

# Pecyn Dogfennau Cyhoeddus

## Cabinet

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Man Cyfarfod  
**Siambwr y Cyngor - Neuadd y Sir,  
Llandrindod, Powys**

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Dyddiad y Cyfarfod  
**Dydd Mawrth, 10 Tachwedd 2020**

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Amser y Cyfarfod  
**10.00 am**

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I gael rhagor o wybodaeth cysylltwch â  
**Stephen Boyd**  
01597 826374  
steve.boyd@powys.gov.uk



Neuadd Y Sir  
Llandrindod  
Powys  
LD1 5LG

Dyddiad Cyhoeddi

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Mae croeso i'r rhai sy'n cymryd rhan ddefnyddio'r Gymraeg. Os hoffech chi siarad Cymraeg yn y cyfarfod, gofynnwn i chi roi gwybod i ni erbyn hanner dydd ddau ddiwrnod cyn y cyfarfod

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## AGENDA

<b>1.</b>	<b>YMDDIHEURIADAU</b>
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Derbyn ymddiheuriadau am absenoldeb.

<b>2.</b>	<b>DATGANIADAU O FUDD</b>
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Derbyn unrhyw ddatganiadau o fudd gan Aelodau mewn perthynas ag eitemau i'w trafod ar yr agenda.

<b>3.</b>	<b>LLETY DIOGEL I BLANT A PHOBL IFANC AG ANGHENION CYMHLETH YM MHOWYS.</b>
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Ystyried adroddiad gan y Cynghorydd Rachel Powell, Aelod Portffolio – Pobl Ifanc a Diwylliant.

(Tudalennau 1 - 14)

<b>4.</b>	<b>STRATEGAETH A CHYNLLUN GWEITHREDU AR GAMFANTEISIO AR BLANT.</b>
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Ystyried adroddiad gan y Cynghorydd Rachel Powell, Aelod Portffolio – Pobl Ifanc a Diwylliant.

(Tudalennau 15 - 54)

<b>5.</b>	<b>YSGOL BRO HYDDGEN</b>
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Ystyried adroddiad gan y Cynghorydd Phyl Davies, Aelod Portffolio – Addysg ac Eiddo.

(Tudalennau 55 - 132)

**CYNGOR SIR POWYS COUNTY COUNCIL****CABINET****10<sup>th</sup> November 2020**

**REPORT AUTHOR: County Councillor Rachel Powell  
Portfolio Holder for Young People and Culture**

**REPORT TITLE: Safe Accommodation for Children and Young People  
with Complex Needs in Powys**

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**REPORT FOR: Decision**

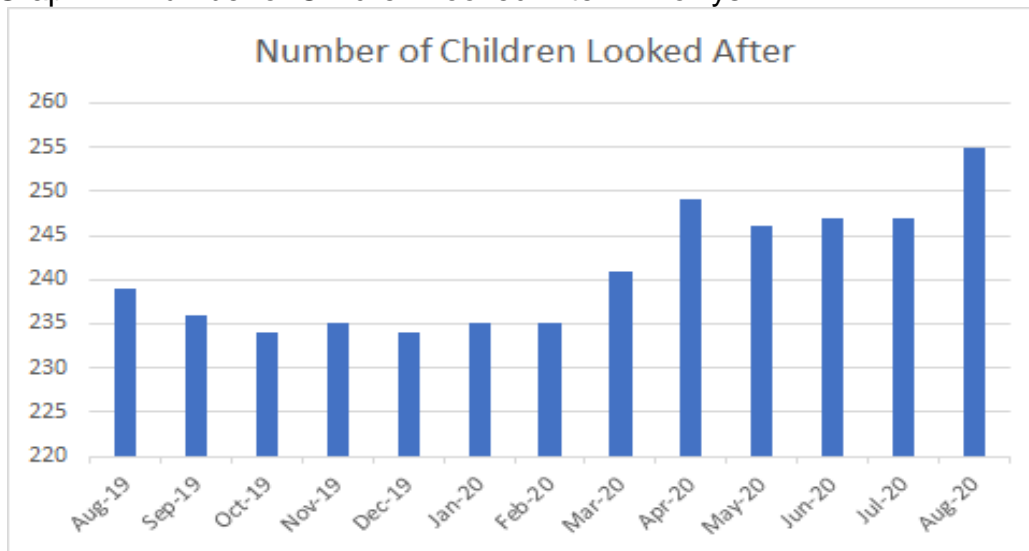
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**1.0 Purpose**

- 1.1** This report is provided to update on the current position regarding the need and funding of safe accommodation for children with complex needs in Powys. It provides detail on the deficit and demand for such provision, options, and resource implications. Safe accommodation for children and young people with complex needs in Powys will provide a multi-agency therapeutic provision to children and young people, their families, and carers at different stages of their journey over a period of time to provide continuity of care and support in county and achieve the best possible outcomes for them.
- 1.2** Powys Children Looked After population is increasing and as at 31<sup>st</sup> August 2020 there were 255 Children Looked After in Powys.
- 1.3** Powys Children's Services have experienced five requests for secure accommodation within the last 12 months. The need for secure accommodation has become necessary partly due to a lack of provision of therapeutic residential placements for children and young people with severe emotional and behavioural needs either in Powys or Wales. Following their period in secure, again there has been insufficient therapeutic residential placements for these children and young people to step-down to. Despite endless searches via the 4Cs Framework, including presentation of children and young people to the 4Cs Independent Provider Meetings and non-Framework providers within Powys, Wales, England and Scotland, options, if any, are limited. This is not a unique problem to Powys but is reflective of the national context and the current difficulty in finding suitable placements and safe accommodation for children looked after with complex needs.
- 1.4** The number of children in placements outside of Powys and outside of Wales is also increasing, with 18 children and young people placed in residential care placements outside of Powys as at 31<sup>st</sup> August 2020. We currently have 9 young people with complex behavioural and emotional needs placed out-of-county. Independent residential homes within Powys were unable to offer a therapeutic placement due to complexity of needs, capacity, matching or lack of solo provision.

**1.5** Welsh Government Capital and Revenue Bids were submitted in Autumn, 2019 following the Regional Partnership Board process and ICF Capital Funding of £225,000 has been made available towards a multi-agency provision. Agreement from the Regional Partnership Board (RPB) and RPB partners is required in order to proceed with the development of multi-agency safe accommodation for children and young people with complex needs in Powys in order to commit to and draw down necessary funding.

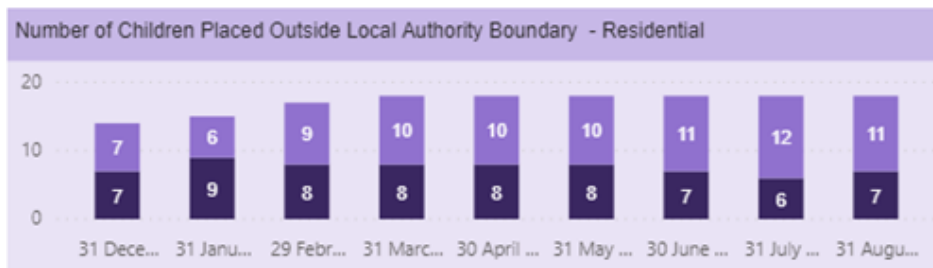
Graph 1 - Number of Children Looked After in Powys.



Graph 2 - Number of Children Looked After (in range of placements i.e. in-house foster care, independent foster carer, residential care, connected person) outside local authority boundary.



Graph 3 – Number of Children Looked After in residential care placed outside local authority boundary.



## 2.0 Background

- 2.1** The Powys Children Looked After Strategic Framework sets out Powys' aspirations, intent, and vision for improving outcomes for Children Looked After. For those children and young people in our care we, as Corporate Parents, need to provide positive parenting and specialist support. In Powys, current demand is greater than supply for quality placements for our Children Looked After. We look to place children and young people in the following priority list, in line with Powys Closer to Home Strategy and in order to meet their needs and achieve better outcomes for our Children Looked After: within their home community (within 30 miles from home); within Powys, out of county in Wales; and out of county, and out of Wales.
- 2.2** Relationships have been strengthened between Children's Commissioning Team and the external care providers in Powys and have improved significantly during the last 12 months, particularly during Covid-19. However, the number of available beds and specialised provision for the needs of our children with complex needs with Powys external providers are limited due to the models of care/statement of purposes and size of these homes.
- 2.3** Children's Services presented a report to Cabinet in January 2020 proposing a new Children's Services model for placements and accommodation and a suite of care homes and semi-independent accommodation in Powys for Powys Children Looked After closer to home. This included the provision of a multi-agency Children's Therapeutic Residential Home as an alternative to secure accommodation for some of our most complex children and young people, as at that time, three children had been placed in secure accommodation in the previous six months, two being in Scotland and one for a child under 13. Whilst the children and young people posed considerable challenges and the risks were high, arguably, had there been suitable alternative accommodation available this would have been a very different experience and would have met the needs of these young people in a more productive means.
- 2.4** As requested by Welsh Government, capital and revenue bids were submitted to Welsh Government via the RPB process to establish and run safe accommodation for children and young people with complex needs within Powys, as an alternative to secure accommodation, and for those children and young people whose needs are so complex that securing alternative provision is either exceptionally challenging or simply not possible. A capital bid was also submitted to the Integrated Care Fund for a mainstream Children's Residential Home.

- 2.5** Bids were submitted via the RPB as the Welsh Government's stated purpose of requiring local authorities and health boards to establish Regional Partnership Boards is to manage and develop services to secure strategic planning and partnership working between local authorities and local health boards and to ensure effective services, care and support are in place to best meet the needs of their respective population.
- 2.6** Until February 2020, the Social Services and Well-being Act and its accompanying Part 9 statutory guidance did not offer a definition of what is meant by 'children with complex needs'. The definition offered by the amended guidance is:
- Children with disabilities and/or illness
  - Children who are care experienced
  - Children who are in need of care and support
  - Children who are at risk of becoming looked after
  - Children with emotional and behavioural needs.
- 2.7** In relation specifically to children with complex needs, the (recently revised) Part 9 statutory guidance of the Social Services and Wellbeing Act (Wales) 2014 states that there should be a focus on both preventative services for children and families, and care and support services for those children and young people that require it. There should be an integrated approach to delivering services for children with complex needs who require them, including transition arrangements from children's to adult services. Children and young people should receive a multi-disciplinary response which wraps around their needs, regardless of whether they have a formal diagnosis (such as a mental health or neurodevelopmental disorder). Too often, children are expected to fit into the boxes of either health or social care services, when an individual's needs rarely do fit neatly into one box or the other.
- 2.8** National Commissioning Board Wales (2018) Guidance for Regional Partnership Boards - Integrated Commissioning of Services for Families, Children and Young People with Complex Needs includes the following understanding of complex needs:
- Complex due to the display of risky, challenging and/or harmful behaviours
  - Complex due to mental ill health
  - Complex due to learning disability and/or autism
  - Complex due to context (e.g. abuse, neglect, growing up with domestic violence, growing up as a refugee/asylum seeker). The circumstances of some young people will become complex because in addition to their original needs they have also become involved in the youth justice system.
- 2.9** In the "No Wrong Door, Bringing Services Together to Meet Children's Needs" report, June 2020, the Commissioner for Wales has encouraged RPBs to consider how they can provide new residential provision for children and young people with the most complex needs who require mental health and social care input in one place.

**2.10** The report is about how children and their families who seek support for a range of needs often find that they have to navigate a very complex system, may fall through gaps where there are no services to meet their needs, or be on a waiting list for a long time only to be told that they were waiting in the wrong queue, or have been knocking on the wrong door all along. The Commissioner and her team believe that services should wrap around families, rather than them having to fit into what is out there, and that help should be provided as early as possible to prevent more serious problems developing.

**2.11** A ‘no wrong door’ approach means that whatever the reasons for a child being in distress, when they ask for help, they should not be told they have come to the wrong place or feel like they have knocked on the ‘wrong door.’

**2.12** Some of the key messages in relation to children with complex needs from the “No Wrong Door” report are as follows.

- In most areas of Wales, children and young people experiencing distress with mental health, emotional wellbeing and behavioural issues are waiting too long to get the help they need, and are being ‘bounced’ between services who cannot agree who is responsible for their care. We want to see services wrap around children and young people and their families, not for them to have to navigate complicated systems. We should respond on the basis of need, not just diagnoses.
- Regions need to move rapidly towards a ‘no wrong door’ approach in responding to children and young people’s emotional wellbeing and mental health needs. This means that they should not keep being told that they are knocking on the wrong door when trying to access help. This could include panel or hub models to provide timely joined-up help, drop-in centres, multi-disciplinary teams, models to make sure fewer children and young people need to go away from home to receive specialist care, or plans for specialist residential care closer to home.
- There have been recent welcome changes to Welsh Government policy, such as earmarking significant funding specifically for children with complex needs, strengthening the duty on regions for children’s participation in their work, and the publishing of a broader definition of children with complex needs so that regions should be working towards providing integrated services for all children in distress.
- Funding and resources need to be seen as ‘whole-region,’ not just as the property of local authorities or the local health board.

**2.13** Recommendation 5 of the “No Wrong Door” report states that the current Welsh Government review of ‘safe accommodation’ must lead to concrete action being taken to develop new residential provision in Wales for children with complex needs upon reporting.

