y. dulliau asesu Gogledd Cymru tebyg i beiriannau darllen ar gyfer dysgwyr gydag Anawsterau Dysgu Penodol;
- Sicrhau fod prosesau adnabyddiaeth gynnar yn eu lle, drwy sicrhau dull partneriaeth effeithlon, gan lywio a datblygu darpariaeth ar gyfer disgyblion ADY cyn ysgol statudol;
- Gweithio gyda'r tîm Cynhwysiant i gefnogi gweithredu Diwygio Anghenion Dysgu Ychwanegol ar gyfer Cymru (2021);
- Sicrhau'r gallu i ymgysylltu gyda rhieni yn eu dewis iaith;
- Gweithio gyda'r Gwasanaethau Cynhwysiant i weithredu a monitro Cynlluniau Datblygu Unigol yn effeithlon ar gyfer pob disgybl 0-25 oed gydag Anghenion Dysgu Ychwanegol; a
- Sicrhau aliniad effeithlon gyda'r Strategaeth Hyrwyddo ac Ymgysylltu i hysbysu rhieni am y cymorth sydd ar gael ar gyfer plant a phobl ifanc gydag anghenion dysgu ychwanegol ym mhob rhan o'r sector uwchradd.

Ble'r ydym ni'n disgwyl bod ar ddiwedd ein Cynllun deng mlynedd?

- Cydweithio rhanbarthol i barhau i gefnogi'r galw am addysg drochi ac addysg cyfrwng Cymraeg.
- Sicrhau fod y Gwasanaeth Cynhwysiant yn parhau i gynnig ystod eang o wasanaethau arbenigol drwy gyfrwng y Gymraeg o fewn y sector cynradd.
- Parhau i gefnogi ysgolion gyda datblygu darpariaeth yn y Gymraeg a chydweithio mwy gyda nhw i gyflawni ar a sicrhau cydymffurfiaeth gyda'r Cod Anghenion Dysgu Ychwanegol.
- Cynnal adolygiad llawn ar gyfer Canolfannau Adnoddau Anghenion Addysgol Arbennig mewn ysgolion cyfrwng Cymraeg ac ysgolion cyfrwng Saesneg..
- Sicrhau y caiff darpariaeth ar gyfer dysgwyr ADY ei weithredu'n effeithlon, gan sicrhau twf a datblygiad.

Deilliant 7

Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg

Ble ydyn ni arni yn awr?

Capasiti/Sgiliau Iaith y Gweithlu Addysg (Ysgolion) (Llinell sylfaen 2019 SWAC)

Mae bron holl ysgolion Blaenau Gwent yn ysgolion cyfrwng Saesneg ar hyn o bryd. Mae staff gyda'r lefelau uchaf o hyfedredd yn gweithio yn y sector cyfrwng Cymraeg gydag angen datblygiad sylweddol ar sgiliau Cymraeg y staff yn yr ysgolion cyfrwng Saesneg.

Mae'r rhan fwyaf o ymarferwyr mewn ysgolion cynradd ac uwchradd cyfrwng Saesneg yn nodi nad oes ganddynt ddim sgiliau lefel mynediad na sylfaen yn y Gymraeg.

Ychydig iawn sy'n nodi fod ganddynt sgiliau iaith uwch neu â hyfedredd

Ysgolion Cynradd Cyfrwng Saesneg

Ffigur 33: Trosolwg o lefelau sgiliau Cymraeg staff mewn addysg cyfrwng Saesneg.

Dim Sgiliau	Lefel Mynediad	Lefel Sylfaen	Lefel Canolradd	Lefel Uwch	Lefel Hyfedredd	Ni chafwyd yr wybodaeth hon	Cyfan
1	104	98	6	4	4	0	217
0.5%	48%	45%	3%	2%	2%	0.0%	

Ysgolion Cynradd Cyfrwng Saesneg

Ffigur 35: Trosolwg lefelau sgiliau Cymraeg staff addysg cyfrwng Saesneg

Dim Sgiliau	Lefel Mynediad	Lefel Sylfaen	Lefel Canolradd	Lefel Uwch	Lefel Hyfedredd	Ni chafwyd yr wybodaeth hon	Cyfan
52	15	6	2	0	7	0	82
63%	18%	7%	2%	0%	8%	0%	

Gallu i addysgu drwy gyfrwng y Gymraeg

Ychydig iawn o staff sy'n gweithio yn ysgolion cynradd neu uwchradd cyfrwng Saesneg a all ddysgu drwy gyfrwng y Gymraeg.

Cynradd

Ffigur 36: Nifer staff a all addysgu neu weithio drwy gyfrwng y Gymraeg

Addysgu/gweithio drwy gyfrwng y Gymraeg		
Gallu addysgu/gweithio drwy gyfrwng y Gymraeg	Cyfanswm	Gallu addysg/gweithio drwy gyfrwng y Gymraeg
27	228	12%

Uwchradd

Ffigur 37: Nifer staff a all addysgu neu weithio drwy gyfrwng y Gymraeg

Addysgu/gweithio trwy gyfrwng y Gymraeg		
Gallu addysgu/gweithio drwy gyfrwng y Gymraeg	Cyfanswm	Gallu addysg/gweithio drwy gyfrwng y Gymraeg
3	82	4%

Rôl yr EAS wrth gyflwyno a hyrwyddo dysgu proffesiynol ar gyfer y Gymraeg yw:

- Gweithio gydag arweinwyr ysgolion, arweinwyr dysgu proffesiynol clwstwr ar gyfer y Gymraeg a chydlynwyr y Gymraeg i gefnogi asesiad cywir o anghenion y Gymraeg yn unol â Fframwaith Cymhwysedd yn y Gymraeg a dynodi anghenion hyfforddiant ar lefel clwstwr ac ysgolion.
- Cyfeirio ysgolion at amrywiaeth o opsiynau hyfforddiant rhanbarthol, ar-lein a Chymraeg i Oedolion i gefnogi datblygu'r Gymraeg.
- Cydweithio gyda Llywodraeth Cymru i ddynodi anghenion hyfforddiant Sabothol.
- Cyflwyno hyfforddiant iaith, yn arbennig i'r sector cyfrwng Saesneg i gefnogi eu gallu i gyflwyno'r Gymraeg ar hyd y continiwwm Cymraeg.
- Darparu dysgu proffesiynol ar y dulliau addysgol a methodolegol o addysgu Cymraeg i gefnogi caffael a throchi yn y Gymraeg.

- Gweithio mewn partneriaeth gydag ysgolion i ddatblygu a rhannu adnoddau a chynllunio i gefnogi cyflwyno'r Gymraeg.
- Darparu cyfleoedd rhwydweithio i gefnogi cyflenwi negeseuon allweddol a galluogi rhannu arfer gorau i gyflwyno a datblygu'r Gymraeg.

Data Galw am y Cynllun Sabothol Cymraeg

Ffigur 38: Ysgolion a gymerodd ran yn y Cynllun Sabothol (2018 -2021)

Blwyddyn	Math Cwrs	Ysgol
2018-19	Cymraeg mewn Blwyddyn	Ysgol Gynradd Cwm
2018-19	Cymraeg mewn Blwyddyn	Ysgol Gynradd Blaen y Cwm
2019-20	Cymraeg mewn Blwyddyn	Ysgol Gynradd Deighton
2020-21	Cymraeg mewn Blwyddyn	Ysgol Gynradd Eglwys yng Nghymru Santes Fair
2020-21	Cymraeg mewn Blwyddyn	Cymuned Ddysgu Abertyleri

Mae EAS yn cefnogi graddedigion Cymraeg mewn Blwyddyn i weithredu prosiectau lefel ysgol a chlwtwr yn cynnwys datblygu deunyddiau enghreifftiol a dulliau i gyflwyno'r Cwricwlwm i Gymru, gan alluogi ymarferwyr i gynnal eu sgiliau iaith a datblygu eu harbenigedd.

Staff EAS

Mae gan EAS dîm Cymraeg rhanbarthol neilltuol yn cynnwys:

- Arweinydd Ieithoedd, Llythrennedd a Chyfathrebu
- Partner Cwricwlwm Cymraeg a Llythrennedd (iaith 1^{af})
- Partner Cwricwlwm Cymraeg mewn Ysgolion Cyfrwng Saesneg ac Ieithoedd Rhyngwladol
- Partner Cwricwlwm Cyswllt, Cymraeg mewn Ysgolion Cyfrwng Saesneg (Uwchradd)
- Partneriaid Cwricwlwm Cyswllt Cymraeg mewn Ysgolion Cyfrwng Saesneg (Cynradd)

Mae EAS yn darparu cefnogaeth Cynghorydd Her Cyfrwng Cymraeg neilltuol i ysgolion ac yn tynnu penaeithaid ysgol i mewn o bob rhan o EAS ac ar draws rhanbarthau i sicrhau arbenigedd yn y Gymraeg ar lefel gynradd ac uwchradd. Daw cefnogaeth ysgol i ysgol ar gyfer y sector cyfrwng Saesneg o arfer gorau o fewn ac ar draws rhanbarthau. Mae unigolion o fewn y sefydliad sydd â sgiliau yn y Gymraeg, yn cynnwys o fewn y tîm Dysgu Proffesiynol, fodd bynnag sylweddolir fod angen cefnogi'r gweithlu ehangach i ddatblygu eu sgiliau iaith. Dros y 5 mlynedd nesaf, mae EAS yn bwriadu datblygu ac ymwreiddio dysgu proffesiynol ar gyfer y Gymraeg (anffurfiol a ffurfiol fel sy'n addas) fel rhan o hawl dysgu proffesiynol staff EAS.

Coleg Gwent Darpariaeth Ôl 16:

Ffigur 42: Sgiliau yn y Gymraeg staff academaidd Coleg Gwent (Mehefin 2021)

Rhugl	Uwch	Canolradd	Dim
6 (1%)	14 (2%)	23 (4%)	553 (93%)

Mae nifer y staff gyda sgiliau yn y Gymraeg ar lefel lle gallant gyflwyno'r cwricwlwm yn hyderus yn y Gymraeg ymhell dan y lefelau rydym eu hangen i ehangu'n sylweddol ein cynnig cwricwlwm cyfrwng Cymraeg a dwyieithog. Mae problemau hanesyddol a

pharhaus o amgylch recriwtio darlithwyr sy'n siarad Cymraeg gydag arbenigedd pwnc rhanbarthol hefyd yn broblem o fewn rhanbarth Consortiwm De Ddwyrain Cymru. Cafodd y Coleg beth llwyddiant yn ystod yr ychydig flynyddoedd diwethaf yn cynyddu sgiliau Cymraeg sylfaenol staff, hyd at lefel ganolradd (drwy Cymraeg Gwaith a darpariaeth arall Cymraeg i Oedolion), ond ni fydd y dull organig hwn ar ben ei hun yn cael effaith sylweddol ar ddarpariaeth cyfrwng Cymraeg a'r cynnig cwricwlwm yn y tymor canol i'r tymor hir.

Ble'r ydym ni'n anelu bod o fewn 5 mlynedd gyntaf y Cynllun hwn a sut ydym ni'n bwriadu cyrraedd yno?

Gofal Plant a Blynyddoedd Cynnar

Byddwn yn gweithio gyda phartneriaid yn cynnwys RhAG a Mudiad Meithrin i ddatblygu dadansoddiad sgiliau ar gyfer staff o fewn y sector blynyddoedd cynnar a gofal plant er mwyn cynllunio a llywio sut y gall y sector gyfrannu at y targed drosfwaol. Caiff cyfleoedd hyfforddiant a datblygu eu hyrwyddo o fewn y sector i gynyddu a datblygu sgiliau yn y Gymraeg.

Staff Addysgu ac Addysg Arbenigol

O fewn 5 mlynedd cyntaf ein cynllun, anelwn weithio gyda phartneriaid allweddol er mwyn cynnal dadansoddiad o anghenion gweithlu, i sicrhau y gallwn fapio, hyfforddi a recriwtio staff yn effeithlon i gyflawni'r blaenoriaethau a nodir yn y cynllun hwn.

Anelwn sicrhau fod gan ein hysgolion a darpariaeth cyfrwng Cymraeg staff priodol, gydag athrawon gyda chymwysterau addas yn medru cyflenwi i safon uchel. Yn ychwanegol, anelwn hyrwyddo a datblygu cyfleoedd i'r gweithlu addysg wella a datblygu eu sgiliau yn y Gymraeg.