### **3.0 Advice**

- 3.1** The Start Well Board originally considered this proposal in September 2019. The agreed aim is to work to make available in county provision of safe accommodation for children and young people with severe emotional and behavioural needs and reduce the need for secure accommodation. Following a period in secure, again there has been insufficient safe accommodation for these children and young people to step-down to and to identify a specialist therapeutic model and provision within county, to meet the individual needs of children and young people upon their transition. That is, to support children and young people who have been identified to make the transition to a step-down therapeutic provision before making the transition to in-house children's residential, foster care or families.
- 3.2** The Start Well Board has confirmed that this work is one of its key priorities. There is commitment from Powys Teaching Health Board, Powys County Council, and partners, in principle, in supporting the development of safe accommodation for children and young people with complex needs in Powys. The care element of the support has been mapped out but the clinical governance and support for this model of provision has not yet been defined or confirmed. Work to complete this is ongoing and is a key priority of the Project Board.
- 3.3 Option 1** – Safe accommodation for children and young people with complex needs would strive to ensure that Powys Children's Services vision is delivered for those children and young people in Powys with the most complex emotional and behavioural needs, ensuring they are safe, healthy, learning, fulfilled and have their voices heard and acted upon.
- 3.4** Safe accommodation for children and young people with complex needs in Powys will provide placements for children looked after by Powys who cannot be appropriately placed in foster care or other residential provision and who may be at risk of moving to secure accommodation. Children may also be stepped down to this accommodation from out of county secure or residential placements when there is a transition plan in place to support them in returning to Powys.
- 3.5** The safe accommodation will be designed to deliver more than just care but in addition provide safe transitional placements for children and young people with very complex needs where education and multi-agency therapeutic support can be provided, on site, where necessary. Specialist assessments and intervention will be provided as part of the package of care until such a time as more community-based core services are appropriate and can be accessed.
- 3.6** The therapeutic children's service will work to enhance placement stability for children and young people already in the care of the local authority and whose placements are at risk of breaking down. Its aim will be to assist in:
- reducing the number of multiple placements moves
  - avoiding the use of placements out of county and out of Wales
  - preventing inappropriate admission of children and young people into secure accommodation.



- 3.7** The safe accommodation for children and young people with complex needs will deliver intensive, clinically focused, evidence-based interventions over a specific period with the aim of helping children, young people, parents and carers to achieve the necessary behavioural changes. It will focus upon improving placement stability and parenting capacity to support children and young people to achieve positive outcomes, improve their life chances and social well-being.
- 3.8** The safe accommodation will be able to accommodate two or three young people.
- 3.9** When children and young people are ready to step-down from the safe accommodation in Powys, the psychologist will continue to support the wider system around the child/young person and particularly those who may be caring for them.
- 3.10** The service will provide children and young people with the skills needed for learning and future employment through an alternative curriculum. This will include outdoor adventure activities, arts and creative learning, technology, and play.

### 3.11 Timeline

Table 1

Action	Timescale
To agree on funding streams	October 2020
To identify property	October/November 2020
To engage with professionals on appropriateness of property and consider necessary planning/National Parks and building regulation permissions	November 2020
To undertake a locality assessment of home and community	November 2020
To purchase property	November – January 2021
To complete structural works and refurbish in line with CIW regulation and registration requirements	February/March 2021
To purchase any resources and equipment to furnish property	March 2021
To undertake staff recruitment and induction	March/April 2021
To submit registration application to Care Inspectorate Wales (CIW)	April 2021
To open new safe accommodation provision	May/June 2021

- 3.12 Option 2** - To continue with the current commissioning arrangements via 4Cs Framework / spot purchase from non-Framework providers and rely on external market and placements which are often out of county and country with no access to wrap around/core services within their local communities.

### 3.13 Preferred Option – Option 1

Whilst our preferred option for children and young people would ordinarily be to live and grow up in a family setting (be that their own or a foster family) there are

young people for whom residential care placements are necessary and a positive option for a period/stage in their lives.

Safe accommodation for children and young people with complex needs, as outlined in option 1, will enable children and young people to be able to live in Powys amongst their home community and provide good quality local placement choice. The safe accommodation will be commissioned, managed, and monitored via Powys County Council and Powys Teaching Health Board as in-house provision. It is considered that in-house provision will allow Powys greater flexibility and control over admissions, type of provision, number of beds, compatibility of young people, management of risk, co-ordinated, targeted support and critically a reduction in placement breakdowns. Specialist services will be delivered by a wide range of multi-agency partners in Powys.

Option 1, the safe accommodation, will offer the following outcomes:

- Better outcomes for some of our most complex children and young people through enabling them to have their needs met in county and without exposing them to the damaging effects of multiple placement moves and/or being placed in secure environments.
- Safe accommodation for children and young people with complex needs suitable as an alternative to secure, that can provide therapeutic specialist multi-agency support to children and young people with very complex needs.
- A reduction in the numbers of children placed out of county and out of country.
- Powys Children Looked After having a more positive care experience leading to improved health and wellbeing and better educational outcomes.
- Powys children and young people able to live in Powys amongst their own communities and provide good quality, local placement choice.
- Powys Children Looked After maintaining networks with education, health, and their communities with greater accessibility for family time and contact with friends.
- Powys Children Looked After will have greater opportunities and be better equipped to move into their adult lives in Powys (including transition planning to Adult Services, where appropriate).

#### **4.0 Resource Implications**

##### **4.1 Capital Available- £525,000**

Monies would be used to purchase, develop, redesign, and refurbish a suitable property which will meet the needs of children and young people and regulatory requirements. Existing Powys Council owned properties will be explored in the first instance.

£225k ICF capital funding allocated from Powys RPB.

£300k capital funding allocated from Welsh Government.

Both grants have been confirmed in principle (see Appendix1), the money available would be closely managed and an identified Project Manager within the Commissioning service would ensure that the costs do not exceed the amounts available. The amount will enable significant development of a property and will ensure its appropriateness and functionality as a therapeutic children's home.

It is recognised that the timescales are tight and that this is a risk. However, preparatory work is in place, and different sections of the Council are ready to act efficiently when enabled to do so. This type of work has been undertaken successfully previously during the past 12 months.

It is recognised that there are ambitious and challenging timescales associated with this project. The Project Board will review progress at the end of January 2021 in line with the terms and conditions of the funding. This will allow for a final decision to be made on the commitment of funding before any contractual or legal commitments are made from the Council. The review will be based upon two factors:

- a. the progress on identifying, purchasing and adapting a suitable property,
- b. and ensuring all partners are in agreement on the service (clinical) model and revenue implications.

If the project has not progressed sufficiently to ensure completion by the end of March 2021 then a decision not to proceed will be made and two fallback options will be considered:

- If factor A above has progressed sufficiently, but factor B has not, then the £300k capital funding from the Welsh Government would need to be returned and a bid for Powys County Council capital monies (up to £300,000) would be submitted as set out in 4.3. The ICF money £225,000 would also be invested into this project. The revenue savings from returning children and young people back to Powys would be used to reimburse the capital fund.
- If neither of the factors have progressed sufficiently, then the £300k capital funding from the Welsh Government would need to be returned and alternative projects will be supported by the £225,000 ICF capital funding which have previously been prepared and considered by the Start Well Board.

The Capital Accountant notes the content of the report and the allocated grant amounts outlined will be added to Powys County Council Capital Programme, following approval of report.

#### **4.2 Revenue Cost – Safe accommodation for children and young people with complex needs**

Detailed revenue costings have been costed, including assumptions relating to therapeutic and education elements. The annual revenue cost and weekly cost per bed for a 2 or 3 bedded Therapeutic Children's Home, if fully occupied, are as follows.

Table 2 – Multi agency revenue costs for safe accommodation

	Total per Year	Total per Week	Based on 2 placements per week per child	Based on 3 placements per week per child
2-bed	£1,138,406	£21,834	£10,917	
3-bed	£1,511,613	£28,991		£9,664

Revenue costs include therapeutic interventions, care and support, staffing, overheads, resources/activities, and equipment/IT. There will be a need for additional monies to cover start-up and transition periods and we are working with Welsh Government and the RPB regarding the funding of the revenue costs for the first year of the project via Transformation and/or ICF revenue grants. This will enable the Council to use savings from the reduction in children being accommodated out of county during the first year and ongoing to fund the Local Authority's part of the revenue costs.

The figures provided in table 2 are the full multi agency revenue costs which include the accommodation, care and support, therapy, educational and psychology costs. Powys County Council would be accountable for the care and support costs associated with the placements and costs of running the home. These costs will be funded through diverting existing monies attached to current children looked after placed with external providers, out of county/country and/or from monies re-allocated to new children looked after, dependent on demand.

Powys Teaching Health Board would be accountable for the health costs and will need to fund the clinical therapeutic model and therapeutic interventions provided as part of this provision. The clinical model of interventions is yet to be designed and agreed; therefore, the overall revenue costs will be informed by the agreed overall model of care, yet to be developed.

The cost to Powys County Council of one child in a therapeutic children's home out of county can exceed £8,000 per week, with the cost on average being £7,046.00. This equates to an average cost of £734,814.00 per year for two children. This money would be an immediate saving to Powys County Council made available to fund safe accommodation for children and young people with complex needs in Powys from the second year onward and will negate lifetime costs to the local authority.

#### 4.3 Revenue Cost – PCC Children's Home

If the multi-agency therapeutic approach cannot be achieved as an alternative to the option detailed within 4.2 the recommendation is that the building purchased would be used by Powys Children's Services to run a Children's Home. The revenue costs for a Powys Children's Home are shown in table 3 and mirror the finance model in place for the Powys run children's home provision in the South of the County. This would be funded by diverting the external placements costs for Powys children who are looked after and who are currently placed with external providers who are often out of County.

Table 3 – Revenue costs for Powys Children’s Home

	Total per Year	Total per Week	Based on 2 placements per week per child
2-bed	£488,108	£9,361	£4,681

The external placement costs for children placed out of county would cover the revenue costs for this provision, however, it is important to note that depending on the children identified as most appropriate to move back to Powys and the costs associated with their current placement together with the timeliness of the move resulting in vacancies there could be a revenue shortfall if not carefully managed. Revenue costs include staffing, overheads, resources/activities and equipment/IT. Start-up and transition period costs would be managed in-year and funded from Children’s Services.

## **5.0 Legal implications**

- 5.1 The Social Care Legal Team are aware of the shortage of appropriate placements through current cases and court proceedings and as such offer support to Option 1 (Principal Social Care Lawyer).
- 5.2 Property Services will support Children’s Services in securing a suitable property and undertake negotiation on its behalf.
- 5.3 HR advice will be provided as required.

## **6.0 Data Protection**

- 6.1 This proposal does not involve the processing of personal data.

## **7.0 Comment from local member(s)**

- 7.1 Local Member will depend upon location of multi-agency safe accommodation for children and young people with complex needs.

## **8.0 Integrated Impact Assessment**

- 8.1 To follow

## **9.0 Recommendations**

- 9.1 Following consideration of the current position in respect of safe accommodation for children and young people with complex needs in Powys, the following is recommended.
- To support the agreement from Regional Partnership Board (RPB) and RPB partners to proceed with the development of multi-agency safe accommodation for children and young people in Powys. The RPB’s Cross Cutting Resource Overview Group (chaired by the Powys

Teaching Health Board's Chief Executive Officer) and the RPB's Start Well Partnership have supported the project.

- To revise Powys County Council's Capital Programme to include £225,000 of available Integrated Care Fund (ICF) capital funding for 2020/21 (previously allocated to Start Well for the development of a multi-agency Early Help Hub) and £300,000 of available Welsh Government capital funding (2020/21), to support the purchase of the property and the development of safe accommodation for children and young people with complex needs in Powys. The RPB's Cross Cutting Resource Overview Group (chaired by the Powys Teaching Health Board's Chief Executive Officer) and the RPB's Start Well Partnership have supported this funding allocation. The Welsh Government have also agreed this funding in principle (see Appendix 1).
- To note the timescales and urgency for the purchase of a property within this financial year and the review date in January 2021 for decision to proceed before final commitments are made on behalf of the Council as set out in 4.1.
- The final decision with regards purchasing a property to be delegated to relevant Cabinet Portfolio Holder for Young People and Culture.
- To acknowledge that the work required for the detailed development of the therapeutic support (model of health care) is yet to be completed and that the work to define the clinical details of delivery as a multi-agency project team will be completed as the project develops.
- A decision to support that in order to mitigate and manage risk, agreement be given that if safe accommodation for children and young people with complex needs development or revenue funding is delayed or cannot be secured on a multi-agency basis, the property would be utilised as a mainstream Children's Residential Home revenue funded by Powys County Council Children's Services providing placements to Powys children and young people within County diverting revenue funding which would be used to fund these placements. This will be dependent on Welsh Government capital funding approval to use the funding in the way and may require a Powys County Council capital bid be submitted for up to £300,000 capital monies to replace the Welsh Government capital contribution as set out in 4.1.

Contact Officer: Joanna Harris

Tel:

01597826063

Email: [Joanna.harris@powys.gov.uk](mailto:Joanna.harris@powys.gov.uk)

Head of Service: Jan Coles, Head of Children's Services

Corporate Director: Alison Bulman, Director of Social Services

## Appendix 1

### Welsh Government In Principle Letter of Support



Llywodraeth Cymru  
Welsh Government

Carol Shillabeer  
Chief Executive  
Powys Teaching Health Board  
Glasbury House  
Bronllys Hospital  
Bronllys  
LD3 0LU

27 October 2020

Dear Carol

**Integrated Care Fund (ICF) Capital “In Principle” Offer of Support -  
Powys Regional Partnership Board – Powys Teaching Health Board  
Project(s): Annex 1**

I write to you with regards the Project Application Form submitted dated October 2020 seeking support from the ICF Capital programme towards the costs incurred in connection with the Project(s) at Annex 1. I am pleased to inform you that following consideration of the information provided to date, the Project(s) in Annex 1 are approved “in principle” by the Welsh Government.

This “in principle” support is based on the estimated project cost as per projects detailed within Annex 1 and indicated within your submitted Project Application Form(s) (Annex 2), and against which the Welsh Government could in principle, contribute up to a maximum amount per project detailed within Annex 1.

Once the final costs are available for the project(s) please complete and submit as soon as possible Part 2 of the Application Form (annex 2) for consideration by the Welsh Government.

It should be noted if the final scheme costs are lower than those originally estimated; the Welsh Government’s contribution may be reduced to reflect the cost savings to the scheme.

Any offer made will be subject to compliance with EU State aid rules and to detailed terms and conditions. Please note that this letter is not an offer of funding, or a funding agreement, and you should not rely on it as such. In order for us to be able to offer any financial support, you should not enter into any legally binding obligations in respect of the project until: (1) you have submitted part 2 of the application form; (2) we have completed our due diligence on your application; and (3) you have

received our formal offer of support. Should you enter into a legal arrangement this offer will be withdrawn.

This "in principle" offer of support will expire on the earlier of 28 February 2021 or on receipt of our formal award of funding. After which a separate application will need to be made, the decision to offer "in principle" support will then be based on other commitments at that time.

Should you decide to incur expenditure on the Project(s) following this letter then such expenditure will be incurred at your own risk, until such a time as all appropriate considerations have been met to Welsh Government's satisfaction. Only at that point will a formal award of funding be made.

Please direct all correspondence on the project(s) to Clara Hunt, Health and Housing Senior Officer, quoting the project name.

Yours sincerely



Rhidian Jones  
Head of Health and Housing Team  
Welsh Government

**Annex 1- Powys**

	Project	Year	Amount WG can contribute up to a maximum of (£)
1	Children's Therapeutic Residential Home (£225k ICF Capital and £300k additional Capital funding)	2020/21	525,000
	<b>Total MCP Approved in principle</b>	<b>2020/21</b>	<b>525,000</b>



## CYNGOR SIR POWYS COUNTY COUNCIL.

## CABINET

10/11/2020

**REPORT AUTHOR:** County Councillor Cllr Rachel Powell  
Portfolio Holder for Portfolio Holder Young People,  
Culture and Leisure

**REPORT TITLE:** Child Exploitation Strategy and Action Plan

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**REPORT FOR:** Decision

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## 1. Purpose

### 1.1

To seek the Cabinets approval of the Child Exploitation Strategy and Action Plan 2020-2023 as set out in Appendix 1.

## 2. Background

### 2.1

In 2017, Care Inspectorate Wales (CIW) highlighted Powys County Council's previous failures in safeguarding children at heightened risk of sexual exploitation and who had been sexually exploited. Since this time, an integral part of the Powys Children's Services improvement plan has been improving the responses to children at heightened risk or who those who have been sexually exploited (CSE).

Powys Children's Services have broadened its scope to include other forms of child exploitation which we know to be a source of significant harm to children, for example Child Criminal Exploitation (CCE) which has only recently gained national guidance within the Wales Safeguarding Procedures (2019).

The Child Exploitation Strategy aims to *Prevent, Protect* and *Support* children from all forms of child exploitation. It has been developed in consultation with key partners to support our aim in working together to set out our aspirations, intent and vision of working together with children and families, social work teams, partner agencies and support services to create communities that are harsher for perpetrators and provide non blaming and safe environments for children.

It supports our vision to create a centre of excellence within Powys by ensuring strong leadership and multi-agency collaboration. These include early intervention and prevention, protection and trauma informed responses that will place the child at the heart of their care and support needs whilst providing a targeted response to disruption and the prosecution of offenders.

We understand that there is a significant amount of work to do and the Strategy and action plan will be the main catalyst in achieve this. It will enable us to realise and mobilise the work, accelerate change and measure our success.

### **3. Advice**

#### **3.1**

##### The National Context

The Strategy reflects that there is limited quality data to nationally support a true reflection of the prevalence of all forms of child exploitation in their individual right, and when they are intrinsically linked.

Whilst the CSA National Action Plan will support greater scrutiny of national reporting for CSE, we know from Child Practice Reviews that there are complicating factors that can continue to impact on the quality of meaningful information:

- Low levels of reporting by children who may not identify themselves as being exploited whilst the abuse is happening.
- Variable levels of multi-agency awareness and confusion around the definitions of such forms of abuse.
- Differing multi-agency perceptions and understanding of consent and choice, and the impact of professional prejudice such as the 'the child is engaging in risk taking behaviour and/or choosing not to make better choices, or 'the child is gaining free drugs, can undermine recognition of the need for protection from exploitation'.
- Inconsistent recording and information sharing due to poor professional understanding as stated above.
- The impact of cross-boundary working in collating quality information. Cases of child exploitation frequently cross Local Authority, police force and country boundaries in terms of the movement of both perpetrators and victims. A singular area focus on data collection impacts on being able to capture such patterns.

Currently there is not a National action plan to support the data and understanding of criminal exploitation and other forms of abuse such as Modern-Day Slavery.

### **3.2**

#### The Local Context

The full Child Exploitation Strategy and Action Plan 2020-2023 is set out in Appendix 1. Under the three main aims to prevent, protect and support children and families, the Strategy has created objectives to continue to support what is already happening in Powys to overcome such complicating factors as those stated above for all forms of child exploitation.

Aim	The Objectives
PREVENT	<ul style="list-style-type: none"> <li>➤ Increase the awareness of how to help keep children safe for parent/carers, and the public, whilst increasing awareness of the impact of victimising language.</li> <li>➤ We will work with partners to ensure all children are provided with the opportunity to learn about consent, their rights, and healthy relationships in a safe environment</li> <li>➤ Ensure that Corporate safeguarding responsibilities are clearly understood, and safeguarding becomes everyone’s responsibility.</li> </ul>
PROTECT	<ul style="list-style-type: none"> <li>➤ We will understand the scale and nature of child exploitation within Powys and in relation to Powys children placed outside of County and develop robust and effective mechanisms to protect children.</li> <li>➤ Increase the awareness in children of safe ways to disclose Child Exploitation or their worries, and how they will be supported throughout safeguarding procedures.</li> <li>➤ Increase the awareness and participation in non-abusive parents/carers of safeguarding procedures to support their children.</li> <li>➤ Agencies and practitioners will understand the Child Exploitation pathway, and they will have access to resources and training to enable their effective, timely and appropriate responses to children at heightened risk, of children being exploited.</li> <li>➤ We will work together to disrupt and prosecute perpetrators.</li> </ul>
SUPPORT	<ul style="list-style-type: none"> <li>➤ Children will be provided with support that is individual to their needs, supports their outcomes to prevent repeat abuse.</li> <li>➤ Children approaching 18 years old will be provided with robust step-down plans or pathway plans, and they will be referred to Adult Services if deemed to be appropriate.</li> </ul>

Powys Children’s Services along with partners and agencies have been developing a Child Exploitation profile which is co-ordinated within our strategic MACE (Multi-Agency Child Exploitation meetings). The profile remains in development as part of the Strategy and action plan, however early indications suggest an improving picture in terms of effective responses to child exploitation in Powys, the safeguarding process is fluid in such that children are no longer entering and getting ‘stuck’ in the process. Six children

remain within the protocol since 2019, 19 children have opened and closed during 2020 and another 23 have opened during 2020 and remain open at this time.

The initial analysis also identifies a greater focus on consideration of perpetrator profiles and disruption tactics being taken, along with greater consideration to spaces and places in which extra familial harm is deemed to be a hot spot within Powys.

Child Exploitation is an umbrella term used to describe child sexual exploitation, child criminal exploitation, child trafficking, gangs, forced servitude and forced marriage. In Powys there are currently 29 children who have been identified at heightened risk or have been exploited. Diagram 1 identifies the form of abuse for these children. CSE Child Sexual Exploitation. CCE Child Criminal Exploitation.

Diagram 1. The type of abuse.

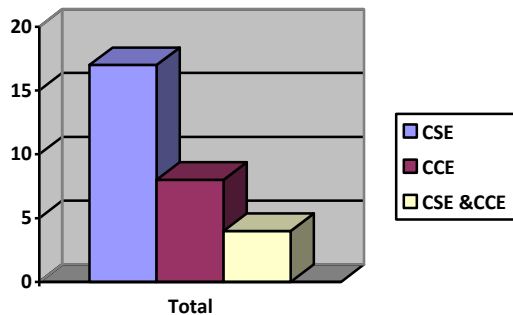
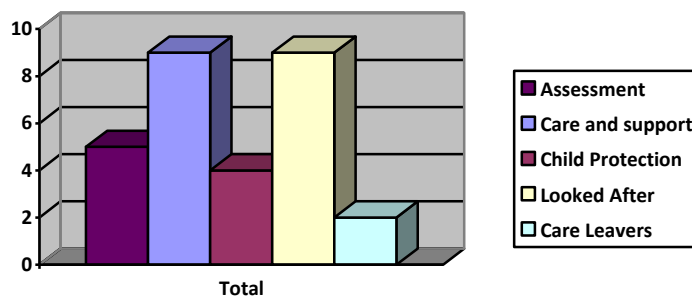


Diagram 2. The level of support.



3. Gender

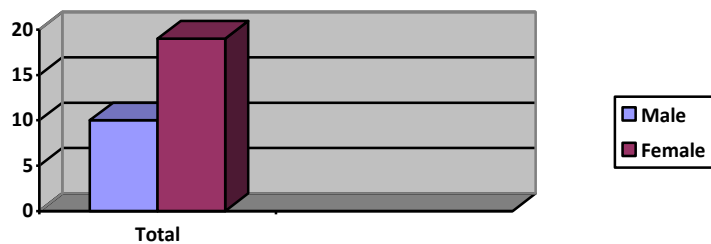
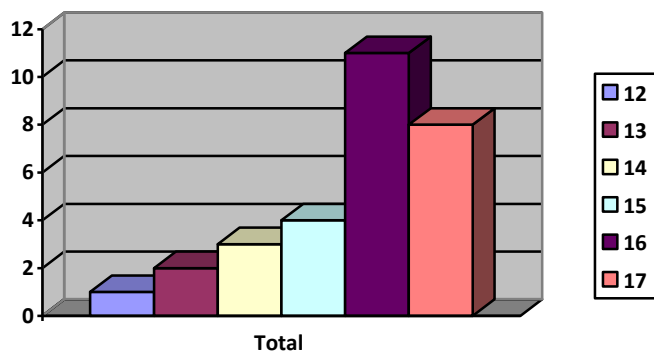


Diagram 4. Age



#### **4. Resource Implications**

##### **4.1**

The Strategy utilises existing provision and maximises effective partnership working to achieve its aim. The resource which is required is largely already in place which includes the Child Exploitation Manager and four Child Exploitation intervention workers from Children's Services posts which are permanent positions, all successfully appointed to. The strategy will be overseen by MACE meetings which will be an effective mechanism for reviewing the implementation of the plan. The Strategy is multi-agency which dilutes the burden on one single agency. It harnesses third sector and statutory bodies to ensure aims are agreed and monitored. The Local Authority has invested in the development of materials for awareness raising and the agreed workforce development budget recognises the need to invest in this area of skills development.

The financial support to develop the materials and hold information raising awareness events could be funded by the Early Help annual grant allocation of 50k should this be required for such resources. This grant has been given annually for several years and is well established. If the grant funding were to cease and no other sources of budget were identified then those community events which involves a cost will be ceased. Virtual community events are being planned with no associated costs. It is the view of the Director of Childrens services that child exploitation is a key area of development and improvement and if grant funding was to be unavailable in the future, these costs would be covered by the existing children's services budget.

The Head of Finance and Section 151 Officer notes the content on the report and on the basis of the information provided in Section 4 can support the recommendation.

#### **5. Legal implications**

##### **5.1**

The Social Care Legal Team will continue to advise and support the implementation of the Child Exploitation Strategy and Action Plan 2020-2023. The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report".

## **6. Data Protection**

### **6.1**

To support the sharing of appropriate and necessary personal data between agencies, including where required for reporting purposes, then an appropriate Information Sharing Protocol (ISP) must be developed and agreed with those agencies to evidence the processing of personal data, in line with data protection obligations, and to aide transparency for those whose information is being shared.

Relevant information for children and their families as to the use of their personal data must be included within appropriate privacy notices

Professional lead Data Protection.

## **7. Comment from local member(s)**

### **7.1**

## **8. Integrated Impact Assessment**

### **8.1**

There is no foreseen impact on citizen's regarding sustainability, health or equalities. The Strategy will improve responses to child exploitation, and this will not lead to a reduction in service delivery in other areas.

## **9. Recommendation**

To approve the Child Exploitation Strategy and Action Plan as set out in Appendix 1 to the report.

Contact Officer:	Holly Gordon
Tel:	07971692447
Email:	holly.gordon@powys.gov.uk

Head of Service: Jan Coles

Corporate Director: Ali Bulman

**CABINET REPORT NEW TEMPLATE VERSION 2**

# Appendix 1

## Child Exploitation Strategy and Action Plan

Document Location	Powys County Council Children's Services Policy & Procedures SharePoint
Document Author	
Lead Officer	
Document Owner	Powys County Council Children's Services
Accessibility	This document can be made available in electronic and hard copy formats
Document Version	DRAFT
Approved by and date	
Replaces document	N/A
Review date	
External Circulation Restrictions	
Staff to whom distributed and date	All Children's Services Staff -

Updates, Revisions and Amendments		
Version	Details of Change	Date



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## **Foreword.**

### **Introduction**

“People would come and tell me off and tell me that I needed to listen”. Anonymous, Powys.

Child Exploitation is an umbrella term used to describe child sexual exploitation, child criminal exploitation, child trafficking, gangs, forced servitude and forced marriage. This strategy will focus on Child Sexual Exploitation and Child Criminal Exploitation; however, it draws upon wider research and literature where appropriate to inform the strategy. Differing forms of Child Exploitation have been Nationally recognised as different forms of child abuse for varying periods of time.

Child Sexual Exploitation is a form of child abuse. In recent years, high profile Child practice, and Serious Case Reviews have highlighted the failings of agencies to protect children subjected to child sexual exploitation. They identified the derogatory way in which children’s lived experiences of this form of abuse were commonly represented in the media, in policy, and through the criminal justice system which compounded a situation where child sexual exploitation was poorly understood, and children were often seen as offenders or children ‘making choices’. Since this time, there has been a magnified focus within all Regional Safeguarding Boards in Wales to understand the complexities of child sexual exploitation and embed safe and proportionate multi-agency responses which place the child at the heart of our multi-agency safeguarding practice.

Child Criminal Exploitation is a form of child abuse; however, it is a form of abuse that has only recently gained a national definition within the Wales Safeguarding Procedures (2019). There is limited research and data to support an understanding of this form of abuse, and most of our current knowledge stems from a ‘County Lines’ perpetrator approach to child criminal exploitation. A systematic map and synthesis review carried out by Cardiff University in 2019 identified continued concerns that children were being responded to as offenders, and ‘making choices’, rather than children who are being abused and in need of proportionate multi-agency safeguarding responses. We must strive to understand child criminal exploitation in the way in which we now understand child sexual exploitation to enable us to effectively work together to safeguard children who are at heightened risk or are being criminally exploited.