Mae'r gweithlu addysg yn newid yn barhaol ac felly byddwn yn gweithio gyda phartneriaid allweddol yn cynnwys EAS i barhau i ddarparu a chyfeirio ysgolion at amrywiaeth o gyfleoedd dysgu proffesiynol, gan gefnogi staff i gynnal a datblygu sgiliau. Byddwn yn parhau i recriwtio i'r Cynllun Sabothol, gan ddefnyddio data SWAC i gefnogi ysgolion/clystyrau er mwyn dynodi anghenion hyfforddiant ac ymarferwyr a fyddai'n cael budd o'r rhaglenni ac arwain ar y Gymraeg yn dilyn eu secondiadau. Dros y 5 mlynedd nesaf, bydd EAS yn datblygu ac ymwreiddio dysgu proffesiynol ar gyfer y Gymraeg (anffurfiol a ffurfiol fel sy'n briodol) fel rhan o hawl dysgu proffesiynol staff EAS. Bod staff yn sicrhau cynnydd yn eu gallu i siarad Cymraeg yn eu swyddi.

Byddwn yn cefnogi ysgolion a chlystyrau i dyfu a manteisio i'r eithaf ar yr arbenigedd iaith o fewn y system addysg, yn cynnwys cefnogaeth Graddedigion Sabothol fydd wedi dilyn rhaglen Cymraeg mewn Blwyddyn.

Cafodd hefyd raglen 2021/22 ei lansio yng nghyswllt y rhaglen ôl-radd Addysg Gychwynnol Athrawon gan eu galluogi i addysgu drwy gyfrwng y Gymraeg a darparwyr Addysg Gychwynnol Athrawon yng Nghymru.

Yn unol â'r strategaeth Hyrwyddo ac Ymgysylltu, byddwn yn ymchwilio datblygiad adnoddau i hyrwyddo cyfleoedd ar gyfer hyfforddiant a chyflogaeth yn y sector addysg.

Byddwn yn datblygu rhaglenni hyfforddiant ac ymgysylltu Llywodraethwyr er mwyn cefnogi codi ymwybyddiaeth a rhannu atebolrwydd wrth lwyddo i gyflawni'r weledigaeth, nodau a thargedau a sefydlwyd a gyflwynir o fewn y Cynllun Strategol Cymraeg mewn Addysg, tra hefyd yn sicrhau prosesau hyfforddiant a recriwtio effeithlon.

Coleg Gwent

Yn y 5 mlynedd gyntaf, bydd targedau yn gynydd o 50% yn nifer y staff academiaidd gyda sgiliau rhugl yn y Gymraeg a chynnydd o 50% yn nifer y staff academiaidd gyda sgiliau uwch yn y Gymraeg. Y targedau hyn yw:

	Rhugl	Uwch
Targed 5 mlynedd:	9	21

Bydd y cynnydd hwn yn galluogi'r Cyngor i ehangu ei ddarpariaeth cyfrwng Cymraeg a dwyieithog presennol i feysydd cwricwlwm cyfrwng Cymraeg arall blaenoriaeth (fel a osodwyd gan y Coleg Cymraeg Cenedlaethol).

Bydd y coleg yn canolbwyntio ar y meysydd dilynol er mwyn hwyluso'r cynnydd:

- Parhau i gyflwyno rhaglen Cymraeg Gwaith yng Ngholeg Gwent gyda'r brif nod o gynyddu sgiliau staff lefel Canolradd i lefel Uwch.
- Cymryd rhan yng nghynllun mentora Sgiliaith er mwyn cefnogi staff gyda chyflwyno cyfrwng Cymraeg a dwyieithog;
- Ceisio cyfleoedd i gymell a denu staff sy'n siarad Cymraeg o bob rhan o'r wlad; ac
- Edrych ar opsiynau i lacio gofynion TAR mewn rhai sefyllfaoedd er mwyn denu mwy o ymgeiswyr. Caiff yr unigolion hyn eu noddi i gwblhau ein TAR mewnol yn ystod eu 2 flynedd gyntaf o gyflogaeth.

Ble'r ydym ni'n disgwyl bod ar ddiwedd ein Cynllun deng mlynedd?

Dros y 10 mlynedd nesaf, byddwn yn gweithio gyda EAS i ddatblygu a sefydlu dysgu proffesiynol y Gymraeg (anffurfiol a ffurfiol fel sy'n briodol) fel rhan o hawl dysgu proffesiynol EAS.

Mae gan Blaenau Gwent fwy o weithlu addysg sy'n gallu addysgu a gweithio drwy gyfrwng y Gymraeg, tra hefyd yn cynyddu nifer y staff a all addysgu Cymraeg fel pwnc.

Mae gan Flaenau Gwent gynllun datblygu gweithlu wedi'i sefydlu, sy'n galluogi'r Cyngor a'i bartneriaid i sicrhau staff addysgu a staff ysgol arbenigol arall i gyflwyno'r cwricwlwm yn llwyddiannus drwy gyfrwng y Gymraeg ac yn ddwyieithog, er mwyn cyflawni targed Blaenau Gwent ar gyfer disgyblion Blwyddyn 1.

Erbyn diwedd y cynllun 10-mlynedd, bydd Coleg Gwent yn anelu i sicrhau cynnydd o 100% yn nifer y staff academiaidd sy'n rhugl ac uwch yn y Gymraeg (o'r lefelau presennol ym Mehefin 2021). Y targedau 10 mlynedd yw:

	Rhugl	Uwch
Targed 10 mlynedd	12	28

Bydd y cynnydd hwn yn galluogi'r Cyngor i ehangu ei ddarpariaeth cyfrwng Cymraeg a dwyieithog presennol i feysydd cwricwlwm cyfrwng Cymraeg blaenoriaeth arall (fel a nodwyd gan y Coleg Cymraeg Cenedlaethol).

- Gofal Plant
- Iechyd a Gofal Cymdeithasol
- Gwasanaethau Cyhoeddus
- Chwaraeon
- Lletygarwch a Thwristiaeth
- Seiliedig ar y tir
- Busnes, Technoleg Gwybodaeth a'r Cyfryngau

Caiff y camau gweithredu a ddynodwyd er mwyn cyflawni'r targedau 5 mlynedd eu hymestyn i'r ail gyfnod i gefnogi cynnydd ar dargedau 10-mlynedd Llywodraeth Cymru.

Mae'n hollbwysig cynyddu nifer y staff a all gyflwyno yn Gymraeg os ydym i gyrraedd ein targedau uchelgeisiol ar gyfer cynyddu darpariaeth cyfrwng Cymraeg a dwyieithog yn y coleg.

Sut fyddwn ni'n gweithio gydag eraill i gyflawni ein gweledigaeth?

Fforwm Addysg Gymraeg Blaenau Gwent fydd y sbardun strategol tu ôl i'r Cynllun Cymraeg mewn Addysg 10-mlynedd. Diben y Fforwm yw cyfrannu at gynllunio strategol, monitro a gwerthuso Cynllun Strategol Cymraeg mewn Addysg (Blaenau Gwent). Bydd y Fforwm yn cwrdd bob tymor, gyda is-grwpiau penodol o fewn ac o amgylch cyfarfodydd, yn canolbwyntio ar themâu penodol.

Mae'r Fforwm yn rhoi sianel ffurfiol o gyfathrebu rhwng partneriaid allweddol a rhanddeiliaid sy'n cydweithio tuag at gyflawni'r weledigaeth, nodau, amcanion, blaenoriaethau strategol a thargedau a nodir o fewn y cynllun.

Mae'r Fforwm yn gweithredu fel grŵp ymgynghori, gan gyfrannu at ddatblygu, monitro a gweithredu'r Cynllun drwy:

- gyfrannu at ddatblygu a monitro'r Cynllun;
- monitro'r galw am addysg cyfrwng Cymraeg, ynghyd â'r nifer sy'n derbyn hefyd y ddarpariaeth addysg cyfrwng Cymraeg, gan benderfynu blaenoriaethau strategol allweddol fel grŵp; a
- chefnogi datblygiad adroddiad blynyddol i Lywodraeth Cymru yn disgrifio cynnydd yn nhermau gweithredu targedau'r Cynllun ar yr amserlen gymeradwy.

Yn ychwanegol, aiff adroddiadau cynnydd ar y Cynllun drwy brosesau gwleidyddol y Cyngor yn flynyddol. Mae'r Cynllun Strategol Cymraeg mewn Addysg hefyd yn ffocws allweddol ym Mwrdd Rhaglen Ysgolion y 21ain Ganrif a'r Fforwm Derbyn, gyda diweddariadau'n cael eu rhoi.

Aelodaeth y Fforwm Addysg Gymraeg
Aelod Gweithredol dros Addysg
Trawsnewid Addysg a Gwasanaethau Newid Busnes CBSBG
Coleg Gwent
Rhieni dros Addysg Gymraeg (RhAG)
Tîm Blynyddoedd Cynnar, Gofal Plant a Chwarae CBSBG
Ysgol Gyfun Gwynllyw
Gwasanaeth Cyflawni Addysg
Gwasanaethau Gwella Ysgolion a Chynhwysiant CBSBG
Gwasanaeth Ieuenctid CBSBG
Pennaeth - Ysgol Gymraeg Bro Helyg
Datblygu Sefydliadol CBSBG
Mudiad Meithrin
Tîm Polisi a Phartneriaeth CBSBG
Tîm Cludiant CBSBG
Menter Iaith
Urdd Gobaith Cymru
Adran y Gymraeg – Llywodraeth Cymru
Cyfathrebu Corfforaethol CBSBG
Iechyd Cyhoeddus Cymru
Pennaeth ysgol cyfrwng Saesneg

Gwybodaeth ymgynghori

Bydd y cyfnod ymgynghori statudol yn rhedeg o ddydd Gwener 5 Hydref 2021 am 8 wythnos, gan ddod i ben Dydd Llun 3 Ionawr 2022. Gofynnir i chi sicrhau eich bod yn rhoi eich adborth ac ymatebion cyn cau'r ymgynghoriad.

Mae copi o'r drafft Gynllun Cymraeg mewn Addysg ar gael i'w lawrlwytho ar waelod y dudalen hon.

Gallwch roi eich sylwadau ar y drafft Gynllun drwy naill ai lenwi'r holiadur (dolen islaw) neu drwy gysylltu â ni drwy un o'r dilynol:

Arolwg: <https://online1.snapsurveys.com/179rj>

E-bost: 21centuryschool@blaenau-gwent.gov.uk

Post: Ysgolion yr 21ain Garrif, Adran Addysg, Llys Einion, Abertyleri, Blaenau Gwent, NP13 3DB

Mae'n rhaid gorffen pob ffurf o gyfathrebu a/neu holiaduron erbyn dydd Dydd Llun 3 Ionawr 2022 yn hanner dydd.

Beth sy'n digwydd nesaf?

Ar ddiwedd y cyfnod ymgynghori, bydd pob ymateb a dderbynnir yn sail i unrhyw ddiweddariad a/neu newid sydd angen eu gwneud i'r cynllun. Ym mis Ionawr 2022 aiff y cynllun i Bwyllgor Gweithredol y Cyngor cyn ei gyflwyno i Weinidogion Cymru ei ystyried a'i gymeradwyo erbyn 31 Ionawr 2022.

Yn dilyn cyflwyno'r cynllun, gall Gweinidogion Cymru:

- gyflwyno'r cynllun fel y'i cyflwynwyd,

- cymeradwyo'r cynllun gydag addasiadau, neu
- wrthod y cynllun a pharatoi cynllun arall a gaiff wedyn ei drin fel cynllun cymeradwy yr awdurdod.

Bydd y cynllun a gymeradwyir yn rhedeg o fis Medi 2022 hyd fis Awst 2032.

Ar gyfer ymholiadau anfonwch e-bost i 21centuryschools@blaenau-gwent.gov.uk neu ffonio 01495 357704

DRAFT

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Agenda Item 10

Executive Committee and Council only

Date signed off by the Monitoring Officer:

Date signed off by the Section 151 Officer:

Committee: **Education and Learning Scrutiny Committee**
Date of meeting: **Tuesday 30th November 2021**
Report Subject: **Management of Pupil Places and the School Estate 2020/21**
Portfolio Holder: **Cllr. Joanne Collins, Executive Member Education**
Report Submitted by: **Corporate Director of Education – Lynn Phillips
Service Manager Education Transformation and
Business Change – Claire Gardner**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
4.11.21	4.11.21	18.11.21			30.11.21	19.01.21		

1. Purpose of the Report

The purpose of the report is to provide Members with the opportunity to scrutinise the management of pupil places and the school estate, throughout the 2020/21 academic session.