A world of increasing technology and sophisticated online social media platforms create an additional complicating factor in trying to safeguard children from exploitation. This is mainly due to the ability of perpetrators to groom children without

any physical contact, thus impacting upon the ability of families/carer(s), partner agencies and communities to identify safeguarding concerns in a timely and preventative way. Instead, there is a heightened risk of being reactive to safeguarding. The common denominator within all forms of child exploitation is the element of exchange. Children may not always recognise the exploitative nature of the relationship which enables the exchange, and they may feel that they have provided consent. However, children can never consent to their abuse. Whilst there are key vulnerabilities and risk indicators that can inform our practice which are reflected within this Strategy, research also evidences the true reality; that child exploitation can, and does, occur to any child regardless of their race, gender, ethnicity or lived childhood experiences.

Like any other form of child abuse, we know that child exploitation can have long-lasting consequences that can impact on every part of a child's life and their future outcomes. This magnifies the need for co-production and a coordinated multi-agency approach to ensure that children are 'children first', and that we deliver a trauma informed response to support which promotes their safety and future wellbeing.

The Wales Safeguarding Procedures (2019) emphasise the importance of children at heightened risk or being exploited having their care and support needs fully considered in the same way as for any child. Therefore, the Procedures move away from a 'tunnelled focused child behaviour orientated risk assessment model' that has previously been used to assess mainly child sexual exploitation i.e. the SERAF, and towards holistic assessment, care planning, intervention, and review.

Child Exploitation can occur within a familial environment in which family members are the perpetrators; however, it often occurs within extra-familial circumstances in which the perpetrators are outside of the family. There may or may not be adverse childhood experiences which make a child more vulnerable to extra-familial abuse, however this does not make the parent/carer(s) responsible for their abuse. Therefore, we must work in partnership with families to support them in safeguarding their children whilst disrupting those who are harming them.

The latter is also linked to the concept of contextual safeguarding, an approach utilised to understand, and respond to older children's experiences of extra familial harm. It recognises that the different relationships that older children form in their schools, peer groups, communities/neighbourhoods, society and online can feature harm beyond the knowledge and control of the child's family/carer(s). Contextual safeguarding is an approach to safeguarding which requires the same level of professional curiosity as when assessing parental capacity and children's needs.

Every child and their circumstances are unique, and there is no one single and proven service model for supporting children at heightened risk or those currently being exploited. However there are several principles which are important in informing the way in which practitioners and services identify and respond: being child centred, strengths based, promoting a trusting relationship, providing a robust collaborative response and being trauma informed. These principles will be central in this strategy when considering the prevention, protection and support to children.

Powys County Council are committed to supporting the right children, in the right way and at the earliest opportunity.

Powys Children's Services Mission Statement:

*“Working together to ensure that children and young people in Powys are safe, healthy, resilient, learning, fulfilled and have their voices heard, values and acted upon”*

**The National context.**

The National Action Plan: Identifying and responding to child sexual abuse (2019) is inclusive of Child Sexual Exploitation (CSE) and Harmful Sexual Behaviour (HSB) that includes peer on peer sexual abuse which is incorporated within this Strategy. The action plan places responsibility on all safeguarding boards within Wales to ensure clear strategic understanding of such abuse within their area, and ensure they have the appropriate support in place. The Action Plan compliments the Wales Safeguarding Procedures, and the CSE and the HSB All Wales Practice guides. It also aligns itself with the Working Together to Safeguard People, Volume 7, Safeguarding children from CSE consultation policy.

Currently, CCE does not have the same level of statutory guidance as CSE and HSB including peer on peer abuse. However, the CCE All Wales Practice Guidance provides the first national definition and guidance to support the identification and proportionate safeguarding responses to children.

There is limited quality data to Nationally support a true reflection of the prevalence of all forms of child exploitation in their individual right, and when they are intrinsically linked. Whilst the CSA National Action Plan will support greater scrutiny of national reporting for CSE, we know from Child Practice and Serious Case Reviews that there are complicating factors that can continue to impact on the quality of meaningful information:

- Low levels of reporting by children who may not identify themselves as being exploited whilst the abuse is happening.
- Variable levels of multi-agency awareness & confusion around the definitions of such forms of abuse.
- Differing multi-agency perceptions and understanding of consent and choice, and the impact of professional prejudice such as the ‘the child is engaging in risk taking behaviour and/or choosing not to make better choices, or ‘the child is gaining free drugs, can undermine recognition of the need for protection from exploitation’.
- Inconsistent recording and information sharing due to poor professional understanding as stated above.
- The impact of cross-boundary working in collating quality information. Cases of child exploitation frequently cross local authority, police force and country

boundaries in terms of the movement of both perpetrators and victims. A singular area focus on data collection impacts on being able to capture such patterns.

There isn't a National action plan to support the data and understanding of criminal exploitation and other forms of abusive Modern-Day Slavery.

This strategy aims to build upon the work already happening in Powys to overcome such complicating factors and provide meaningful data across all forms of exploitation. Our focus will also include Powys children who are looked after outside County and Powys care leavers also residing outside of area. Whilst there is a responsibility on the hosting Authority to manage immediate safeguarding concerns, under 18 years old we remain their corporate parent, and post 18 we still have a duty of care.

The emphasis on early intervention and prevention within the Social Services and Well-being Act 2014, and The Wellbeing of Future Generations (Wales) Act 2015 supports a need to build upon the resilience of individuals, families and communities to support good well-being and prevent abuse. This strategy aims to further establish working links within Early Help & preventative services to support children and families.

The Social Services and Wellbeing Act 2014 stipulates that our practice must be underpinned by key principles such as co-production with children and families/carer(s). It is an approach which promotes the sharing of power and responsibility with children and their families and/or carers. It is strength-based approach which considers what matters to the child and their family/ carer(s).

Powys Children's Services have implemented the Signs of Safety risk assessment model across the service. It is a strength-based model that aims to fully embed the key principles of the Social Services and Wellbeing Act 2014, whilst acting as a catalyst for change within families.

### **Why do Powys Children's Services need a Strategy now?**

In 2017, the Care Inspectorate Wales (CIW) highlighted Powys County Council's previous failures in safeguarding children at heightened risk or being sexually exploited.

Since this time, Powys Children's Services have continued its improvement journey. More recently it has included the implementation of four specialist Child Exploitation Intervention Workers to promote strength-based relationships with children, and a Child Exploitation Manager to co-ordinate safeguarding procedures and support strategic direction.

In addition to this we understand that key policies and procedures continue to adapt and change as research and our knowledge of Child Exploitation evolves. Therefore, our practice must evolve with it to promote the best possible outcomes for children.

## The Powys Children's Services Vision Statement

*Powys County Council is committed to safeguarding children by creating communities that are harsher for perpetrators and provide non blaming and safer environments for children.*

*Our vision is to create a centre of excellence within Powys by ensuring strong leadership and multi-agency collaboration. Early intervention and prevention, protection and trauma informed responses will place the child at the heart of their care and support needs whilst providing a targeted response to disruption and the prosecution of offenders.*

### The Aims of our Strategy

Our aims to safeguard children at heightened risk or children exploited will be formulated across three sections within the action plan:

- PREVENTION
- PROTECTION
- SUPPORT

### Our Non-Negotiables

- The child's behaviour is not the problem.
- The Child's voice is paramount.
- Children will always be 'children first' up to the age of 18 years old.
- We will identify children at the earliest opportunity and provide quality interventions.
- All children identified as at heightened risk of child exploitation must have their care and support needs assessed in the same way as any other child.
- We will value the power of families and encourage their engagement and participation in safeguarding their children when they are not the source of abuse.
- We will provide a multi-agency and proportionate response to children.

## The Wales Safeguarding Procedures Key Definitions and Learning

### Child Sexual Exploitation (CSE)

It is a form of child sexual abuse that can include sex or any form of sexual activity with a child; the production of indecent images and/or any other indecent material involving children. It involves a child up to the age of 18 years old. It involves some form of exchange. There may be a facilitator who receives something in addition to or instead of the child who is exploited.

We must remember that Child sexual exploitation is not a catch all category for all forms of sexual abuse in older children.

**The Law:** The age of sexual consent in the UK is 16 years old. The laws are there to protect children. They are not there to prosecute under-16s who have mutually consenting sexual activity but will be used if there is abuse or exploitation involved. To help protect younger children the law says anyone under the age of 13 can never legally give consent. The law also gives extra protection to young people who are 16 to 17 years old.

It is illegal to:

Take, show, or distribute indecent photographs

Pay for or arrange sexual services

For a person in a position of trust (for example teachers or care workers) to engage in sexual activity with anyone under the age of 18

**Conditions of consent:** Part of the reason why CSE was not historically been considered a form of abuse is because of societal views that children appeared to be consenting to participate in sexual acts in order to receive something or so that someone else would receive something. Powys Children's Services are confident to challenge such views as this is abuse.

Children cannot consent to their own abuse. However, it is important to recognise that children may believe that they are consenting or may appear to consent and the concept of 'conditions of consent' can assist us in understanding this. Research suggests that central to an understanding of CSE is the need to acknowledge that underpinning the exchange of sex/sexual acts is often a pattern of unmet needs for the child (Hallett, 2017).

## Peer on Peer Abuse

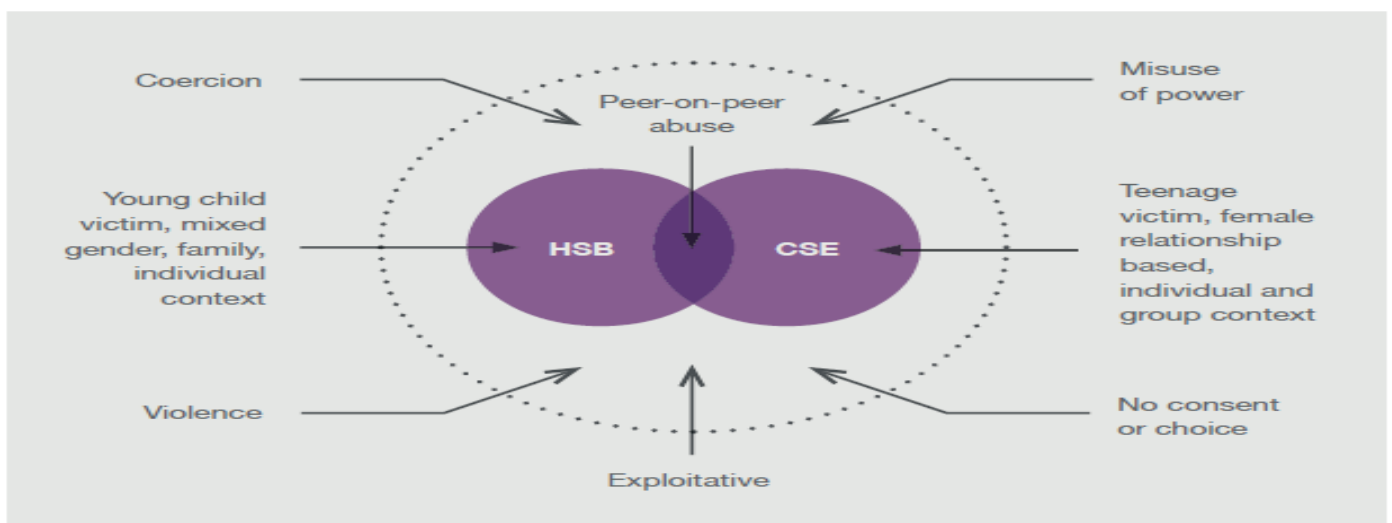
Harmful sexual behaviours (HSB) is defined as the sexual behaviours expressed by children and young people under the age of 18 years that are developmentally inappropriate, may be harmful towards themselves or others, or be abusive towards another child, young person or adult. This definition of HSB includes both contact and non-contact behaviours.

Not all sexualised behaviour is harmful and/or abusive (Appendix A).

HSB in children must be considered on a continuum of behaviour ranging from expected teenage exploration, through to problematic, harmful and in a small number of cases abusive. Our responses to children with sexually problematic behaviour must include early support to prevent harm to them and to other children. Intervening early so that children understand why their behaviour is considered problematic, and their underlying care and support needs can be identified will protect them from further harm and prevent the abuse of other children.

Children who sexually abuse other children within the context of relationships has been described as 'peer-on-peer' abuse (Firmin, 2015). Diagram 1, supports an understanding of how peer on peer abuse can overlap with CSE; it is a sexual behaviour which victimises others and CSE as its exploitative and there is evidence of exchange. Therefore, it can be appropriate to consider peer on peer abuse and CSE as distinct but overlapping forms of sexual abuse, as they can both share elements of coercion, misuse of power, violence and lack of consent and choice.

Diagram 1. The distinct and interlinked nature of CSE and HSB.



Hackett, 2016.

## Child Criminal Exploitation (CCE).

CCE has been recently defined within the Wales Safeguarding practice guide as a form of child abuse which requires a proportionate safeguarding response. It involves a child up to the age of 18 years old.



Children are coerced into criminal activities including the movement of drugs or money which results in personal gain for an individual, group or organised criminal gang.

It is fundamental that practitioners and agencies treat children as 'children first' and must look beyond the possible presenting behaviour in order to achieve this. The Wales Safeguarding procedure now aligns CCE with all other forms of child abuse, meaning that children identified at heightened risk or children exploited must have their care and support needs met in the same way as for any child.

We know that CCE, like other forms of child exploitation is strongly related to other safeguarding issues such as children being missing and modern-day slavery. Children may also experience CCE as a part of CSE or may be targeted for CSE because they are already being criminally exploited and vice versa. CCE may therefore be one part of an individual and complex experience of interrelated harm.

**County Lines:** County Lines is only one approach that perpetrators use to exploit children, it is a term used to describe organised gangs involved in exporting illegal drugs into one or more importing areas using dedicated mobile phone lines or other forms of "deal lines" across county boundaries mostly from urban to rural areas. Organised groups of perpetrators are likely to exploit children (and vulnerable adults) to move and/or store items such as drugs and money and will exchange things such as 'free drugs' promoting addiction and/or drug debts which require repayment

We must consider all forms of exploitation and modern-day slavery if children are identified within the Powys area with no plausible explanation.

### Online Abuse

Online abuse, often referred to as technology assisted abuse is any type of abuse that is facilitated through technology.

This strategy will focus upon online CSE and CCE, however online abuse is an umbrella term for other forms of abuse, for example online radicalisation.

The quick changing nature of online platforms and perpetrator behaviour can mean that information about online abuse becomes quickly dated. The CEOPS, 'Think you Know' provides easily accessible up to date information to support knowledge and practice. <https://www.thinkuknow.co.uk/> provides

Online CSE and CCE can occur through any form of technology, such as social networking, chat rooms, instant messaging, gaming, dating sites and many more platforms. As with contact forms of exploitation, the child may not identify that they are being abused.

Online abuse is not separate from contact abuse, and the impact of harm should not be considered as less serious.

### Why do perpetrators use technology within their abuse?

- Grooming on-line can be far easier than offline.

- Games, social media, live streaming platforms, and chat rooms facilitate a perpetrator secretly being able to contact children.
- Perpetrators can create multiple online identities and can pretend to be children to support in achieving their abuse.
- Perpetrators can find out a lot about individual children before they make contact to support the grooming of the child.
- There can be less parental controls.
- In many cases, perpetrators will use technology to facilitate or escalate their abuse.

### **Understanding 'Gangs'**

The Wales Safeguarding Procedures (2019) provide guidance on what organised gangs can look like, however, there is no National definition to support a mutual understanding and/or assist in understanding the different interplay of dynamics.

The Home Office 'Safeguarding Children and Young People who may be affected by Gang Activity' provides detail of what differing forms of gangs can look like:

- Groups,
- Street gangs
- Organised gangs

Youth Gangs, Sexual Violence and Sexual Exploitation 2011, supported understanding that groups and gangs can typically recruit and exploit children to courier drugs and cash either within their area or to other locations across the Country.

It also shared a heightened risk of CSE to:

Exert power and control over members

Initiate new children into the gang

Exchange sexual activity for status or protection

Entrap rival gang members by exploiting girls that are meaningful to them i.e. peers or family members

Inflict sexual acts as a weapon of control in conflict with rivalry 'gangs'.

## Child Trafficking

Child trafficking is a form of Modern Day Slavery.

*Many children are trafficked into the UK from other countries; however, child trafficking also includes children being moved within the same country, between local authority boundaries or even movement within the same postcode.*

**Child Trafficking:** is interconnected and must be understood in the context of child sexual and criminal exploitation.

Child Trafficking consists of three components,

**Action**, recruitment, transportation, transfer, harbouring or receipt, of a child which includes an element of movement from one place to another.

**Exploitation**, there is evidence or reasonable cause to believe that a child is suffering abuse through sexual, criminal, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, or the illegal removal of organs of the child.

**It involves a child;** it occurs to those up to the age of 18 years old.

---

Children are trafficked for the abusive gains of perpetrators which can include, but are not exhaustive of:

- Child sexual exploitation
- Child criminal exploitation, including:
  - cannabis cultivation
  - street crime - such as pickpocketing, begging and bag theft
  - moving drugs
  - benefit fraud
  - immigration fraud
  - selling pirated goods
- forced marriage
- domestic servitude, including:
  - cleaning
  - childcare
  - cooking
- forced labour, including working in:
  - restaurants
  - nail bars
  - factories
  - Agriculture
  - Illegal cultivations.
- illegal adoption
- unreported private fostering arrangements (for any exploitative purpose).

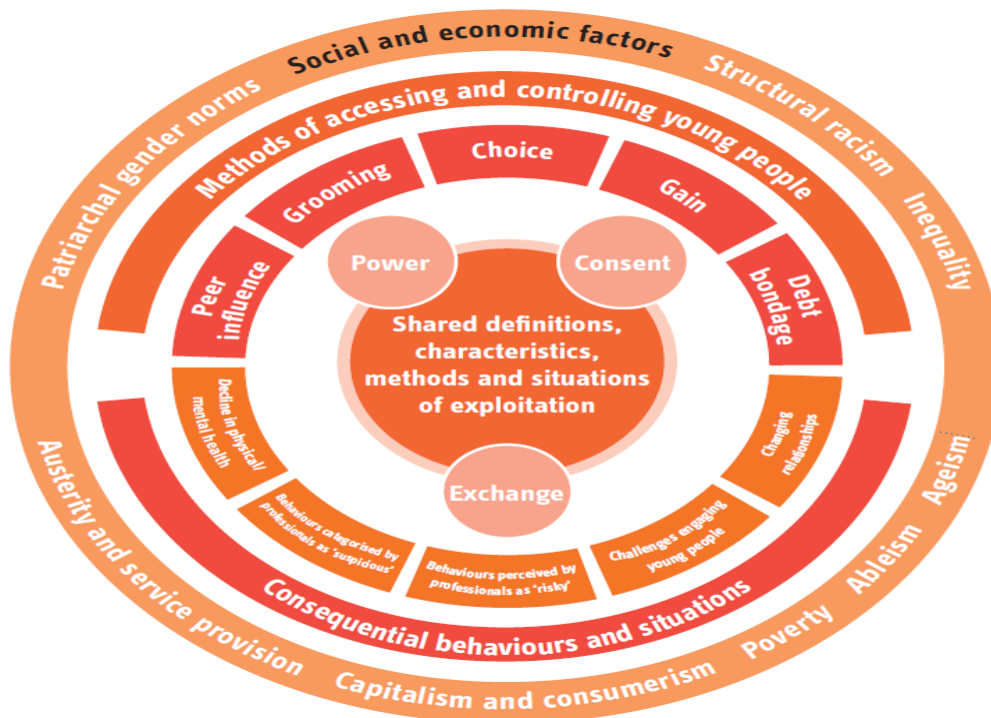
### **Addressing the commonalities in child exploitation**

*“It is increasingly clear that addressing different types of exploitation and harm requires local areas to break down siloes and work across geographical and professional boundaries. Children do not fit into neat categories; many of these issues, historically addressed separately, are often connected” (Director of Research in Practice, 2019).*

Practitioners must be alert to the sophisticated, and forever changing perpetrator profiles which can make perpetrators difficult to identify and disrupt. However, the main denominator in all forms of child exploitation is exchange. The involvement of exchange is what makes exploitation distinct from other forms of child abuse. Exchange can be the giving and/or withdrawing of something and it can vary in context, for example the exchange could be tangible, and/or may involve the meeting of an emotional need, or the need to be free from physical violence or threats to someone that the child cares about.

The pattern of abuse can include a power imbalance, coercion, and a lack of control. Historically CSE was often perceived amongst professionals as the young person’s fault, a result of their ‘risky behaviour’. A Parliamentary group have acknowledged that in some areas of the UK a similar culture still exists around CCE, suggesting a degree of child choice within their criminality. (The All-Party Parliamentary Group, 2016, Missing children and Adults, Report).

Diagram 1 demonstrates that different forms of exploitation often occur simultaneously and share characteristics, methods and associated behaviour which can pose barriers to identification, prevention and responding appropriately.



Research In Practice, 2019.

### **What do perpetrators look like?**

The media can portray certain perpetrator characteristics and profiles which shape the public's views, and misleads communities.

There is no typical description of a perpetrator.

Those who exploit others are a diverse group and will be represented across all gender identities, social classes and ethnicities.

Powys County Council will track perpetrators using the below coding to support a localised understanding of risk, trends and themes.

- Individuals who abuse individual children for their own sexual gratification/financial/other gain.
  - Individuals who abuse groups of children for their own sexual gratification/financial/other gain
  - Loosely connected individuals who act in groups to abuse children for their own sexual gratification/ financial/other gain.
  - Organised groups 'gangs' of individuals who abuse children for own sexual gratification/financial/other gain.
- 

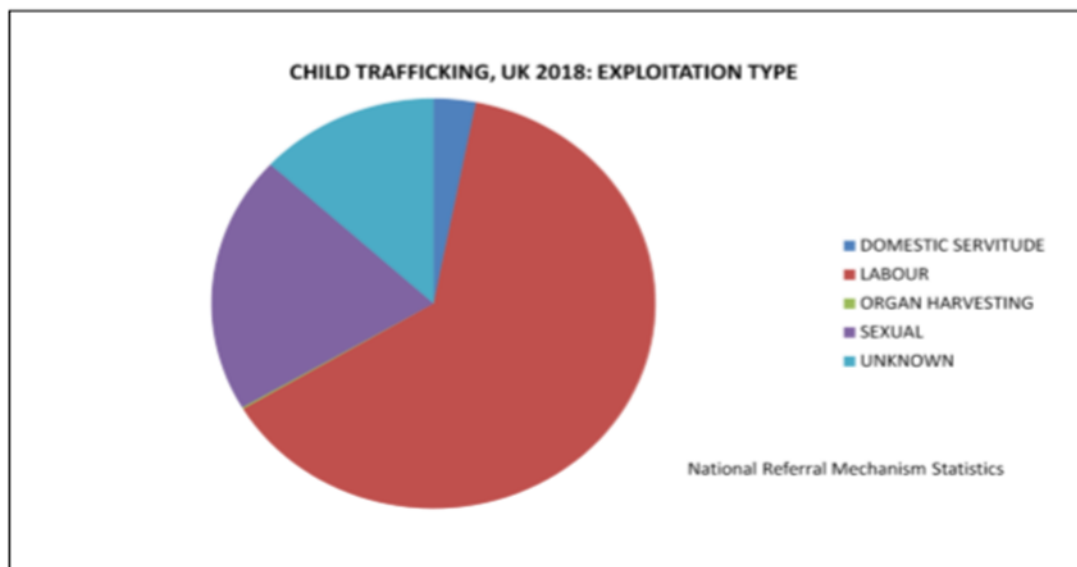
### **The National Referral Mechanism (NRM)**

The NRM is the UK's identification and support system for potential victims of modern day slavery which includes child trafficking. All children identified as potentially trafficked must be referred into the NRM for assessment and support if required.

A National Referral Mechanism (NRM) referral must be completed at the point the concerns of exploitation are identified. This is submitted to the National Crime Agency by a First Responder (either the Police or Children's Services). As First Responders, Children's Services and the Police have a legal obligation to complete the referral that will trigger an assessment to support the safety and wellbeing of the child. The NRM referral does not supersede safeguarding procedures and instead they work together to provide wrap around levels of safety and support to children.

Diagram 2 provides an analysis of the types of abuse referred to the NRM during 2018, and reflects increasing child criminal exploitation being identified across Wales and England.

Diagram 2



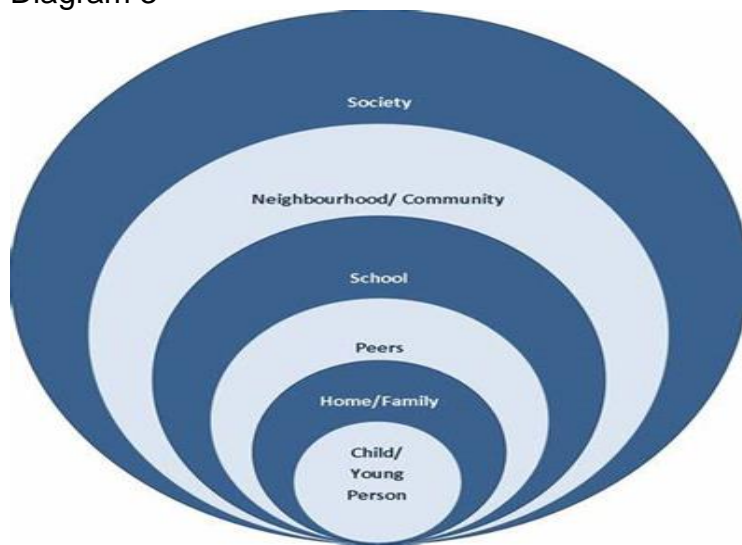
### Contextual Safeguarding

The Contextual Safeguarding Network describes Contextual Safeguarding as an approach to understanding and responding to children's experiences of significant harm outside of families and can be beyond their control. The Wales Safeguarding Procedures also provide national recognition of the concept of Contextual Safeguarding which focuses on the environmental impact on children within schools, peers, neighborhood/communities and within wider society.

Diagram 4 reflects that children's engagement within these extra- familial contexts can also inform, and be informed by, what is happening at home. Therefore, when children are exposed to exploitation in their school, peer group, communities, or wider society, this may fracture their family relationships and undermine the capacity of their parents/carers to keep the child safe. Likewise, if children are exposed to harm within their families this can impact their vulnerability in extra-familial settings.

*We must understand the child's contextual circumstance within a holistic approach which analyses the child and families individual care and support needs.*

Diagram 3



(Bronfenbrenner, 1979: Firmin, 2015)

**The Child** – sometimes the impact of adverse childhood experiences is not addressed, however we also know that children do not always experience such adversity but there may be patterns of unmet need.

**The Home** – Traditional Child Protection systems may solely focus on the parent, for example attending a parenting class to improve situation, however perpetrators can disrupt familial relationships and undermine the attempts being made by parents/carers.

**Schools:** School should be a place of safety for a child; however, perpetrators can target schools and can include exploiting other children as part of the perpetrators grooming process.

**The Peer Group:** In older children the context of peer relationships becomes more significant and can be more influential of social norms than family. For example, in respect of youth crime and gang affiliated criminality, children often commit offences in groups which they would not have committed on their own. Peers can be a source of protection or abuse.

**Neighbourhoods/Communities:** Within communities' children can be exposed to abuse, and we must consider the areas in which abuse can take place within our assessment, care planning, intervention, and the review of outcomes. Where there is evidence of heightened risk or a child being exploited, we must consider interventions to address the area as well as the child's unique care and support needs.

### **Considering vulnerability and risk within Assessment**

Children's vulnerabilities can heighten the risk of exploitation; however, research also tells us that it is not an automatic predictor, vulnerabilities can co-exist with abuse but are not the cause of abuse. Our knowledge of vulnerability is only useful if it forms part

of a holistic assessment that considers each child’s circumstances, their protective structures and focuses on disrupting perpetrators.