2. Scope and Background

- 2.1 Capacity calculations were determined for all Blaenau Gwent schools in November 2020, which informed the final admission numbers published within the Blaenau Gwent School Admissions Policy 2022/2023.
- 2.2 The Education Transformation team review pupil projections including surplus and sufficiency issues throughout the school estate twice per/annum. Projections are undertaken for primary schools for a 5-year period and a 7-year period for secondary schools.
- 2.3 Pupil projection accuracy remains consistently high with 99% of secondary and 98% of primary projections in January 2021, confirmed to be accurate in September 2021.
- 2.4 Surplus places within the primary sector has increased to 14% in January 2021, when compared to 13% in January 2020, however, we remain within our target, which is 15%. The increase is attributable to more pupils leaving primary school (Year 6) at the end of the 2019/20 academic year than pupils starting primary school (Reception) in 2020/21. This is consistent with pupil progressions expected in line with Aneurin Bevan University Health Board live birth data.
- 2.5 There was, however, an increase in year 6 transition to secondary, which has resulted in a decrease in surplus places across the secondary sector with the percentage going from 16% in January 2020 to 15% in January 2021 (i.e. more pupils started in Year 7 than pupils leaving in Year 11). The table/graph in **Appendix 1**, demonstrates a positive position throughout the

school estate, which for secondary is the lowest it has been throughout the last 9 years. It is important to maintain a level of surplus to accommodate potential growth, along with reconfiguration of the learning environment.

- 2.6 Surplus places in both the primary and secondary sector are projected to decrease further over the next 2 years, taking the primary percentage to 12% and secondary to 10% by the 2023/24 academic session, with the overall combined status falling from 15% in January 2021 to 11% in 2024.
- 2.7 The School Organisation Policy (2020) sets a target of reducing surplus places to 15% across the County Borough. The primary sector is projected to remain under 15% over the next 3 years, with a slight increase to 16% expected in 2025/26, in line with a birth rate decline. The secondary sector is set to continue reduce to under 15% over the 5 years.
- 2.8 For 2019/20 the Education Transformation team targeted the following schools whereby the percentage was 15% or over, in line with the delivery of surplus place reduction action plans during the 2020/21 academic session:
- Coed y Garn Primary School - reduced admission number from 246, (which equates to 21% surplus places) to 210 (7% surplus places)
 - Ebbw Fawr Primary Campus reduced from 324 (25% surplus places) to 284 (12% surplus places)
- 2.9 The Education Transformation team's strategy for the 2021/22 academic session, is to work on the development of surplus place reduction action plans with the following schools, who are projected (as at January 2021) to have over 15% surplus between 2022/23 and 2023/24:
- Abertillery Learning Community Primary Campuses – amber category (19% - 17%)
 - Ebbw Fawr Learning Community Primary Campus – amber category (17%- 24%)
 - Glanhowy Primary School – amber category (18% - 19%)
- 2.10 There are, however, a number of our smaller schools i.e. those with 210 places and under, who we will work with to monitor the surplus and explore temporary self-help initiatives – where possible. The surplus in these schools needs to remain higher, to enable pupil population growth in line with live birth rate fluctuations, also due to the fact that a reduction in the admission number would negatively affect configuration of the teaching and learning environment and staffing levels:
- St Illtyd's Primary School (210 places)
 - Coed y Garn Primary School (210 places)
 - St Mary's R.C. Primary School (210 places)
 - Cwm Primary Schools (210 places)
 - Rhos y Fedwen Primary School (177 places)
- 2.11 Live birth rates have fluctuated over the last ten years, with a downward trend noted between 2012 and 2017 (Please refer to **Appendix 2** for more

information). The Council is yet to receive the 2020/21 data from Aneurin Bevan University Health Board. Migration into Blaenau Gwent between September 2020 and August 2021 increased with 150 pupils. 52 of which were primary pupils and 98 secondary pupils. There are a number of schools which are projected to have sufficiency issues between 2021 and 2025 as follows:

- Ysgol Gymraeg Bro Helyg
- Abertillery Learning Community Secondary Campus
- Tredegar Comprehensive School

2.12 All 3 of the above, can and will be addressed via the annual capacity assessment, along with planned physical works which are programmed to take place over the course of the next 2 academic sessions.

2.13 In addition to the above, Ebbw Fawr Learning Community Secondary Phase, are experiencing accommodation issues aligned to configuration of the teaching and learning environment. Every space/room is being used and there is no surplus to accommodate additionally should pupil numbers grow. Therefore, a modelling exercise and growth plan are currently under development, which will seek identify options and implications associated with growth.

2.14 **All Wales Position**

The latest dataset available is the January 2019 surplus place overview for Wales (please refer to **Appendix 3** for more information). Blaenau Gwent's position was as follows:

- 13th (out of 22 Local Authorities) for primary;
- 10th (out of 22) for secondary; and,
- 11th (out of 22 Local Authorities) in terms of the combined primary and secondary position.

2.15 The Council is presently awaiting the Family of Local Authority and All Wales comparative data sets for the 2019/20 and 2020/21 academic sessions.

2.16 **Management of the School Estate Maintenance, Repair and Planned Works**

The Division of Responsibilities Guidance and associated procedure (Please refer to **Appendix 4**), were successfully implemented during the 2020/21 academic sessions. 433 TE100's were received between September 2020 and August 2021, 100% of which were acknowledged and received a response within 48 hours of receipt. 313 (72%) have been reported as being completed to date. All unresolved works are programmed for delivery and will be resolved by the end of the summer-term 2022, and priorities in accordingly i.e. in line with Health and Safety and operational risk levels. Delays in resolving this issues are attributable to the following:

- Market forces including material availability
- Access to school buildings in line with the schools individual COVID Secure Risk Assessments

- Programming and time constraints due to the size/scale of works and in order to minimise the potential for disruption
- Budgetary constraints and cost implications
- Securing contractors to undertake the required work
- The capacity of Technical Services to assess the extent of repair/maintenance work

2.17 **Health and Safety and Fire Risk Assessment**

In line with the Health and Safety at Work Act 1974 and in the Regulatory Reform (Fire Safety) Order 2005; the Council has a duty to monitor compliance and manage health and safety and fire risk assessment related matters in schools and education buildings.

2.18 The data below details Health & Safety and Fire Risk Assessment developments and actions undertaken throughout the 2020/21 academic session the following inspections were carried out:

- 1 Health & Safety Inspection and Fire Risk Assessment was carried out during the Autumn-term, 11 actions were identified, 7 (64%) of which have been completed.
- 2 Health & Safety Inspections and Fire Risk Assessment were carried out during the Spring-term, 22 actions were identified, 17 (77%) of which have been completed.

2.19 Actions are prioritised and monitored on a monthly basis by the Education Health and Safety Forum. Outstanding actions are programmed for resolution by the end of the summer-term 2022. In addition to the above, **Appendix 5** details the school estate Summer works programme for 2021, with 18 schools having works completed in line with their Facilities Action Plans.

2.20 **Condition and Suitability**

The 2019/20 position for school building condition and suitability demonstrated continued improvement, in line with:

- The TE100 process
- Health and Safety and FRA action monitoring and implementation
- Planned Works and Structural Maintenance Programmes
- The Minor Works Programme
- 21st Century Schools Programme Delivery (along with wider education projects i.e. the ICT Infrastructure and Connectivity Project)

2.21 Condition and suitability assessment criteria range from A (good) - D (bad). Blaenau Gwent has only 1 school categorised as 'D' for condition. **Appendix 6** highlights the latest position in respect of the Blaenau Gwent school estate. There is only one school building categorised as a 'D' (Glyncoed Primary School) within the school estate, which is being address and replaced with a new building under Band B of the 21st Century Schools Programme.

2.22 The 2020/21 assessment is scheduled for completion by December 2021, with the position expected to improve in terms of condition and suitability, due to the extensive minor works and maintenance programme, along with implementation of the Council's 21st Century Schools Band B Programme.

3. **Options for Recommendation**

3.1 **Option 1:** Education and Learning Scrutiny Committee considers and accepts the report.

3.2 **Option 2:** Education and Learning Scrutiny Committee considers the report, and provides comments relating to the current monitoring and reporting processes.

4. **Evidence of how does this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

4.1 Education is a priority in the Council's Corporate Plan of which the planning of school places and management of the school estate are essential components. In addition, facilities management contributes to the Council's Medium Term Financial Strategy (MTFS). The Council has a statutory duty and responsibilities in line with the planning of school places and the management school Estate in line with:

- Welsh Government's Measuring the Capacity of Schools in Wales Guidance (2011)
- Welsh Government School Admission and Admission Appeals Codes (2013)
- Welsh Government School Organisation Code (2013)
- The School Standards and Framework Act 1998
- The Local Authority Financial Scheme Regulations 1998
- Health and Safety at Work Act 1974
- Regulatory Reform (Fire Safety) Order 2005

4.2 The planning of school places and management of the school estate seeks to respond to the Council's wellbeing goals for all learners.

5. **Implications Against Each Option**

5.1 ***Impact on Budget (short and long term impact)***

Welsh Government have indicated that there will be a further Schools Capital Maintenance Grant allocated to Local Authorities in 2021/22 financial year. The Council received a Welsh Government Schools Capital Maintenance Grant of £953,544 for the 2020/21 financial year, which alongside the minor works budget, will result in a capital investment of approximately £1,083,544 into the school estate, once all programmed works have been completed.

5.2 ***Risk including Mitigating Actions***

The Council has a statutory duty to comply with Welsh Government legislation and policy as detailed above. The primary risks and mitigating actions are as follows:

- Sustainability issues within the school estate– this is managed and mitigated against in line with capacity assessments, projections, condition and suitability reviews, along with the delivery of minor and planned works programmes and school organisation.
- Ineffective distribution of pupil places and/ or insufficient places to meet demand – this managed, mitigated and informed by the capacity assessment process and pupil projections, in conjunction with the admissions process.

5.3 **Legal**

There are no direct legal implications associated with this report.

5.4 **Human Resources**

There are no direct legal implications associated with this report.

6. **Supporting Evidence**

6.1 **Performance Information and Data**

Surplus places are set to decrease further to within and below target over the next 5 years (Please refer to **Appendix 7** for pupil projection data as at January 2021).

6.2 **Expected outcome for the public**

The management of pupil places aims to secure continued access to education places in Blaenau Gwent for current and future pupil populations. The management of the school estate seeks to secure improved condition and suitability of education facilities in line with the creation and management of sustainable education system in Blaenau Gwent.

6.3 **Involvement (consultation, engagement, participation)**

Stakeholders and end user needs and engagement are of paramount importance to the planning of school places and management of the school estate.

6.4 **Thinking for the Long term (forward planning)**

The planning of pupil places and management of the school estate takes account of short, medium and long-term planning arrangements informing:

- Minor works and maintenance priorities
- 21st Century Schools and School Organisation Priorities
- Capacity plans in line with school admissions

6.5 **Preventative focus**

Management of pupil places and the school estate is focused on early identification and planning, in order to secure a school estate that is fit for purpose that contributes to raising educational standards, which is a Council priority.

6.6 **Collaboration / partnership working**

Key management and operational staff across the Council and school estate, are involved in detailed annual reviews of facilities and pupil places i.e. Education, headteachers, Health and Safety, Social Services,

Community Services, Planning and Building Control, Environmental Health, Highways and Development etc.

6.7 Integration (across service areas)

The process is cross-cutting in the sense that it impacts upon Education, Schools, Estates, Planning and Building Control, Community Services, and Social Services etc.; therefore, service area involvement is key to effective implementation.

6.8 Decarbonisation and Reducing Carbon Emissions

Any physical works planned and undertaken within education settings are planned in order to take account of decarbonisation and reducing carbon emissions.

6.9a Socio Economic Duty Impact Assessment

The report does not involve a strategic decision covered under the act.







6.9b. Equality Impact Assessment

EqlA screening and impact assessments are carried out on a case by case basis.

7. Monitoring Arrangements

7.1 Education review and monitor both the planning of school places and management of school estate processes and outcomes consistently throughout each academic year, incorporating learning from the previous year.

Background Documents /Electronic Links

<p>Appendix 1a and 1b – Surplus Place % Table and Graph</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Appendix 1a Surplus Place %.doc</p> </div> <div style="text-align: center;">  <p>Appendix 1b Surplus places graph</p> </div> </div>	<p>Appendix 2 – Live Birth Data and Graph</p> <div style="text-align: center;">  <p>Appendix 2 Graph Overview of Live Birt</p> </div>
<p>Appendix 3 – All Wales Graph</p> <div style="text-align: center;">  <p>Appendix 3 2018 ADEW Benchmarkin</p> </div>	<p>Appendix 4 – Division of responsibilities Guidance</p> <div style="text-align: center;">  <p>Appendix 4 Division of Responsibilities C</p> </div>
<p>Appendix 5 – Education Summer Works Overview</p> <div style="text-align: center;">  <p>Appendix 5 Summer works.docx</p> </div>	

Appendix 6 – Condition and Suitability
Assessment Overview



Appendix 6
Condition and Suita

Appendix 7 – January 2020 Projections



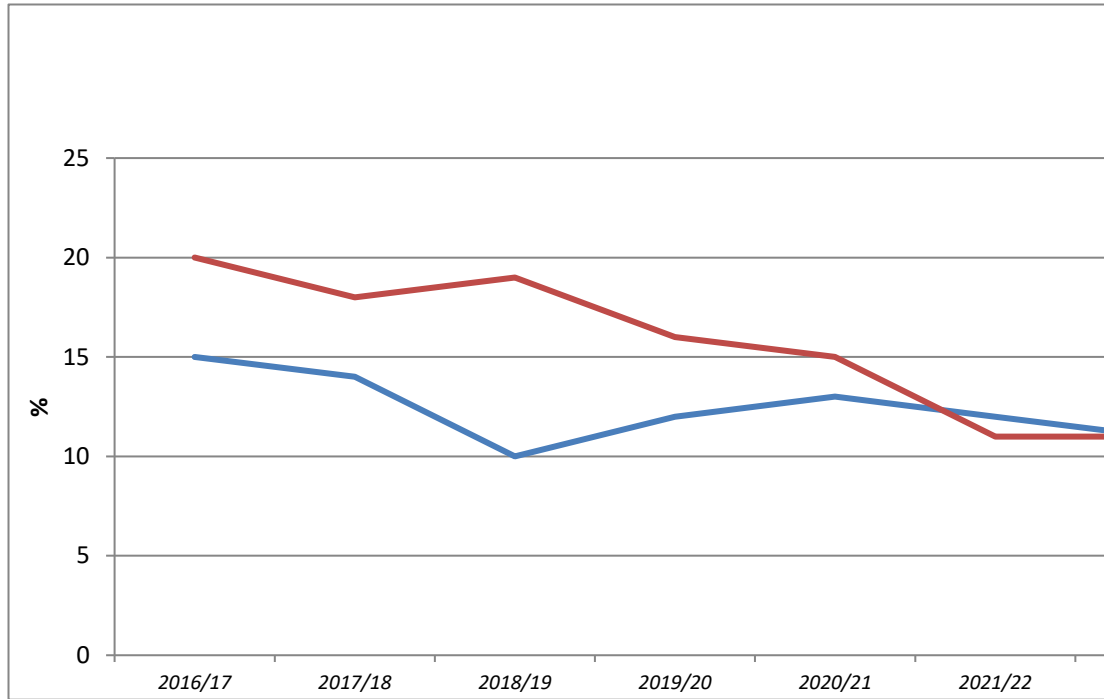
Appendix 7
Projected Pupil Num

Appendix 1 Surplus Place % between 2011 and 2020

Year	% Surplus Places –Primary Sector	% Surplus Places Secondary Sector
2011/12	28.7	19
2012/13	28.1	19.7
2013/14	25.9	20.2
2014/15	17.5	18.3
2015/16	18	20
2016/17	16	17
2017/18	14	19
2018/19	11	19
2019/20	13	16
2020/21	12	15

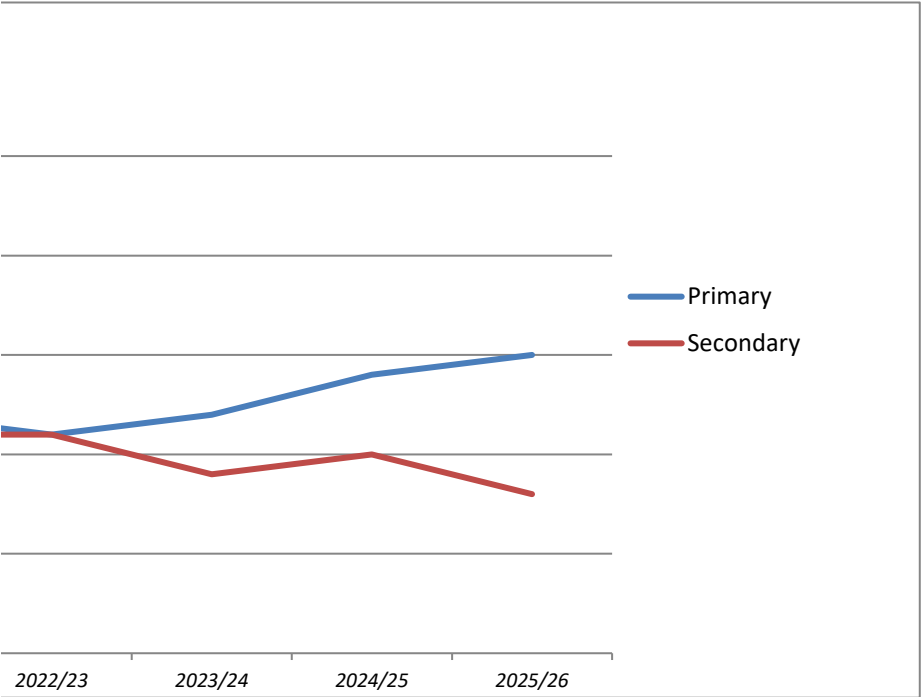
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Annual Surplus Places Summary J

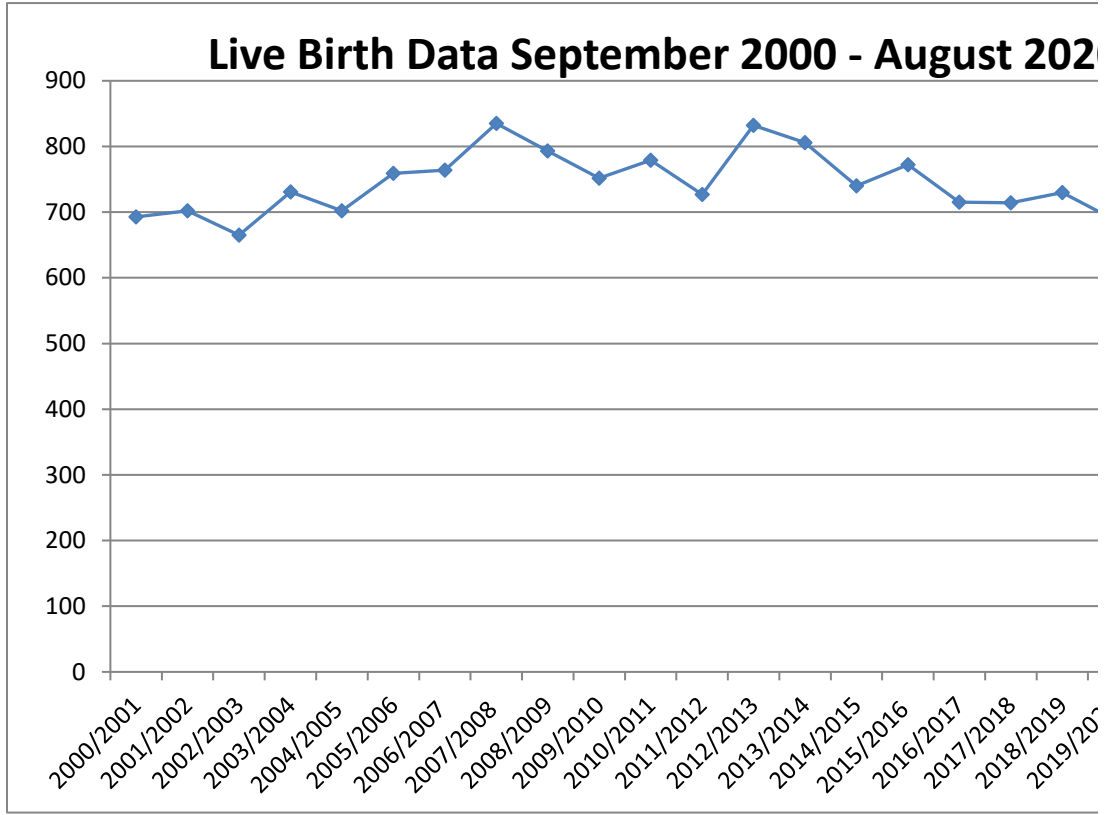


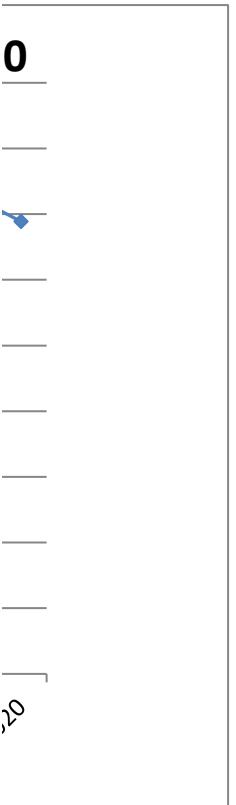
Year	Primary %	Secondary %	Target %	
Jan				
2016/17	15	20	15	Actuals
2017/18	14	18	15	
2018/19	10	19	15	
2019/20	12	16	15	
2020/21	13	15	15	
2021/22	12	11	15	Projected
2022/23	11	11	15	
2023/24	12	9	15	
2024/25	14	10	15	
2025/26	15	8	15	

Jan 2021



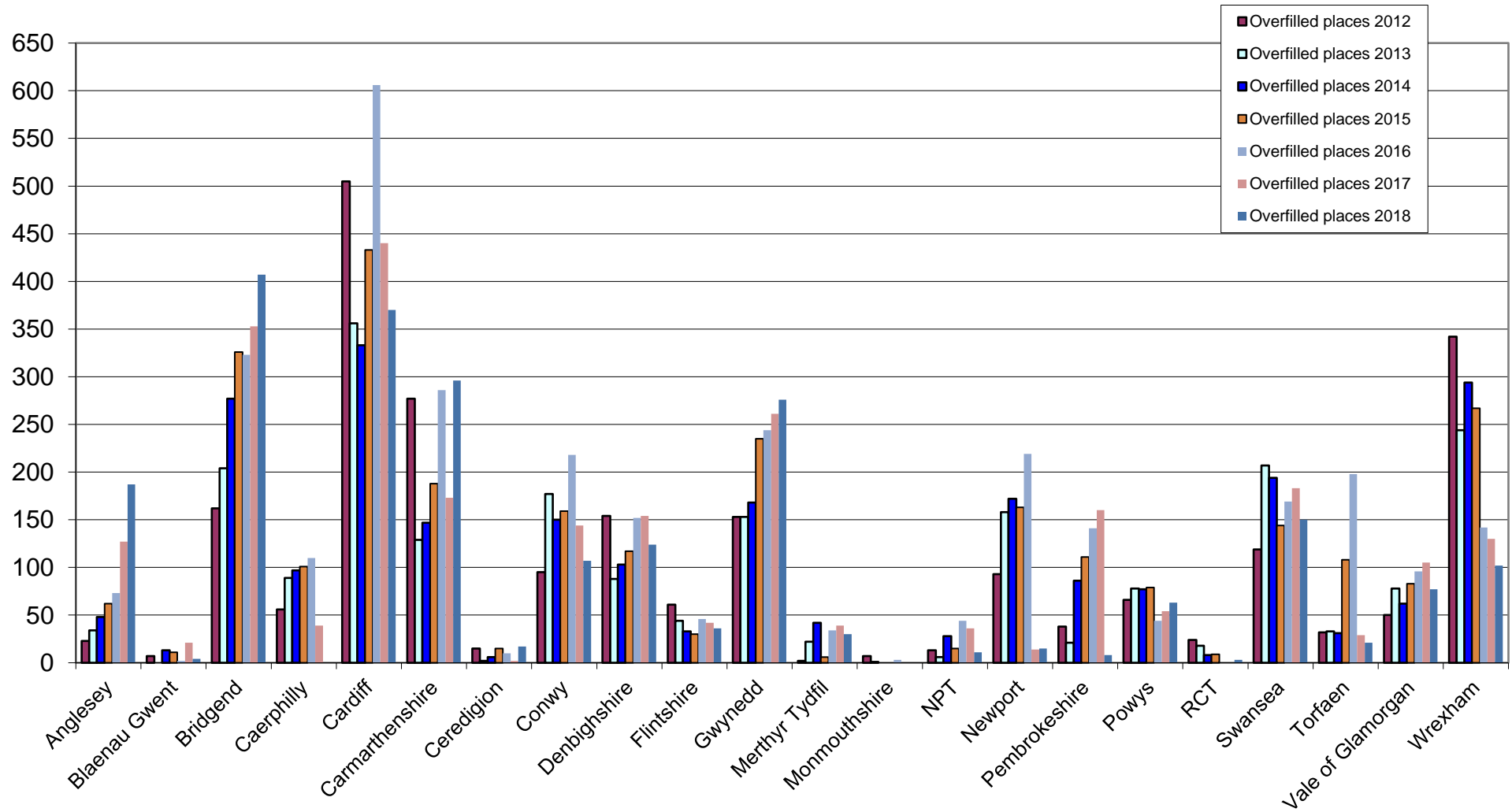
Date	Number
2000/2001	693
2001/2002	702 (Inc Updates)
2002/2003	665 (Inc Updates)
2003/2004	731 (Inc Updates)
2004/2005	702
2005/2006	759
2006/2007	764
2007/2008	835
2008/2009	793
2009/2010	752
2010/2011	779
2011/2012	727
2012/2013	832
2013/2014	806
2014/2015	740
2015/2016	772 inc updates
2016/2017	715 inc updates
2017/2018	714
2018/2019	730
2019/2020	689