Vulnerability CSE	Vulnerability CCE
<ul style="list-style-type: none"> <li>• More likely being female</li> <li>• Previous experience of familial sexual abuse, regardless of gender.</li> <li>• Emotional abuse from males.</li> <li>• Number of moves in living circumstances.</li> <li>• Primarily negative relationships with peers and/or no friendships.</li> </ul> <p>Less likely for harm and abuse to occur:</p> <ul style="list-style-type: none"> <li>• A positive relationship with an adult.</li> <li>• Positive relationships with peers.</li> <li>• High number of agencies involved. However, this must be a coordinated response that does not overwhelm the child.</li> </ul>	<ul style="list-style-type: none"> <li>• More likely to be male, however the risk of child sexual exploitation to females remains prevalent in the context of gangs.</li> <li>• Exclusion from school</li> <li>• Instability</li> <li>• Primarily negative relationships with peers and/or no friendships</li> </ul> <p>Less Likely for harm to occur:</p> <ul style="list-style-type: none"> <li>• A positive relationship with an adult</li> <li>• Positive relationships with peers</li> <li>• High number of agencies involved. However, this must be a coordinated response that does not overwhelm the child.</li> </ul>

Diagram 4 is the interconnected conditions of abuse (Beckett 2011). It supports a holistic approach to assessment. To enable an assessment to be holistic it must consider the perpetrator, alongside the child’s needs and possible vulnerability (which is influenced by internal and external factors) and the adequacy, or inadequacy, of protective structures.

Diagram 4.



Diagram 4. The interconnected conditions of abuse, Beckett, 2009, 2014.

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**What will good look like in Powys?**

To ensure quality practice which supports safer outcomes for children, our ‘what good looks like’ is an extension to our practice non negotiables.

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➤ **The child's behaviour is not the problem.**

**Any child can become a victim of exploitation**

Risk assessments often focus on the behaviour of the child, for example professional scoring tools which conclude whether a child is at heightened risk of exploitation. Such approaches can therefore encourage professionals to focus on the child's behaviour as the 'problem' which we must work to prevent/contain. We can inadvertently blame children for their abuse when we focus on the child's behaviour as the problem. Powys County Council will focus on working with children, families/carers, and professionals to identify perpetrators, spaces and places of concern and look beyond presenting behaviour to consider their care and support needs including any linked vulnerability.

We will use non victimising language to support children, families/carers, professionals, and communities in understanding the impact of such abuse, for example we do not accept:

*The child is placing themselves at risk.*

*The child continues to choose to go missing.*

➤ **The child's voice is paramount.**

We will always provide children with a voice and listen to them. We will strive to provide a consistent professional network to promote trusting relationships and their co-production in their plans which focuses upon their own outcomes.

We understand that every child is unique, and we understand the way in which children see child exploitation will vary from child to child. We will work with children to understand their experiences from their lens, and work at their pace to reduce harm and promote their own outcomes.

*Powys County Council value the importance of a trusted relationship with a safe adult, getting to a position of trust with a child who has been let down or hurt, or both, can take time and perseverance.*

➤ **Children will be 'children first' up to the age of 18 years old.**

We understand that older children can be perceived as 'making choices' however exploitation is an abuse of power which takes away a child's control. A child can never consent to their abuse.

Exploitation does not stop on a child's 18<sup>th</sup> birthday and therefore we will work with adult services and other partner agencies to ensure that transition is a process as oppose to an event.

➤ **We will identify children at the earliest opportunity and provide quality interventions.**

Powys County Council will support the training and development of its staff along with partner agencies and foster cares to provide quality interventions that are non-blaming and outcome focused.

Our Early help team will holistically support children and families wherever safe and possible to do so. Our Early help and preventative services will be child centred rather

than 'issue based' and promote a strength-based approach in line with the ethos of the Social Services and Wellbeing Act (2014) and the Signs of Safety risk model. We aim to safely engage children and within their home and wider family networks being preventative, moving away from reactive responses to safeguard children.

- **All children identified as at heightened risk of child exploitation must have their care and support needs assessed in the same way as any other child.**

Powys County Council will support children who require a statutory safeguarding response in the same way as any other child who is believed to be at heightened risk or has been exploited.

We will be child centred rather than 'issue based' and promote a strength-based approach in line with the ethos of the Social Services and Wellbeing Act (2014) and the Signs of Safety risk model.

- **We will value the power of families and encourage their engagement and participation in safeguarding their children when they are not the source of abuse.**

We value the participation of families/carer(s). Powys County Council understand that exploitation can happen outside of the knowledge and/or control of a child's family/carer(s). We will work with families to support and empower them to safeguard their children.

Families and/or carer(s) will be provided with information to support their understanding of safeguarding procedures if their child is identified at heightened risk of being exploited. Their voice will be central within all meetings and the co-production of plans.

### **The Strategy Aims 'PPS'**

**Prevent-----Protect-----Support**

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To prevent abuse, protect children and support their meaningful outcomes we must work together, we must be collaborative and regularly communicate and embed consistent thresholds of support.

Powys County Council understand that each agency has something unique to offer within the assessment, care planning, intervention and review of children's outcomes which enables our 'PPS' to be achieved.

#### **The Roles of Agencies in supporting PPS.**

##### **The Police**

Dyfed Powys Police are a lead agency in identifying and safeguarding children from exploitation.

A child can have contact with different professionals and teams within the police force simultaneously or at different times, for example:

- School Police Liaison Service
- Community Policing within neighbourhoods.
- Safeguarding child victims outside of child exploitation.
- Safeguarding child victims of child exploitation
- Children who are identified as involved in criminality.
- CEOP support and identification for online sexual abuse and grooming.

The role of Dyfed Powys Police includes the disruption and prosecution of perpetrators to safeguard all victims within the community, including children from exploitation. They also have a duty of care to children to ensure that they are safe and their longer-term support needs are being promoted.

If Children Looked after are placed outside of the Powys locality, the area in which they are placed have a responsibility to safeguard the child in collaboration with the placing Authority Social Work Team.

#### Education.

Providing an educational environment that takes a 'whole-school' approach including PSE, well-being support, and peer on peer education to understand issues such as gender inequality, consent and healthy relationships is central within prevention, protection, and support.

There is a statutory requirement for children to be educated up to the age of 16 years old. Schools provide the opportunity for children to develop relationships with professionals over pro-longed periods celebrating periods of success together and supporting children in times of crisis.

Education provisions also have an opportunity to observe and consider the dynamics of peer relationships and their influence on one another within the school environment. Representatives from education are responsible for raising awareness and sharing information in respect of children or peer groups with whom they share a great deal of time and experiences.

Their statutory responsibility extends beyond the school environment to support and monitor children who are home educated.

Staff will support children's individual plans and a senior representative will attend the multi-agency strategic MACE meetings.

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#### Post 16 non statutory education.

The statutory responsibilities for safeguarding apply to all children under 18 years of age, and therefore post 16 providers i.e. sixth forms, colleges and training provisions continue to play a pivotal role within prevention, protection, and support to children.

Like statutory education, children have an opportunity to develop relationships with professionals over pro-longed periods celebrating periods of success together and supporting children in times of crisis. Staff have an opportunity to observe and consider the dynamics of peer relationships and their influence on one another within their educational/learning setting.

Staff will support children's individual plans including strategy meetings if deemed proportionate, and senior representatives will attend regular MACE strategic meetings.

### Powys Teaching Health Board

A child can have contact with several different health professionals whether it be simultaneously or at different times. The differing roles which sit within the Health Board support the prevention, protection, and support for children, for example:

- 
- School Nurses
  - Child Looked After Nurses
  - Gynaecology
  - Midwifery
  - Health Visitors
  - Sexual Health Service
  - Child and Adolescent Mental Health Services
  - Accident & Emergency
  - Paramedics
  - Pharmacies
  - General Practice doctors and staff

The Sexual Assault Referral Centre (SARC) provides a coordinated response to children who may have suffered abuse. The service covers the region of Dyfed Powys Police, South Wales Police and Gwent Police and Swansea Bay (SB) University Health Board (UHB), Aneurin Bevan UHB, Cardiff & Vale UHB, Cwm Taf Morgannwg (CTM) UHB, Hywel Dda UHB (HD) and Powys Teaching Health Board (THB).

Welsh Government is currently commissioning an evidence review of trauma informed interventions to inform the further development of evidenced therapeutic interventions and wider trauma informed services. This will support the development of services for children who have experienced trauma, including those needing support into recovery because of exploitation across Wales.

The most appropriate health professionals will support individual children's plans including attending strategy meetings if deemed proportionate, and a senior representative will attend the strategic MACE meetings.

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### Foster Carers

Powys County Council voice that children should not become looked after due to extra familial exploitation, as stated within this strategy it is our aim to target perpetrators and co-produce safe and meaningful outcomes with children and their families. However, there may be circumstances in which children are already looked after and worries for their safety are identified.

Foster carers are paramount within a child's support network alongside their supervising social worker, the child's social worker, their birth family, wider family network and other agencies working collaboratively to support the child's needs being met.

Foster carers will support children's individual plans including attending strategy meetings if deemed proportionate, and the Children's Services Fostering senior manager will attend the strategic MACE meetings.

### Substance Misuse Service- CAIS, Children.

Powys County Council do not condone the underage use of alcohol or illegal drugs and work with our partners to prevent such issues, however we also recognise the risks of 'peer pressure' and experimentation and whilst we cannot eradicate this, we can work to promote resilience and safety within children together.

Alcohol and substance misuse may exacerbate the level of risk to a child and contribute to unsafe environments that can be utilised or targeted by perpetrators. The CAIS service work to prevent by raising awareness, protect by sharing concerns and support children within their short, medium and long terms goals to reduce or abstain from alcohol and/or drugs. This service approach enables the time and availability for workers to form relationships over pro-longed periods of time to promote trust and meaningful outcomes.

Within a community context, CAIS are invaluable in understanding community worries and sharing concerns such as spaces and places where children could be exploited. Staff will support children's individual plans including attending strategy meetings if deemed proportionate, and a senior representative will attend the strategic MACE meetings.

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### Substance Misuse Services – Kaleidoscope, Adults.

Kaleidoscope within Powys aims to support adults with addictions through various means of direct support such as counselling, and practical support such as methadone programmes. Parents who experience addiction struggle with their own needs being met and therefore do not always consistently prioritise the needs of their children. Kaleidoscope promote awareness raising, protect by sharing concerns for children and support children within their short, medium, and long terms goals by promoting parental need being met.

Within a community context, Kaleidoscope are also invaluable in understanding community worries and sharing concerns such as spaces and places where children could be exploited.

Staff will support children's individual plans including attending strategy meetings if deemed proportionate, and a senior representative will attend the strategic MACE meetings.

### Powys Youth Services and Community Groups

we know that children can be exposed to abuse within their peer groups and within their communities. The principles underpinning Youth Work are well placed to engage children within their peer groups and within our community. The Youth Work Wales Strategy, 2019, identifies the differing opportunities for children to engage with youth workers and how youth services can aid prevention, protection, and support to children.

This strategy aims to strengthen links with our Youth Services, sporting groups, dance, drama, and all other local non-statutory and/or non-registered community groups.

Staff will support children's individual plans including strategy meetings if deemed proportionate, and a senior representative will attend the strategic MACE meetings.

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### The Youth Justice Service

The youth Justice service provide skilful assessment and support children to build resilience and meet vulnerabilities or need which heighten their risk of offending/re-offending, for example this could be harm to others such as peer on peer abuse or criminality within the community. The Youth Justice Services aims to achieve its goals to prevent, protect and support by promoting well-targeted and quality interventions on a statutory and non-statutory basis with children and families.

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We understand from high profile Serious and Child Practice reviews that children identified as sexually exploited were historically at risk of criminalisation. We cannot criminalise children where there is evidence of exchange, power, control and/or coercion within their criminal acts.

Staff will support children's individual plans including strategy meetings, and senior representatives will attend regular MACE strategic meetings.

#### The National Probation Service.

The Powys Youth Justice Service work closely with probation to support the safe and meaningful transition of children who require continued post 18 support on a formal or informal basis.

All adults will be supported by probation in ways which reduce risk of harm they may present through assessment, the delivery of well-targeted and quality interventions and risk management planning that identify and share factors which may pose a risk to children's safety and welfare.

Probation are responsible for sharing information to safeguard children within relevant area's such as Strategy Meetings, MAPPA and MARAC. A senior representative will attend regular MACE strategic meetings.

Staff will support children's individual plans including strategy meetings, and senior representatives will attend regular MACE strategic meetings.

#### The Llamau Missing Children's Team

A child being missing can be both a cause and a consequence of child exploitation.

Llamau are the commissioned independent service to support children who have been identified as missing within Powys. The service supports early intervention to help prevent abuse, and work to protect and support children.

Powys Children's Services is currently a PILOT host of the Welsh Government study analysing training materials and interventions to support children who have been missing. The aim of the PILOT is to create evidence based and meaningful tools to support children and their families across Wales.

Staff will support children's individual plans including strategy meetings, and senior representatives will attend regular MACE strategic meetings.

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#### The Regional Independent Child Trafficking Guardian (R-ICTG)

The Powys RICTG is a service linked to the mandatory National Referral Mechanism. They offer direct support to children with no identified person with parental responsibility who have been identified as a victim of modern-day slavery. They also offer long arm support to professionals who are supporting children who are believed or assessed as have been, victims of modern-day slavery including child trafficking. They can provide support to children to understand their abuse, the provide safety to children who are involved within the Court process as victims or children of concern.

## VAWDASV

VAWDASV stands for Violence against Women, Domestic Abuse and Sexual Violence.

The Mid and West Wales (MWW) Regional 'Safer Lives, Healthier Families' VAWDASV Strategy 2019-20 outlines six key objectives with an additional three priority areas which took learning from a regional Domestic Homicide.

The objectives support prevention, protection and support to children and families. These include multi-agency training opportunities, the development of interventions for families, and perpetrator programmes including a recently implemented children's programme to support promote the prevention of controlling behaviours for those age 11 years to 18 years old.