Number of overfilled Primary Places - January 2012 - 18

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Division of Responsibilities Guidance: Between Blaenau Gwent Community/Faith and Foundation Schools and Council



Version 2.0

Date of Issue: July 2019

Date of Implementation: Sept 2019

Building and Engineering Repairs and Maintenance

The purpose of the following guidance and procedure is to ensure the effective instigation, monitoring and completion of maintenance and repair works to schools by both Education and Technical Services; also, to inform quality monitoring processes.

Maintenance and repair refers to, the action necessary to retain an element of a building in, or to restore it to a state in which it can perform the required function.

The requirement for maintenance shall be not less than that necessary to meet statutory health and safety and current legal requirements. Maintenance shall mean 'maintaining an element in an effective state, safe, in efficient working order and in good repair.'

In carrying out the function of maintenance it is understood that only materials of an equivalent quality and standard will be provided and the work undertaken by competent and suitably qualified persons with all the accompanied qualifications, insurances and Risk and Method statements.

***Self-help approaches** - this involves the use of external parties approached directly via the school to address minor works identified by the headteacher and/or a member of school staff. In instances where this is deemed to be the best approach by the school, Technical Services/Health and Safety and Education approval **must be** sought prior to work being carried out in order to ensure compliance with the Council's policies such as Health and Safety, FRA, Asbestos Management etc. This does not preclude schools from carrying out works that are cost efficient to the school, they do however ensure that Headteachers, Governing Bodies comply with necessary technical and health and safety precautions/requirements prior to the works being undertaken.

Schools must complete an application form in relation to any self-help schemes they want to carry out.

On receipt of the form a decision will be taken by officers within Education/Tech Services and Health and Safety re the nature of the project, its requirements and risks involved and either:

- Agree to the school proceeding with the works themselves providing a risk assessment and the technical specification for the work has been approved by the Health and Safety and Technical Officers of the Council.
- Arrange to meet with the school and for the scheme to be project managed via the Council to ensure that it is undertaken in a legal and safe manner.

It is therefore essential that projects are planned and approval sought well in advance of implementation to avoid delay. The Council must ensure regulatory compliance with the law and that the works are undertaken by a competent person(s)/company.

Substantial - Within this document 'substantial' shall mean where the work/repair/component represents 75% or more of the whole system and/or structure concerned.

Glazing - this item of work is paid through the Glazing programme which schools contribute to annually. If schools do not contribute into the programme any works that fall under the Glazing heading will be the responsibility of the school.

School (SIMS) - this item of work is the responsibility of the individual school to fund.

SIMS* - this item of work is paid through SIMS* which schools contribute to annually. If schools do not contribute into SIMS* any works that fall under the SIMS* heading will be the responsibility of the school.

Corporate Landlord - The cost of this item of work is the responsibility of the Corporate Landlord/Council to meet.

Statutory Testing - please see page 17.

For further information and/or enquires relating to the guidance document please contact:

Education

Emma Jones: 01495 355412/ 07969336066

Claire Gardner: 01495 357704/ 07815005333

Property Services

Rob Jenkins: 01495 355389/ 07816936715 or

Paul Colston: 01495 355532/ 07964 119858

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Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
1	STRUCTURE						
1.1	Foundations (below top of ground floor slab)	✓			✓		
1.2	Ducts and duct covers (internal)		✓			✓	
1.3	Foundations including foundation walls up to d.p.c level – repairs including underpinning work	✓					✓
1.4	Ground Floors i.e. floor slabs, d.p.m's, hard-core filling (under 10m2 in any one area or room)		✓			✓	
1.5	Ground Floors, floor slabs, d.p.m's hard-core filling (over 10m2 in any one area or room)	✓			✓		
1.6	1 Retaining wall and d.p.c (supporting buildings) repair or replacement		✓			✓	
1.7	All Retaining walls and d.p.c's (supporting buildings) repair or replacement	✓					✓
2	EXTERNAL WALLS AND STRUCTURE						
2.1	Structural frame (steel frames, portal frames, reinforced concrete, precast concrete)	✓					✓
2.2	Access ramps and steps to external doorways		✓			✓	
2.3	Chimney stacks including flashings – repairs including repointing		✓			✓	
2.4	External rendering – repair or re-render		✓			✓	
2.5	External rendering – re-render to substantially all of an existing building	✓					✓
2.6	External walls (including cavity ties, cavity walls insulation, wall cladding, copings) repair or rebuild/re-clad		✓			✓	
2.7	External walls (including cavity ties, cavity walls insulation, wall cladding, copings) replacement of all or substantially all to a building	✓					✓
2.8	Internal walls (including cavity ties, cavity walls insulation, wall cladding, copings) repair or rebuild/re-clad		✓			✓	
2.9	Internal walls (including cavity ties, cavity walls insulation, wall cladding, copings) replacement of all or substantially all to a building	✓					✓
2.10	External walls – Demountable – repair and replacement		✓			✓	
2.11	D.P.C's cavity trays – repair or replacement		✓			✓	
2.12	D.P.C's cavity trays – replacement of all or substantially all to building	✓					✓
2.13	Cills and lintels – repairs and individual replacement		✓			✓	
2.14	Cills and lintels – replacement of all or substantially all to a building	✓					✓
2.15	Graffiti/ Moss removal			✓			✓
2.16	Repointing of brickwork		✓			✓	

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
2.17	Repointing of brickwork affecting substantial part of a building	✓					✓
3	EXTERNAL WINDOWS AND DOORS						
3.1	Single glaze, double glazing, seals, putties solar film			✓			✓
3.2	Draught proofing to windows and doors			✓			✓
3.3	Emergency exit and fire escape doors - repairs			✓			✓
3.4	Emergency exit and fire escape doors – replacement	✓					✓
3.5	Automatic roller shutter door servicing including fire shutters	✓					✓
3.6	Automatic doors – service	✓					✓
3.7	Glass upgrading and safety film	✓					✓
3.8	Linings, beads			✓			✓
3.9	Ironmongery i.e. locks, bolts, hinges, door closers, floor springs, panic bolts, handles casement stays, door safety devices etc.			✓			✓
3.10	Replacement Roller shutters to window and external doors		✓			✓	
3.11	Repair Roller shutters to window and external doors			✓			✓
3.12	Secondary glazing		✓			✓	
3.13	Window guard, steel sheet coverings to doors			✓			✓
3.14	Windows, doors and frames including mastic joints – repairs			✓			✓
3.14	Windows, doors, and frames including mastic joints – individual replacement		✓			✓	
3.15	Windows, doors, and frames including mastic joints – replacement of all or substantially all to a building	✓					✓
3.16	Window winding gear (manually or electrically operated)			✓			✓
4	INTERNAL DOORS, PARTITIONS AND WALLS						
4.1	Repair brick, block, studded, chimney breasts and flues (excluding finishes)		✓			✓	
4.2	Replace brick, block, studded, chimney breasts and flues (excluding finishes)		✓			✓	
4.3	Demolition of brick, block, studded, chimney breasts and flues (excluding finishes)		✓			✓	
4.4	Dry rot treatment including irrigation treatment to internal and external walls, re-plastering	✓			✓		
4.5	Repairs frames, architraves, skirting, dados, picture rails etc.			✓			✓
4.6	Substantial repairs frames, architraves, skirting, dados, picture rails etc.		✓			✓	

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		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
4.7	Replacement of frames, architraves, skirting, dados, picture rails etc.		✓			✓	
4.8	Fire screens, glazed partitions, internal windows			✓			✓
4.9	Fire screens etc. – upgrading to meet statutory notices		✓			✓	
4.10	Repair of Fire shutters (apart from kitchens)	✓			✓		
4.11	Replace of Fire shutters (apart from kitchens)	✓			✓		
4.12	Repair of Fire stops, cavity barriers and fire curtains	✓			✓		
4.13	Replace of Fire stops, cavity barriers and fire curtains	✓			✓		
4.14	Glazing see above*			✓			✓
4.15	Glass upgrading and safety film		✓			✓	
4.16	Internal doors, hinges, floor springs, door closures, locks, bolts, handles, door safety			✓			✓
4.17	Sliding/folding screens			✓		✓	
4.18	Steel sheet coverings to doors (secure stores)		✓			✓	
4.19	Toilet cubicles, shower cubicles, screens		✓			✓	
4.20	Minor alterations to partitions			✓			✓
5	ROOFS						
5.1	Asbestos cement roof cladding – repairs (without removing asbestos sheets)	✓			✓		
5.1.1	Removal of Asbestos sheets	✓			✓		
5.2	Asbestos cement roof cladding – replacement	✓			✓		
5.3	Covered links, veranda's, porches etc. if school have paid for them - rebuild or substantial repair	✓					✓
5.4	Covered links, veranda's, porches etc. if school have paid for them – repairs			✓			✓
5.5	Covered links, veranda's, porches etc. if built as part of the school - rebuild or substantial repair		✓			✓	
5.6	Covered links, veranda's, porches etc. if built as part of the school - rebuild or substantial repair		✓			✓	
5.7	Eaves, fascia's, soffit and barge boarding – repair or replacements		✓			✓	
5.8	Eaves, fascia's, soffit and barge boarding – replacement of all or substantially all to an existing roof/building	✓			✓		
5.9	Repair or replace of flashing, valley gutters or verge fillets			✓			✓
5.10	Flat roof finishes – repair leaks			✓			✓

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5.11	Flat roof finishes – replacement (to include improving insulation standards)		✓				✓
5.12	Flat roof structure, metal deck and trusses – treat areas of rusted metal deck		✓				✓
5.13	Flat roof structure, reinforced concrete deck, beams – make good areas of spalling concrete where reinforcement exposed	✓					✓
5.14	Flat roof structure, reinforced concrete deck, metal deck and trusses, beams – replacement of all substantially all to an existing roof/building	✓					✓
5.15	Flat roof structure, timber joists and deck (e.g. plywood, wood-wool slab or composite board) repair		✓				✓
5.16	Flat roof structure, timber joists and deck (e.g. plywood, wood-wool slab or composite board) replacement		✓				✓
5.17	Asbestos insulation boards – specialist removal/ replacement of damaged/ disturbed asbestos based materials, planned or emergency	✓			✓		
5.18	Fire stops and barriers	✓				✓	
5.19	Rainwater gutters and downpipes cleaning out and repairs			✓			✓
5.20	Rainwater gutters and down pipes– replacement		✓			✓	
5.21	Rainwater gutters and down pipes replacement of all or substantially all to a building	✓				✓	
5.22	Pitched roof finishes (e.g. slate, tile etc.) repair missing or broken slates/tiles			✓			✓
5.23	Pitched roof finishes (e.g. slate, tile etc.) replacement of all or substantially all to a roof/building	✓					✓
5.24	Pitched roof structure, rafters, trussed rafters, purlins (but not trusses) – repair or replacement of parts of an existing structure		✓				✓
5.25	Pitched roof structure, rafters, trussed rafters, purlins (but not trusses) – replacement of all or substantial part of an existing structure	✓					✓
5.26	Pitched roof structure, steel portal frame, purlins	✓					✓
5.27	Rainwater outlets set in flat roofs, clean out and repair			✓			✓
5.28	Rainwater outlets set in flat roofs – individual replacement		✓			✓	
5.29	Rainwater outlets set in flat roofs – replacement of all or substantially all	✓				✓	

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5.30	Reflective paint, white stone chippings (i.e. on roof) replacement of all or substantially all		✓				✓
5.31	Ridges, ridge ventilators, soffit ventilators, verges, slate or tile ventilators – repair or replace		✓				✓
5.32	Ridges, ridge ventilators, soffit ventilators, verges, slate or tile ventilators – replacement of all or substantially all to roof	✓					✓
5.33	Roof cladding (e.g. profiled steel sheets, fibre cement sheets, composite roof sheets) – repair or replacement of sheets		✓				✓
5.35	Roof cladding (e.g. profiled steel sheets, fibre cement sheets, composite roof sheets) – replacement of all substantially all to a roof/building	✓					✓
5.36	Roof edge trim, fascia's – repair or replacement of individual lengths		✓				✓
5.37	Roof edge trim, fascia's – replacement of all or substantially all to a roof/building	✓					✓
5.38	Roof screeds, insulation (to flat or pitched roofs) – repair or part replacement on an existing roof		✓				✓
5.39	Roof screeds, insulation (to flat or pitched roofs) – replacement of all or substantially all to a roof/building	✓					✓
5.40	Roof lights – glazing only			✓			✓
5.41	Roof lights (excluding glazing) – repair or replacement of individual roof lights		✓				✓
5.42	Roof lights – replacement of all/substantially all on existing roof	✓					✓
5.43	Snow and gutter boards		✓			✓	
5.44	Tank housings (including kitchen)		✓				✓
5.45	Trusses (not trussed rafters)	✓					✓
6	FLOORS AND STAIRCASES						
6.1	Fire escapes staircases (external not enclosed) – repair	✓				✓	
6.2	Fire escapes staircases (external not enclosed) - replacement	✓				✓	
6.3	Staircases, handrails and balustrades – repair change to school			✓			✓
6.4	Staircases, handrails and balustrades - replacement	✓					✓
6.5	Suspended floors (structure) – repair or replacement of (i.e. joists and floor boards or individual beams)		✓			✓	
6.6	Suspended floors (structure) – replacement of all or substantially all of structure	✓			✓		
6.7	Floor Screeds - repair		✓			✓	
6.8	Floor screeds – substantial replacement to floors	✓			✓		

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7	SUSPENDED CEILINGS						
7.1	Asbestos insulating boards – Inspection/air testing, applying sealant coats to asbestos surfaces for protection	✓			✓		
7.2	Insulation		✓			✓	
7.3	Structure (i.e. grid, suspension system and tiles etc..) repairs		✓				✓
7.4	Structure (i.e. grid, suspension system and tiles etc..) substantial renewal	✓				✓	
8	INTERNAL FINISHES FLOORS						
8.1	Flooring bonded to screed including tiles/carpets (non asbestos)			✓		✓	
8.2	Removal of asbestos tile and bonding	✓			✓		
8.3	Door mats, loose and fitted carpets, carpet tiles			✓		✓	
8.4	Mat wells, nosings, cover and expansion strips			✓		✓	
8.5	Woodstrip, wood block, Granwood block, quarry or ceramic tiles including screed bed, grano/terrazzo – repair floors		✓			✓	
8.6	Woodstrip, wood block, Granwood block, quarry or ceramic tiles including screed bed, grano/terrazzo – substantial replacement	✓			✓		
9	INTERNAL FINISHES – WALLS						
9.1	Plaster, dry lining, artex, covings etc.			✓		✓	
9.2	Skirting's, dado rails			✓		✓	
9.3	Wall tiles, terrazzo etc.			✓		✓	
9.4	Wood strip panelling		✓			✓	
10	INTERNAL FINISHES – NON SUSPENDED CEILINGS						
10.1	Asbestolux	✓			✓		
10.2	Fibreboard, supalux etc.			✓		✓	
10.3	Hardwood or softwood strip panelling			✓		✓	
10.4	Plaster or plasterboard			✓		✓	
10.5	Upgrading of fire rating	✓			✓		
10.6	removal of artex ceilings	✓			✓		
10.7	Finish to ceilings (e.g. acoustic tile, plasterboard) including access panel	✓			✓		
11	ELECTRICAL INSTALLATIONS						
11.1	Enabling work for cabling for IT networking (Council funded)	✓			✓		
11.2	Class change systems repair			✓			✓

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11.3	Substantial Repair of Class change systems (if installed through CL)		✓			✓	
11.4	Drama and stage lighting (for school purposes)			✓			✓
	Installation of Drama and stage lighting		✓			✓	
11.5	Drama and stage lighting (for school purposes only) - inspection and testing (statutory)	✓			✓		
11.6	Earth bonding to meet regulations following repair or inspection		✓			✓	
11.7	Earth bonding to meet regulations following repair or inspection – substantial repairs (other than work not done in accordance with guidelines)	✓			✓		
11.8	Minor electrical work to mobile classroom (LA owned)		✓			✓	
11.9	Electrical installation – replacement of substantial element of obsolete or dangerous installation	✓			✓		
11.10	Emergency lighting repair/replace			✓			✓
11.11	Emergency lighting - substantial replacement	✓			✓		
11.12	External lighting fixed to external walls (limited installation up to 5 lights)			✓			✓
11.13	Extractor fans, in external walls or on roof (excluding kitchen)		✓			✓	
11.14	Extractor fans – internal			✓			✓
11.15	Fire alarms system (including panels, break glass, smoke detectors etc..) –repairs and replacement of parts (excluding main panel)			✓			✓
11.16	Fire alarm systems – monitoring (excluding service provider charges), inspection and service		✓	✓		✓	✓
11.17	Fire alarm systems – total replacement of system or replacement of main panel	✓			✓		
11.18	Fuses, M.C.B's, R.C.D's final distribution of power and lighting circuits including switches – , repairs and replacement			✓			✓
11.19	Internal lighting, light fittings – repairs and maintenance, replacement			✓			✓
11.20	Internal lighting, light fittings – substantial replacement	✓			✓		
11.21	Light fittings – cleaning, replacement of starters, diffusers, lamps and shades			✓			✓
11.22	Lightning conductors – repairs/replacement		✓			✓	
11.23	Lightning conductors – inspection and testing	✓			✓		
11.24	Main switchgear including distribution boards – replacement	✓			✓		
11.25	Main switchgear including distribution boards – repair		✓			✓	
11.26	Portable electrical appliances – annual testing and repairs/replacement of			✓			✓

Section	Description of Works	Community Schools			Faith/Foundation Schools		
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11.25	Repair/replacement of Portable fans			✓			✓
11.26	Power points and sockets including low voltage – repairs and replacement			✓			✓
11.27	Power sockets on wall benches and computer worktops			✓			✓
11.28	Public address and sound amplification systems repair			✓			✓
11.29	Public address and sound amplification systems if installed by CL substantial replacement		✓			✓	
11.30	Radio/TV aerials cabling and sockets			✓			✓
11.31	Remedial works – repair/replacement following electrical inspections/testing			✓			✓
11.32	Sub-mains, sections boards, three phase switch gear including distribution boards – repair/replacement	✓			✓		
11.33	Switchgear from incoming substation to electrical switchgear – repair/replace/maintain	✓			✓		
11.34	Telephone installation and associated trunking			✓			✓
11.35	Water heaters (electrical) – repairs			✓			✓
11.36	Water heaters (electrical) – replacement		✓			✓	
12	PHOTO VOLTAIC (PV)						
12.1	Renewable Energy/systems						
12.2	Photo Voltaic(PV) system Maintenance			✓			✓
12.3	Photo Voltaic(PV) system Repair			✓			✓
12.4	Photo Voltaic(PV) system inverter Replacement	50%		50%	50%		50%
12.5	Photo Voltaic(PV) system panel replacement up to 6			✓			✓
12.6	Photo Voltaic(PV) system panel replacement over 6		✓			✓	
12.7	Photo Voltaic(PV) system Substantial Replacement	✓			✓		
12.8	Solar Hot water system maintenance			✓			✓
12.9	Solar Hot water system Substantial Replacement	✓			✓		
12.10	Biomass Boiler repair/maintenance			✓			✓
12.11	Biomass Boiler new installation	✓			✓		
12.12	Biomass Boiler substantial replacement/repair		✓			✓	
12.13	Ground/Air source heat pump new installation	✓			✓		
12.14	Ground/Air source heat pump Repair/Maintenance			✓			✓
12.15	Ground/Air source heat pump substantial replacement/repair		✓			✓	

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13	MECHANICAL SERVICES INCLUDING HEATING						
13.1	Asbestos based heating and D.H.W installation lagging – replacement, testing or monitoring	✓			✓		
13.2	Monthly domestic hot water statutory testing (legionella's)	✓			✓		
13.3	Fixed electric or gas heaters – replacement		✓			✓	
13.4	Freestanding flues non asbestos – repairs		✓			✓	
13.5	Freestanding flues asbestos – removal	✓			✓		
13.6	Freestanding flues – inspection and substantial replacement non asbestos		✓			✓	
13.7	Freestanding flues – inspection and substantial replacement asbestos	✓				✓	
13.8	Heat emitters (radiators, natural and fan convectors etc..) filters of single thermostats, controls and motors – cleaning, repairs and replacement			✓			✓
13.9	Heat emitters – substantial replacement	✓			✓		
13.10	Combined heat and power units – replacement	✓			✓		
13.11	Combined heat and power units maintenance/repairs			✓			✓
13.12	Heating boilers, direct gas fired hot water boilers, burners, plate heat exchangers, pumps and flues – repairs and maintenance including replacing pumps		✓			✓	
13.13	Heating pipework including valves, isolation valves, insulation and automatic air vents – repair/replacement of single units			✓			✓
13.14	Heating pipework including valves, isolation valves, insulation and automatic air vents – substantial replacement	✓			✓		
13.15	Laboratory equipment taps, valves, heat treatment equipment – repairs/replacement			✓			✓
13.16	Gas pipework, distribution valves – repairs and maintenance		✓			✓	
13.17	Pressure vessels – testing and repair statutory			✓			✓
13.18	Pressure vessels – renewal	✓			✓		
13.19	Protective guards to controls and flue outlets – repair and maintenance			✓			✓
13.20	Repairs following statutory inspection and servicing of all mechanical and Electrical services			✓			✓
13.21	Automatic gas isolation and gas detection equipment servicing	✓			✓		
13.22	Repairs following statutory gas safety tests			✓			✓
13.23	Thermostatic radiator valves, motorised valves – repairs/replacement			✓			✓
13.24	Hydrotherapy pools – service and inspection	✓			✓		
13.25	Hydrotherapy pools – equipment repair and renewal		✓			✓	

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14	VENTILATION						
14.1	Air handling units – replacement	✓			✓		
14.2	Air handling units (mechanical, electrical services and controls) repairs and maintenance		✓			✓	
14.3	Fan speed controllers – repair and replacement		✓			✓	
14.4	Induced draft and extract fans – repair/replacement and cleaning		✓			✓	
14.5	Ventilation grilles, ductwork and canopies (excluding kitchens) cleaning		✓			✓	
14.6	Ventilation grilles, ductwork and canopies (excluding kitchens) – repair/replacement	✓			✓		
14.7	Ventilation fans and ducting for dust and fume extraction – repairs, replacement and cleaning			✓			✓
14.8	Dust and extract systems – inspection statutory	✓			✓		
14.9	Air conditioning – repairs and maintenance			✓ x			✓
14.10	Air conditioning – replacement if installed by CL	✓			✓		
14.11	Air conditioning – service and inspection Statutory			✓			✓
15	HEATING AND VENTILATION – CONTROLS						
15.1	Building energy management systems – remote monitoring and remote adjustments (where they exist)	✓			✓		
15.2	Heating controls/Sensors/Actuator etc.. – repair/replacement and calibration			✓			✓
15.3	Heating control systems – full replacement	✓			✓		
15.4	Energy saving measures/projects assessed on an individual basis			✓			✓
15.5	Monitoring of energy use – oil fuel, water, electric and gas consumptions excluding on site readings	✓			✓		
15.6	Time controllers, optimisers and weather compensators – repair/replacement and adjustment of individual items			✓			✓
16	BUILDING FITTINGS AND EQUIPMENT						
16.1	Fire extinguishers, blankets etc.. – repair, recharge and replacement		✓			✓	
16.2	Fire extinguishers, blankets etc.. – annual servicing and inspection statutory	✓			✓		
16.3	Hose reels – repair and replacement	✓			✓		
16.4	Hose reels – annual servicing and inspection	✓			✓		