## **The Strategy Governance**

The MACE will lead on the co-ordination of the strategy and monitor the delivery plan. Updates on progress will be provided by MACE to the Powys Local Organisation Group on a quarterly basis with a longer-term aim of creating a regional multi-agency strategy across the South East Wales Region.

The strategy will be implemented between 2020 and 2023.

Powys County Council Child Exploitation Implementation Plan.

PREVENT

Objective One.

*Increase the awareness of how to help keep children safe for parent/carers, and the public, whilst increasing awareness of the impact of victimising language.*

Action	The responsible agency	The lead officer(s)	Date
1.1 Create a specialist information site within the online Family Information Service to share a range of evidence based and non-victimising publications and helpful links.	The Child Exploitation Hub and Early Help.	Charlotte Foulkes/Jo Hughes Ruth Cross	Sept 2020.
1.2 Create online awareness raising events on social media platforms on an annual basis in line with National CE Awareness Day.	The Child Exploitation Hub	Ruth Cross	March 2021
1.3 Embed community awareness raising events across Powys twice per year.	The Child Exploitation Hub.	Ruth Cross	September 2020
1.4 Build upon the current raising awareness programme for child exploitation within the night-time economy & community businesses to be inclusive of all forms of Child Exploitation.	Dyfed Powys Police	Linda Elias	March 2021
1.5 Engage with the Start Well initiatives to support quality early help being provided to families.	The Child Exploitation Team and Early Help	Charlotte Foulkes/Jo Hughes Ruth Cross	Ongoing

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Objective Two.

*We will work with partners to ensure all children are provided with the opportunity to learn about consent, their rights, and healthy relationships in a safe environment.*

Action	The responsible agency	The lead officer(s)	Date
2.1 Embed a Child Exploitation School Ambassador programme within every secondary schools in Powys, inclusive of mainstream, PRU and private schools.	The Child Exploitation Hub, Youth Access and Education.	Ruth Cross	March 2021
2.2 Embed a College Child Exploitation Ambassador Programme within all Colleges in Powys.	The Child Exploitation Hub & College safeguarding leads & pastoral teams	Ruth Cross	March 2021
2.3 Provide regular online information via social media platforms to promote children's learning.	The Child Exploitation Hub & Early Help.	Ruth Cross	Sept 2020
2.4 Engage with Child Ambassadors to consider further creative ways of sharing information to support children's learning.	The Child Exploitation Hub	Ruth Cross	March 2021
2.5 Education to develop a standardised approach to Relationships and Sexuality PSE programme in line Welsh Government guidance which includes key topics of consent, their	Education	Lynette Lovell	TBC

rights, and healthy relationships in a safe environment, which promotes Child ambassador participation within its delivery.			
2.6 Engage with education to promote a standardised PSE module across Powys which supports awareness raising of consent, their rights, and healthy relationships in a safe environment which incorporates CCE and Modern-Day Slavery- which promotes child ambassador participation within its delivery.	Education	Lynette Lovell	TBC

### Objective Three

Ensure that Corporate safeguarding responsibilities are clearly understood, and safeguarding becomes everyone's responsibility.

Action	The Responsible Agency	The lead officer(s)	Date
3.1 A review of the Corporate Safeguarding Policy to be inclusive of the corporate responsibilities to all children at heightened risk or have been exploited.	Powys County Council Corporate Safeguarding Board.	Ali Bulman	TBC
3.2 A review of mandatory corporate training for all new Powys County Council staff employees and elected members to include Child Exploitation.	Powys County Council Corporate Safeguarding Board.	Ali Bulman	TBC
3.3 Carry out a neighbourhood assessment of areas of heightened concern for safety using the contextual safeguarding toolkit.	Dyfed Powys Police	TBC	TBC
3.4 Engage with safeguarding leads of large public events in Powys to support children's safety.	Powys County Council Corporate Safeguarding Board	Ali Bulman	TBC

PROTECTION.

Objective Four

*We will understand the scale and nature of child exploitation within Powys and in relation to Powys Children placed outside of County, and develop robust and effective mechanisms to protect children.*

Action	The Responsible Agency	The lead officer(s)	Date
4.1. A review of Powys MACE governance and functions to align itself with statutory guidance and support regular information sharing with the Powys Local Organisational Group.	The Child Exploitation Team	Holly Gordon	Sept 2020
4.2. WASPI information protocol to be implemented to support multi-agency information sharing in line with statutory guidance.	Powys Safeguarding Team	Lisa Hocking	Sept 2020
4.3 Embed an interactive and fluid child exploitation dashboard and child mapping profile.	The Child Exploitation Team	Ruth Cross	Ongoing
4.4 Agencies will provide regular data to MACE to support understanding of key trends and themes within Powys, share learning and develop safer outcomes for children.	Dyfed Powys Police. LLamau The R-ICTG	Ruth Cross	September 2020
4.5 Commission a Child Exploitation problem profile which considers CSE, CCE, Online abuse, peer on peer exploitation and modern-day slavery, and the steps being taken to disrupt and prosecute adults of concern and perpetrators.	Dyfed Powys Police	DI Steven Lewis	TBC

Objective Five.

*Increase the awareness in children of safe ways to disclose Child Exploitation or their worries, and how they will be supported throughout safeguarding procedures.*

Action	The Responsible Agency	The Lead Officer(s)	Date
5.1 Develop a Child Self-Assessment direct work tool to support the child's voice and co-production within planning.	The Child Exploitation Hub	Ruth Cross	July 2020
5.2 Develop, with the support of Child Ambassadors, child friendly information to understand safe ways to disclose Child Exploitation or their worries, and how they will be supported throughout safeguarding procedures.	The Child Exploitation Team	Ruth Cross	September 2020
5.3 Ensure mechanisms are in place for children to co-produce their assessments and plans.	Powys Children's Services	Lisa Hocking	TBC

Objective Six

*Increase the awareness and participation in non-abusive parents/carers of safeguarding procedures to support their children.*

Action	The Responsible Agency	The Lead Officer(s)	Date
6.1 Create specialised family friendly information packs to support family understanding, participation, and outcomes.	The Child Exploitation Team	Ruth Cross	Sept 2020
6.2 Ensure mechanisms are in place to enable families to co-produce assessments and plans	Powys Children's Services	Lisa Hocking	TBC
6.3 Ensure our workforce providing direct support to families are trained in most up to date evidence-based practice.	The Child Exploitation Hub	Ruth Cross	July 2020

### Objective Seven

Agencies and practitioners will understand the Child Exploitation pathway, and they will have access to resources and training to enable their effective, timely and appropriate responses to children at heightened risk, of children being exploited.

Action	The Responsible Agency	The Lead Officer(s)	Date
7.1 Embed a joint pathway between the lead agencies to safeguard children.	Dyfed Powys Police, The Child Exploitation Hub	Linda Elias Ruth Cross	July 2020
7.2 Provide a multi-agency panel support to partners and the third sector to promote professional development.	The Child Exploitation Hub	Ruth Cross	Sept 2020
7.3 Engage with education to promote a review mechanism to ensure that Child Exploitation is a key safeguarding consideration within the support and monitoring of home educated children.	Education	Lynette Lovell	TBC
7.4 Embed multi-agency Community of Practice events.	The Child Exploitation Hub	Holly Gordon	Quarterly- July 2020
7.5 Utilise the Community of Practice events to establish Child Exploitation professional champions across Powys County Council including Early Help, Fostering, Disabilities, YJS, Housing, Youth Service and Licencing.	The Child Exploitation Hub	Ruth Cross	September 2020
7.6 Undertake a multi-agency training needs analysis.	The Child Exploitation Hub	Ruth Cross	Dec 2020

7.7 Engage within the CASCADE PILOT to support the development of National training materials to promote engagement and the safety of missing children.	The Child Exploitation Team	Ruth Cross	Ongoing
7.8 Implement quality assurance arrangements to understand the efficacy of the CE strategy.	The Child Exploitation Hub/Quality Assurance Manager	TBC	TBC
7.10 Engage with Residential Children's Homes in Powys to support improvements in practice and consistency for children placed in Powys.	The Child Exploitation Hub	Ruth Cross	TBC
7.11 Establish links with community-based organisations (such as housing associations, youth groups, sports groups, theatre, music, and dance clubs, faith groups, scouts, brownies, National Citizen Service and Duke of Edinburg) to ensure that safeguarding procedures are in place.	The Child Exploitation Team	Ruth Cross	TBC

Objective Eight

*We will work together to disrupt and prosecute perpetrators.*

Action	The Responsible Agency	The Lead Officer(s)	Date
8.1 Ensure a Children's Service workforce that is highly skilled to undertake child protection enquiries.	The safeguarding Team	Holly Gordon	Ongoing
8.2 Ensure the multi-agency training needs analysis enables multi-agency training opportunities to promote consistent best practice.	The Child Exploitation Hub	Ruth Cross	Dec 2020
8.3 Dyfed Powys Police to share data regarding police disruption and prosecution activity.	Dyfed Powys Police	DI Steve Lewis	TBC
8.4 Ensure a multi-agency strategy meeting is convened in relation to every child identified at heightened risk or has been exploited in line with national guidance.	Dyfed Powys Police, Powys Children's Services	Ruth Cross	Ongoing
8.5 Establish a working agreement for core agencies to attend all Strategy Meetings to provide advice and guidance, including ICTG, YJS and the Youth Service.	The Child Exploitation Team	Ruth Cross	
8.6 Weekly meetings between lead agencies ensure quality joint agency working arrangements.	Dyfed Powys Police, The Child Exploitation Team	Linda Elias Ruth Cross	Ongoing

8.7 Establish links with Probation and MAPPA leads to manage the risk posed by convicted perpetrators in the community and custody.	The Child Exploitation Hub	Ruth Cross	TBC
8.8 Put in place mechanisms to gather and analyse data in relation to the scope and nature of exploitation in Powys and disruption responses (in line with Section 4 and 5)	Dyfed Powys Police	DI Steve Lewis	TBC

## SUPPORT

### Objective nine

*Children will be provided with support that is individual to their needs, supports their outcomes and prevent repeat abuse.*

Action	The Responsible Agency	The Lead Officer(s)	Date
9.1 Establish a specialist Child Exploitation Team to effectively manage safeguarding and support children's outcomes.	Powys County Council	Jan Coles	July 2020
9.2 Embed Inhouse Psychological advice and support within children's planning.	Health, Children's Services	Rob Painter	July 2020
9.3 Embed an internal training schedule will be available to all children's services staff.	The Child Exploitation Hub	Ruth Cross	Sept 2020
9.4 Embed links with R-ICTG to support children who are at heightened risk or have been trafficked.	Barnardo's	Sian Humphreys	Ongoing
9.5 Ensure local SARC access for Children who require it.	Powys Teaching Health Board	Jane Wheeler Sexton	TBC
9.6 Embed online sexual health support that is accessible to all children within Powys	Powys Teaching Health Board	Jane Wheeler Sexton	TBC
9.6 Embed the participation of children in developing the direction of the Child Exploitation Team.	The Child Exploitation Team	Ruth Cross	Ongoing

Objective Ten

*Children approaching 18 years old will be provided with robust step-down plans or pathway plans, and they will be referred to Adult Services if deemed to be appropriate.*

Action	The Responsible Agency	The Lead Officer(s)	Date
10.1 Undertake a review of post 18 support services available to support transition being a process and not an event.	The Child Exploitation Hub, Adult Services.	Ruth Cross Karen Arthur	TBC
10.2 Engage with adult services and commissioning to consider pathways of support for children who do not meet the current mental health and learning difficulty adult services criteria, yet they continue to require co-ordinated support.	Powys County Council-Adult Services	Karen Arthur	TBC
10.3 Engage with the PA service to create targeted support and resources for care leavers up to the age of 25 years old.	Powys Children's Services	Tracey Williams	TBC



**CYNGOR SIR POWYS COUNTY COUNCIL.****CABINET EXECUTIVE  
10<sup>th</sup> November 2020**

**REPORT AUTHOR:** County Councillor Phyl Davies  
Portfolio Holder for Education and Property

**REPORT TITLE:** Ysgol Bro Hyddgen

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**REPORT FOR:** Decision

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**1. Purpose**

1.1 This report requests Cabinet approval to commence the statutory process on the following proposal, in order to move Ysgol Bro Hyddgen along the language continuum:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen from Bilingual (dual-stream) to Welsh-medium
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

1.2 This would mean that:

- English-medium provision would be phased out gradually year by year, starting with Reception in September 2022 – pupils would be taught in Welsh-medium classes and become fully bilingual i.e. fluent in both Welsh and English
- Additional Welsh language support would be introduced alongside the change in language category for latecomers and those pupils needing the additional support. This would include immersion provision which has been very successful in other authorities.

1.3 The report is supported by the following appendices:

Appendix A – Options Appraisal  
Appendix B – Impact Assessment

## 2. Background

### Strategy for Transforming Education in Powys

2.1 On the 14th April 2020, a new Strategy for Transforming Education in Powys was approved by the Leader via a delegated decision.

2.2 The Strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020.

2.3 The Strategy sets out a new vision for education in Powys, which is as follows:

*‘All children and young people in Powys will experience a high quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.’*

2.3 The Strategy also sets out a number of guiding principles which will underpin the transformation of education in Powys. These are as follows:

- *A world class rural education system that has learner entitlement at its core*
- *Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience*
- *A broad choice and high quality of provision for 14 – 19-year-old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy*
- *Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential*
- *A digitally rich schools’ sector that enables all learners and staff to enhance their teaching and learning experience*
- *Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community*
- *Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs*
- *Financially and environmentally sustainable schools*
- *The highest priority is given to staff wellbeing and professional development*

2.4 The new Strategy sets out a number of Strategic Aims and Objectives, to shape the Council's work to transform the Powys education system over the coming years. One of these Aims is to '*improve access to Welsh-medium provision across all key stages*', and a commitment '*to move schools along the language continuum.*'

### 3. The Case for Change

3.1 The transformation of education in the Dyfi Valley has been underway for several years, in order to address many historical challenges and issues. This has been carried out in stages:

- **Establishment of Ysgol Bro Hyddgen:** Ysgol Bro Hyddgen was established in September 2014 following the merger of Machynlleth C.P. School and Ysgol Bro Ddyfi. The purpose of this merger process was to address many of the identified challenges facing education in the town. This has been a success for the Council. Since the school's establishment, permanent leadership arrangements have been in place, and the quality of provision has improved.
- **Plans to develop a new community campus on a single site, to replace the two current sites:** The Council has been developing plans to provide a replacement building for Ysgol Bro Hyddgen for several years. Moving to a new building will address some of the remaining issues facing the school, such as the current poor accommodation at the secondary campus in particular, and will provide additional benefits to the school from being located on one campus.