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16.5	Fixed fume cupboards and associated extract flues – statutory inspection and repair			✓			✓
16.6	Fixed fume cupboards and associated flues – initial inspection complete replacement	✓			✓		
16.7	Fixed and portable stages – repair and replacement			✓			✓
17	SANITARY FITTINGS, APPLIANCES, LABORATORY FITTINGS (including connections to services and wastes together with all above ground drainage)						
17.1	All sanitary appliances, wc pans and cisterns, urinals, sinks, basins, shower trays, inc cubicles, cleaning, caretaker's sink and sink units			✓			✓
17.2	Drinking fountain Repairs/Renewal			✓			✓
17.3	Incinerators		✓			✓	
17.4	Laboratory and classroom/workshop sinks repairs and replacement			✓			✓
18	GAS AND WATER SERVICES						
18.1	Gas services and connections to equipment – repair or replacement (to include repairing gas leaks)		✓			✓	
18.2	Hot and cold water services and connections to sanitary fittings (from incoming stop valve including services between buildings)			✓			✓
18.3	Isolating valves, regulating valves etc..			✓			✓
18.4	Thermostatic mixing valves – repairs/renewals			✓			✓
18.5	Thermostatic mixing valves – servicing/cleaning	✓			✓		
18.6	Water risk assessments (control of legionella)	✓			✓		
18.7	Repair following legionella inspection			✓			✓
18.8	Water sprinkler system Repairs (i.e. fire)	✓		✓	✓		✓
18.9	Water storage tanks – cleaning and disinfection	✓			✓		
18.10	Water storage tanks and calorifiers – repairs including replacement of ball valves		✓			✓	
18.11	Water storage tanks and calorifiers - replacement	✓			✓		
19	EXTERNAL REPAINTING/INTERNAL REDECORATION						
19.1	External repainting complete including fences and outbuildings Should not be here			✓			✓
19.2	Internal repainting including varnishing, sprayed finishes, fire retardant coatings Should not be here			✓			✓
19.3	Murals painted insignia and other art work, playground markings Should not be here			✓			✓

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		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
19.4	Wallpapering or other applied finishes Should not be here			✓			✓
20	DRAINAGE FROM SCHOOL BUILDINGS						
20.1	Clearing blockages, cleaning channels and grease traps, emptying and cleansing septic tanks			✓			✓
20.2	Drainage pipes – clearing blockages, cleaning or jetting			✓			✓
20.3	Drainage pipes – repairs including replacement of collapsed or fractured		✓			✓	
20.4	Drainage pipes – substantial replacement	✓			✓		
20.5	Manhole covers and frames, gulley's and grids, grease traps, internal floor gratings, channels, rodding eyes - repair		✓			✓	
20.6	Manhole covers and frames, gulley's and grids, grease traps, internal floor gratings, channels, rodding eyes – replacement		✓			✓	
20.7	Manholes and inspection chambers – repair including repointing works and renewing benching	✓			✓		
20.8	Manholes and inspection chambers – replacement	✓			✓		
20.9	Sewage pumps – cleaning blockage or repair due to blockage			✓			✓
20.10	Sewage pumps – replacement	✓			✓		
21	ENGINEERING SERVICES – MAINS SUPPLY (from point of entry into School Buildings and between buildings)						
21.1	Electric	✓			✓		
21.2	Gas	✓			✓		
21.3	Water	✓			✓		
22	OTHER BUILDINGS						
22.1	Demountable classrooms, fuel stores, external toilets		✓			✓	
22.2	School house	✓			✓		
22.3	Greenhouses, potting sheds, garages, buildings erected by the school			✓			✓
22.4	Swimming pool (LA provided) – hygiene, cleansing, cleaning, maintenance and repairs (internal and external)	✓			✓		
23	SCHOOL MEALS KITCHENS AND DINING HALLS						

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		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
23.1	Kitchen (including stores, toilet accommodation) maintaining kitchen to LA requirements including cleaning and drainage systems, internal redecoration, repairs to internal finishes, repairs or replacement of sanitary fittings	✓			✓		
23.2	Kitchen cleaning of grease traps and associated drainage	✓			✓		
23.3	Kitchens (including stores, toilet accommodation) – external repairs and repainting	✓			✓		
23.4	Kitchen refurbishment/enhancement works to meet legislation and food safety requirements (e.g. provision of additional ventilation, formation of ante-spaces and changing areas, decoration)	✓			✓		
23.5	Extract ventilation and ductwork, filters, canopies fans, motors etc. repairs and maintenance	✓			✓		
23.6	Extract ventilation and ductwork, filters, canopies fans, motors etc. – substantial replacement	✓			✓		
23.7	Dining halls – internal and external repairs including redecoration	✓			✓		
24	SCHOOL SITES						
24.1	Access roads, bus parking and turning areas, car parks, paths and paved areas including kerbs, sleeping policemen and retaining walls there to repairs within school buildings			✓			✓
24.2	Access roads, bus parking an turning areas, car parks, paths and paved areas including kerbs, sleeping policemen and retaining walls thereto – substantial repairs/replacement within school boundary	✓			✓		
24.3	Boundary walls, perimeter fencing and gates and retaining walls – there to – repairs			✓			✓
24.4	Boundary walls, perimeter fencing and gates and retaining walls thereto – substantial repairs/replacement	✓			✓		
24.5	Demolition and site clearance of large structures (removal of mobile classrooms) including making good of ground finish	✓			✓		
24.6	Demolition and site clearance of small structures (small outbuildings, sheds, incinerators etc..) including making good of ground finish		✓			✓	
24.7	Fire hydrants – maintenance and servicing statutory	✓			✓		
24.8	Free standing/ fixed safety railings		✓			✓	
24.9	Gas meter chambers and utility housings		✓			✓	
24.10	Kitchen yards, bin areas, screen walls and fences		✓			✓	

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24.11	Nursery play area fencing and gates – repairs/replacement		✓			✓	
24.12	Nursery play area fencing and gates – substantial replacement	✓			✓		
24.13	Playground and play court fencing – repairs and replacement		✓			✓	
24.14	Playground and play court fencing – substantial replacement	✓			✓		
24.15	Playground and play court markings for games			✓			✓
24.16	Playgrounds – complete resurfacing	✓			✓		
24.17	Playgrounds and play courts – repairs			✓			✓
24.18	Playgrounds and play courts –sweeping of surface to removal gravel			✓			✓
24.19	Pointing to boundary walls, retaining walls etc.			✓			✓
24.20	Pointing to boundary walls, retaining walls etc. substantial areas	✓			✓		
24.21	Steps and ramps to access buildings – maintenance		✓			✓	
24.22	Steps and ramps within site – replacement		✓			✓	
24.23	Site lighting columns and lanterns – access roads, car parks – inspection and substantial renewal		✓			✓	
24.24	Site lighting columns and lanterns – access roads, car parks – re-lamping and repairs		✓			✓	
24.25	Sports field floodlighting – inspection only	✓			✓		
24.26	Sports field floodlighting – repair and renewal		✓			✓	
24.27	Underground ducts and duct covers for services between school buildings – repair/maintenance/replacement	✓			✓		
25	SITE FITMENTS						
25.1	Cycle sheds, racks and blocks			✓			✓
25.2	Free standing drinking fountains			✓			✓
25.3	Free-standing flag poles			✓			✓
25.4	Free standing lighting standards – statutory inspection	✓			✓		
25.5	Free-standing lighting standards – repair and replacement		✓			✓	
25.6	Free standing school name board and directional signing			✓			✓
25.7	Sculptures, fountains and other site features			✓			✓
26	DRAINAGE SCHOOL SITE						
26.1	Ground and surface water pumps and chambers – cleaning, emptying and repairs			✓			✓
26.2	Ground and surface water pumps and chambers – replacement and servicing		✓			✓	

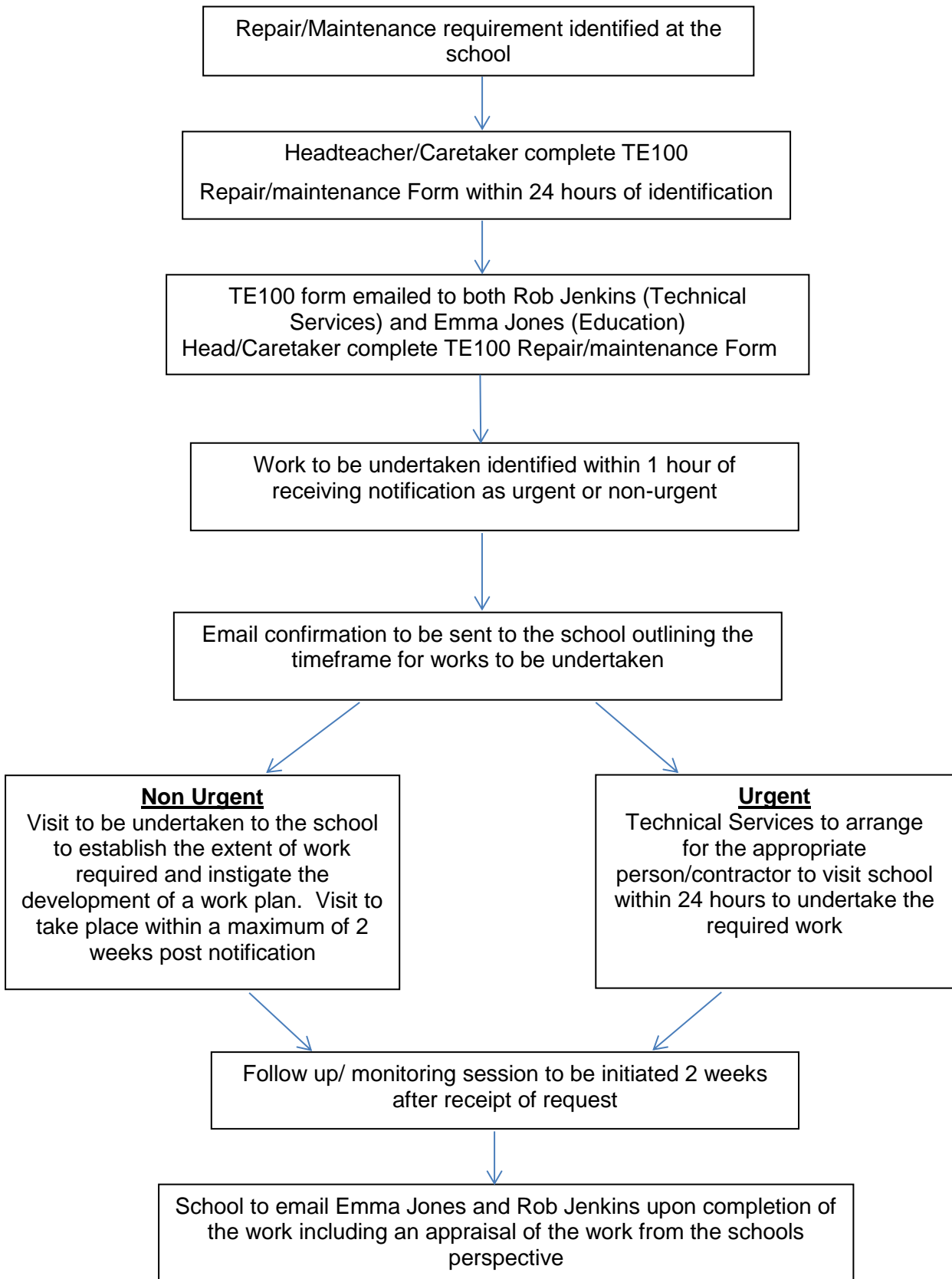
Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
26.3	Sewage pumps and pump chambers – cleaning emptying and repairs and servicing			✓			✓
26.4	Sewage pumps and pump chambers – replacement	✓			✓		
26.5	Surface water drains – cleaning blockages minor repairs			✓			✓
26.6	Surface water manhole covers and frames, gully's and grids, rodding eyes		✓			✓	
26.7	Surface water manhole and inspection chambers – repair including repointing works and renewing benching		✓			✓	
26.8	Surface water manholes and inspection chambers – replacement	✓			✓		
26.9	Surface water drainage pipes – clearing blockages, cleansing or jetting			✓			✓
26.10	Surface water drainage pipes – including replacement of collapsed or fractured pipes			✓			✓
26.11	Surface water drainage pipes – substantial replacement	✓			✓		
27	SECURITY MEASURES						
27.1	Entry phones, door access systems			✓			✓
27.2	Intruder alarm systems – repairs, servicing and monitoring			✓			✓
27.3	Intruder alarm systems (LA provided)servicing and monitoring			✓			✓
27.4	Security fencing (around school buildings not site)repair			✓			✓
27.5	Security gates and grills to entrances and exits attached to school buildings including windows			✓			✓
27.6	Intruder alarm replacement		✓			✓	
27.7	Security lighting – free-standing			✓			✓
27.8	Security fencing substantial replacement	✓			✓		
27.9	Security lighting – fixed to buildings			✓			✓
27.10	Security locks (internal and external windows and doors)			✓			✓
27.11	Video surveillance system/CCTV repair and maintenance			✓			✓
28	MISCELLANEOUS						
28.1	Asbestos removal – inspection/air testing, applying sealant coats to asbestos surfaces for protection	✓			✓		
28.2	Asbestos removal – specialist removal/replacement of damaged/disturbed asbestos based materials, planned or emergency	✓			✓		
28.3	Lift, stair lifts, passenger lifts and hoists – inspection and renewal	✓			✓		

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
28.4	Lifts, stair lifts, passenger lifts and hoists – repairs		✓			✓	
28.5	Bell/clock towers		✓			✓	
28.6	Rodent and insect infestation measures			✓			✓
28.7	Works arising as a result of changes in legislation	✓			✓		

Statutory Test	Corporate Landlord	School
Water Hygiene/Legionella	X	
Fire Alarms		X
Emergency Lighting		X
Lifts	X	
Evacuation Chairs	X	
Portable Fire Fighting Equipment	X	
Gas Boilers		X
Mansafe Systems	X	
Rollershutter Doors	X	
Portable Appliance Testing (PAT)		X
Automatic Doors	X	
Intruder Alarms		X
F Gas Testing		X
Lighting Protection	X	
Safety Glazing	X	
Thermostatic Mixing Valves	X	
Pool Sampling	X	
Sprinkler Systems	X	
Gas Fired Appliances		X
Dry Riser Systems	X	
Asbestos Management costs	X	
Drama/Stage Lighting	X	
Chimney Inspections	X	
Fume Cupboards		X
Gas Suppression Systems	X	
Pressurisation Units		X
Fire Dampers	X	
Periodic Electrical Inspection (not Annual)	25%	75%

Catering Responsibilities	Signed into Catering SLA		Not signed into Catering SLA	
	Corporate Landlord	School	Corporate Landlord	School
For replacement or repair of all catering equipment and Elec, Mechanical and Waste Services up to £750		X		x
For replacement or repair of all catering equipment and Electrical, Mechanical and Waste Services Between £751 and £1500	50%	50%		x
For replacement of all catering equipment and Electrical, Mechanical and Waste Services over £1500	X			x
Gas statutory safety testing for kitchen	X			x
Statutory Canopy cleans for kitchen		X		x
For all repairs after or during Statutory Testing		X		x
For reactive repairs to Catering Equipment or kitchen envelope		X		x
Repairs to electricity supply within kitchen up to kitchen equipment	X			x
Repairs to Gas supply within kitchen up to kitchen equipment	X			x
Full kitchen refurbishment	X			x
Decoration to any part of kitchen including toilet area	X			x
Full Redecoration to kitchen	X			x
Repairs to kitchen canopy including new filters	X			x
Renewal or installation of Kitchen Canopy	X			x
Repairs to cashless system	X			x
Renewal of Cashless System	X			x

Process Chart for Schools for notifying Technical Services and Education Department of repairs/maintenance required at school



TE100 REPAIR/MAINTENANCE REPORT FORM

Section A: To be completed by the Head or Caretaker

Name of School:	
Name:	
Position held:	
Date Reported:	
Description of repair/maintenance required:	
Location or repair/maintenance:	

TE100 REPAIR/MAINTENANCE REPORT FORM

Section B: To be completed by Technical Services

Urgent:	Non Urgent:
Action:	Action:
Proceed: Yes/No	Proceed: Yes/No
Contractor/Maintenance Officer contacted:	Contractor/Maintenance Officer contacted:
Estimate of Costs:	Estimate of Costs:
Costs to be paid from CL / S / S*	Costs to be paid from CL / S / S*
Timeframe for works to be completed:	Timeframe for works to be completed:
Date of Completion:	Date of Completion:
Signed Off by:	Signed Off by:

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Education Summer Project Overview (Community Services)

Abertillery Learning Community – Secondary Campus

- science lab refurbishment (upgrade for autumn term until refurb in October) (AS) - **Completed**
- decoration of dining hall - **Completed**

All Saints Primary School

- paving around school replaced with tarmac - **Completed**

Beaufort Hill Primary School

- kitchen refurbishment - **Completed**
- new ceiling & lights to hall, including decoration - **Completed**

Bryn Bach Primary School

- play area cleared and artificial grass laid – **Completed**
- re-turf banking - **Completed**
- access ramp to classroom - **Completed**
- higher fencing to be installed (safe guarding issue) - **Completed**

Brynmawr Foundation School

- 7 classroom refurbishments - **Completed**
- new ceiling, lighting and decoration of girl's gym - **Completed**

Brynmawr R.C. Primary School

- meetings re: extension. BG are undertaking the initial design work, prior to seeking cost estimates and obtaining planning. The project will commence in the 2021/22 financial year - Ongoing

Coed y Garn Primary School

- 2 classrooms to have new carpets - **Completed**

Cwm Primary School

- new flooring to foundation phase - **Completed**
- external gate lock and intercom - **Completed**

Deighton Primary School

- classroom upgrade - **Completed**
- ramp to canopy - **Completed**

Georgetown Primary School

- re-decoration of 3 classrooms - **Completed**

Glanhowy Primary School

- painting of railings to school perimeter – To be completed by 20th September

Ebbw Fawr Primary School

- convert classroom into staffroom - **Completed**

Ebbw Fawr Secondary School

- replace damaged ceiling in main hall - **Completed**

Pen y Cwm Special School

- convert 1 room into 2 classrooms, hygiene room and toilets - **Completed**
- works in EFLC * additional late work requests - **Completed**
- 2 rooms into 1 - **Completed**
- doorway created between 2no rooms upstairs and decorate - **Completed**
- external works, fencing & tarmac – **Completed**
- removal of heavy duty outdoor gym equipment and making good flooring- **Completed**

Rhos y Fedwen Primary School

- resurfacing of play yard during the autumn-term
- redecoration of classroom- **Completed**

St Illtyd's Primary School

- new carpet in 3 classrooms - **Completed**

Thomas Richards Centre School

- new flooring to dining area - **Completed**

Tredegar Comprehensive School

- I.T. & 8 classroom refurbishments (SH) - **Completed**
- new kitchen roof - out to tender for implementation within the next academic session

All works required to satisfy H&S in regards to the SWFRS report in schools - **Completed**

Appendix 5 – Overall Building Condition and Suitability Ratings

	A	B	B/C	C	D
Primary (19 Schools – 19 buildings)					
Condition	0	11	0	7	1
Suitability	3	7	9	0	0
Secondary (2 schools – 2 buildings)					
Condition	0	1	0	1	0
Suitability		1	0	1	0
Middle (2 schools - 6 buildings)					
Condition	4	1	0	1	0
Suitability	4	1	0	1	0
Special (2 schools- 4 buildings)					
Condition	1	1	0	2	0
Suitability	1	2	0	1	0

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Jan-21

School	2020/2021 capacity	actual NOR Jan 2021 (exc. SEN)	% surplus places as at Jan 2021	2021/22 capacity	Jan 2022	2022/23 Capacity	Jan 2023	Jan 2024	Jan 2025	Jan 2026	Jan 2027	Jan 2028	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026	Jan 2027	Jan 2028
SECONDARY SCHOOLS																			
Abertillery Learning Community, Secondary Campus	750	672	10	750	722	750	743	754	767	776	736	720	4	1	-1	-2	-3	2	4
Brynmawr Foundation School	755	636	16	755	633	755	614	638	625	649	657	642	16	19	15	17	14	13	15
Ebbw Fawr Learning Community Secondary Phase	1191	944	21	1191	992	1191	1024	1006	1007	1000	964	943	17	14	16	15	16	19	21
Tredegar Comprehensive	758	692	9	770	746	760	714	719	736	752	735	771	3	6	5	3	1	3	-1
TOTALS	3454	2944	15	3466	3093	3456	3095	3117	3135	3177	3092	3076	11	10	10	9	8	11	11

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Agenda Item 11

Executive Committee and Council only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **Education and Learning Scrutiny Committee**
Date of meeting: **30th November 2021**
Report Subject: **Forward Work Programme: 1st February 2022**
Portfolio Holder: **Cllr Joanne Collins, Executive Member Education**
Report Submitted by: **Cllr Haydn Trollope, Chair of the Education and Learning Scrutiny Committee**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
x	x	19.11.21			30.11.21			

1. **Purpose of the Report**
 - 1.1 To present to Members the Education and Learning Scrutiny Committee Forward Work Programme for the Meeting on 1st February 2022 for discussion and agreement.

2. **Scope and Background**
 - 2.1 The Scrutiny Work Programmes are key aspects of the Council's planning and governance arrangements and support the requirements of the Constitution.
 - 2.2 The topics set out in the Forward Work Programme link to the strategic work of the Council as identified by the Council's revised Corporate Plan, corporate documents and supporting business plans.
 - 2.3 Effective work programmes are essential to ensure that the work of scrutiny makes a positive impact upon the Council's delivery of services.
 - 2.4 The Committee's Forward Work Programme was agreed in June 2021, recognising the fluidity of the document to enable the Committee to respond to urgent and emerging issues, and included timescales when reports will be considered by the Committee. The work programme is managed and implemented by the Scrutiny and Democratic Officer under the direction of the Chair and Committee.
 - 2.5 The forward work programme for the forthcoming meeting will be presented to Committee on a 6 weekly cycle in order that Members can consider the programme of work; request information is included within the reports, as appropriate and / or make amendments to the work programme.

3. **Options for Recommendation**
 - 3.1 **Option 1:** The Scrutiny Committee consider the Forward Work Programme for the meeting 1st February 2022, and
 - Make any amendments to the topics scheduled for the meetings;

- Suggest any additional invitees that the committee requires to fully consider the reports; and
- Request any additional information to be included with regards to the topics to be discussed.

3.2 **Option 2:** The Scrutiny Committee agree the Forward Programme for the meeting 1st February 2022, as presented.

Background Documents /Electronic Links

- Appendix 1 – Forward Work Programme – Meeting on 1st February 2022

Education and Learning Scrutiny Committee Forward Work Programme

Date	Scrutiny Topic	Purpose	Lead Officer	Executive / Council
Tuesday 1st February 2022 Deadline: Tuesday 18th January 2022	1. Youth Service Performance	Performance Monitoring Members to scrutinise and monitor the performance and impact of the Youth Service and comparing with the latest Welsh Government benchmarking data.	Joanne Sims	Executive 02.03.22
	2. 21 st Century Schools Programme Bands B progress and education project overview	Performance Monitoring Members to scrutinise progress in line with the 21 st Century Schools Band B programme, along with associated Education projects.	Claire Gardner / Luisa Munro-Morris	Executive 02.03.22
	3. School Admissions Policy for Nursery and Statutory Education Statutory deadline for the policy to be published by 15th April	Pre-Decision Members to consider the draft School Admissions Policy for Nursery and Statutory Education 2023/24, prior to Executive Committee approval.	Claire Gardner	Executive 02.03.22
	4. Education ICT Strategy	Performance Monitoring Members to scrutinise progress in line with the development of the Education ICT Strategy, and associated projects.	Luisa Munro-Morris/ Claire Gardner/SRS	Executive 02.03.22
	5. Recovery and Renewal	Performance Monitoring To ensure that Members are aware of arrangements to support schools and learners to recovery and renewal from the pandemic and to monitor progress.	Luisa Munro-Morris / Claire Gardner / Michelle Jones	Executive 02.03.22
	6. Education Directorate End of Year 2021 report	Performance Monitoring To provide Members with the first annual strategic overview report from the Corporate Director on progress made and key areas for future development.	Lynn Phillips	Executive 02.03.22
INFORMATION ITEM				
	LA Governor Vacancies	Information To provide members with an update on LA governor vacancies	Michelle Jones	

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