3.2 Whilst education has undergone significant changes in the town of Machynlleth over recent years, these have not addressed the school's dual stream status, which was actually highlighted in the Cabinet report of 2013 which recommended the establishment of an all-age school in Machynlleth.

3.3 The school is located in a traditionally Welsh speaking area, and Ysgol Bro Hyddgen's English-medium stream is the only English-medium feeder primary provider in the catchment area. The number of English-medium pupils attending primary provision in Machynlleth has decreased over recent years, which means that the number of primary aged pupils accessing English-medium provision in the catchment is low.

3.4 Current pupil numbers at Ysgol Bro Hyddgen are as follows:

	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
<b>Welsh-medium</b>	11	19	17	13	16	25	12	43	28	39	29	35	17	28	332
<b>English-medium</b>	5	6	6	6	10	7	12	8	17	15	17	18	6	12	145
<b>Total</b>	16	25	23	19	26	32	24	51	45	54	46	53	23	40	477

3.5 The low number of English-medium pupils causes a challenge to Ysgol Bro Hyddgen in providing appropriate provision for these learners:

- In the primary sector, English-medium pupils are taught in small classes, with a high number of year groups in each class.
- In the secondary sector, in order to be able to accommodate both Welsh-medium and English-medium pupils, many classes are taught bilingually, with teaching taking place in both Welsh and English in the same class. This is not a desirable model for Welsh-medium or English-medium pupils.

3.5 The Council's Strategy for Transforming Education in Powys includes an aim to 'improve access to Welsh-medium provision across all key stages', as well as an objective to 'move schools along the language continuum'.

3.6 In order to meet these aims and objectives, the Council is keen to move Ysgol Bro Hyddgen along the language continuum. This would ensure that all pupils attending the school have the opportunity to become fully bilingual, fluent in both Welsh and English, therefore contributing to the Welsh Government's aspiration to achieve a million Welsh speakers by 2050.

#### **4. Information about Ysgol Bro Hyddgen**

4.1 Ysgol Bro Hyddgen is an all-through school located in the town of Machynlleth in North Powys. It was established in September 2014 following the amalgamation of Machynlleth C.P. School and Ysgol Bro Ddyfi.

4.2 The school's primary phase primarily serves the town of Machynlleth, whilst the secondary phase serves a wider catchment area. Apart from Ysgol Bro Hyddgen itself, there are only three other primary schools in the school's catchment area. These are three Welsh-medium primary schools, which operate under one headteacher as part of a federation.

4.3 The following is a summary of key data relating to Ysgol Bro Hyddgen:

	School Type	Language Category	Admission Number	Rural School? <sup>1</sup>
<b>Ysgol Bro Hyddgen</b>	Community Middle School (All-through)  School building owned by Powys County Council	Bilingual (Type B)	31 <sup>2</sup>	No

### Pupil Numbers

#### i) Current pupil numbers<sup>3</sup>

Current pupil numbers at Ysgol Bro Hyddgen are as follows:

	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
<b>Welsh-medium</b>	11	19	17	13	16	25	12	43	28	39	29	35	17	28	332
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<b>Total</b>	16	25	23	19	26	32	24	51	45	54	46	53	23	40	477

#### ii) Historical pupil numbers<sup>4</sup>

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020
<b>Ysgol Bro Hyddgen</b>	560	564	520	486	488	483	474

<sup>1</sup> Annex F of the Welsh Government's School Organisation Code (2018) (<https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>) includes a list of 'rural schools', to which the 'Presumption against the closure of rural schools' applies.

<sup>2</sup> This number increases to 73 in Year 7 when pupils from other schools in the catchment join the school

<sup>3</sup> Finance Figures – NOR 2020 count day

<sup>4</sup> PLASC

iii) Projected pupil numbers (Birth rate)<sup>5</sup>

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Ysgol Bro Hyddgen	464	469	477	465	463

iv) Projected pupil numbers (Finance projections)<sup>6</sup>

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Ysgol Bro Hyddgen	472	486	488	N/A	N/A

**Building Capacity and Condition**

i) Capacity

The following table provides information about the school's current capacity:

	Current Capacity	Currently Filled	Surplus Capacity
Ysgol Bro Hyddgen – Primary Campus	213	166 (77.9%)	47 (22.1%)
Ysgol Bro Hyddgen – Secondary Campus	442	296 (66.9%)	146 (33.1%)

ii) Building condition

In 2009, Welsh Government carried out condition and suitability assessments of the school.

	Condition	Suitability	Access to hall on site
Ysgol Bro Hyddgen – Primary	C Poor	B Good	Yes

<sup>5</sup> Powys Schools Service Projections based on PLASC & Birth Rates

<sup>6</sup> Powys Finance Projections based on data provided by the school

<b>Campus</b>			
<b>Ysgol Bro Hyddgen – Secondary Campus</b>	C Poor	C Poor	Yes

A replacement building is planned for Ysgol Bro Hyddgen, it is anticipated that this will open in September 2023.

### **Standards of Education**

#### **i) Estyn**

	<b>Ysgol Bro Hyddgen</b>
<b>Date of Inspection</b>	February 2017
<b>Standards</b>	Adequate
<b>Well Being</b>	Good
<b>Learning Experiences</b>	Adequate
<b>Teaching</b>	Good
<b>Care, Support and Guidance</b>	Good
<b>Learning Environment</b>	Good
<b>Leadership</b>	Good
<b>Improving Quality</b>	Adequate
<b>Partnership Working</b>	Good
<b>Resource Management</b>	Adequate
<b>Outcome</b>	The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress.

#### **ii) School Categorisation**

	<b>Standards Group</b>	<b>Improvement Capacity</b>	<b>Support Capacity</b>
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<b>Ysgol Bro Hyddgen</b>	N/A	B	Yellow

### Financial information

#### i) Cost per pupil (Section 52 Budget Statement, 2019/2020)

	<b>Budget share per school</b>	<b>Budget share per pupil</b>	<b>Notional SEN budget</b>	<b>Non ISB funds devolved to the school</b>
<b>Ysgol Bro Hyddgen</b>	£2,484,000	£6,419	£78,000	£44,000
<b>Powys average (Middle)</b>	N/A	£6,419	N/A	N/A
<b>Wales average (Middle)</b>	N/A	£2,237	N/A	N/A

#### ii) Current budgetary position (as of 1st May submittal by full governing body)

	<b>2019/20 Actual Cumulative Outturn</b>	<b>2020/21 Budget</b>	<b>2021/22 Budget</b>	<b>2022/23 Budget</b>
<b>Ysgol Bro Hyddgen</b>	£162,071	£197,602	£125,798	£34,764

### Equalities Information

#### i) Free School Meals<sup>7</sup>

	<b>Number of pupils who had a free school meal on Census day</b>
<b>Ysgol Bro Hyddgen</b>	25 (14.5%)

#### ii) Pupils in care<sup>8</sup>

<sup>7</sup> PLASC 2020

<sup>8</sup> PLASC 2020



	Number of pupils in care
Ysgol Bro Hyddgen	4

iii) **SEN/ALN<sup>9</sup>**

	School Action	School Action Plus	Statement
Ysgol Bro Hyddgen	27 (15.6%)	15 (8.7%)	3 (1.7%)

**5. Statutory Process for School Organisation Proposals**

5.1 The process for school organisation proposals is set out by the Welsh Government in the School Organisation Code (2018). The process is summarised below:

i) Consultation

Consultation would be carried out with stakeholders as required by the Code. This includes consultation with the pupils at both schools, to ensure that their views are considered, in accordance with the United Nations Convention on the Rights of the Child.

Feedback from the consultation would be collated and summarised, and a report would be presented to the Cabinet. Cabinet will consider the report and the feedback received during the consultation period, and will decide whether to proceed with the proposal, to make changes to the proposal or to not proceed with the proposal.

If Cabinet decides not to proceed, that will be the end of this proposal.

ii) Statutory Notice

If Cabinet decides to proceed, a Statutory Notice would be published, which would give a period of 28 days for people to submit written objections.

If there were objections, the authority would publish an objection report providing a summary of the objections and the authority's response to them. A further report would be presented to the Cabinet, which they would consider alongside the objection report, in order to decide whether or not to approve the proposal.

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<sup>9</sup> PLASC 2020

iii) Implementation

If Cabinet approves the proposal, it would be implemented in accordance with the date given in the Statutory Notice or any subsequently modified date.

6. Advice

6.1 Officers have carried out an options appraisal on the language category of Ysgol Bro Hyddgen and implementation options. This is attached to this report as Appendix A.

6.2 The options appraisal includes the following:

- Consideration of key data relating to the school
- Identification of options
- SWOT analysis of each option
- Assessment of each option against a number of critical success factors
- Identification of possible implementation options
- SWOT analysis of implementation options
- Assessment of implementation options against a number of critical success factors
- Identification of an emerging preferred option
- Further consideration of the emerging preferred option against factors listed in the School Organisation Code (2018) as factors to be taken into account when developing school organisation proposals.

6.3 Based on the options appraisal carried out and further consideration against the factors outlined in the School Organisation Code, the preferred option is as follows:

**To support the school to move along the Welsh language continuum over time**

- Fully bilingual (Welsh-medium) provision to be phased in gradually year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

6.4 The reasons for this are:

- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school
- In the long term, would enable the school to operate more efficiently
- Would enable school leadership to make more effective use of human resources
- Would allow staff to focus on one linguistic delivery model
- Would allow time for any necessary staff development and professional learning
- More opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh
- Meets the Council's Strategy for Transforming Education in Powys
- Potential financial saving to the authority
- Meets all of the Critical Success Factors

6.5 It is therefore advised that Cabinet approves a recommendation to commence the statutory process on the following proposal in order to move Ysgol Bro Hyddgen along the language continuum:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen from Bilingual (dual-stream) to Welsh-medium
- This will be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

This would mean that:

- English-medium provision would be phased out gradually year by year, starting with Reception in September 2022 – pupils would be taught in Welsh-medium classes and become fully bilingual i.e. fluent in both Welsh and English
- Additional Welsh language support would be introduced alongside the change in language category for latecomers and those pupils needing additional support. This would include immersion provision which has been very successful in other authorities.

6.6 Should the recommendation to commence the statutory process be approved, it is anticipated that consultation would commence in December 2020.

6.7 It must also be noted that implementation of this proposal does not preclude that school from being a part of future reorganisation proposals.

## **7. Resource Implications**

- 7.1 The amount of funding provided to schools is driven by the funding formula. Any change to the formula funding provided will impact on the Council's revenue budget. Based on the current formula, the formula funding requirement will reduce as a result of these proposals and savings falling to the Council's revenue budget are estimated to be £107,000 per annum, when the whole school becomes a single-stream school by 2036. It is not anticipated that there will be any revenue implications in the first year of implementation as the pupil numbers would be absorbed within the existing class structure of the school based on current pupil projections.
- 7.2 As the new single-stream model is phased in over time, there will be some savings, dependent on pupil numbers. However, the financial benefits of a single-stream model are in Key Stages 3, 4 and beyond, as indicated in the Options Appraisal (Appendix A). This figure does not include any redundancy costs that could arise should the proposal be implemented.
- 7.3 The Council will continue to work with the school to ensure that the school budget complies with the scheme for financing schools and is within the funding envelope available.
- 7.5 The Head of Finance (Section 151 Officer) notes the content of the report and the resource implications above and on this basis can support the recommendation.

## **8. Legal implications**

- 8.1 Legal: The recommendation can be supported from a legal point of view.
- 8.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report".

## **9. Comment from local member(s)**

9.1

## **10. Integrated Impact Assessment**

- 10.1 An initial impact assessment in respect of the recommendation is attached. The impact assessment considers the proposal's impact on the Welsh Government's well-being goals, as outlined in the Well-being of Future Generations Act.
- 10.2 The summary of the impact assessment is as follows:

'The draft impact assessment indicates that the impact of the proposal is positive overall. The proposal would eventually provide a more

sustainable model for delivering education in Ysgol Bro Hyddgen, ensuring that all pupils are fully bilingual in Welsh and English when they leave the school. The proposal is to change the school's language category over time, which minimises the impact on pupils currently attending Ysgol Bro Hyddgen, but would also ensure that, eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and within the community and would provide those pupils with bilingual skills to take into the workplace.'

- 10.3 Should Cabinet approve the commencement of the statutory process in respect of the recommendation, the impact assessment would be updated throughout the process, to take account of feedback received.

## **11. Recommendation**

- 11.1 It is recommended that Cabinet approves that the statutory process commences on the following proposal in order to move Ysgol Bro Hyddgen along the language continuum:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen from Bilingual (dual-stream) to Welsh-medium
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

- 11.2 This would mean that:

- English-medium provision would be phased out gradually year by year, starting with Reception in September 2022 – pupils would be taught in Welsh-medium classes and become fully bilingual i.e. fluent in both Welsh and English
- Additional Welsh language support would be introduced alongside the change in language category for latecomers and those pupils needing the additional support. This would include immersion provision which has been very successful in other authorities.

Contact Officer:	Marianne Evans
Tel:	01597 826155
Email:	Marianne.evans@powys.gov.uk
Head of Service:	Emma Palmer – Head of Transformation & Communications Lynette Lovell – Interim Chief Education Officer
Corporate Director:	Dr Caroline Turner

CABINET REPORT TEMPLATE VERSION X

# Transforming Education in Powys

## Options Appraisal

### Ysgol Bro Hyddgen

#### Version Control:

Version	Date	Brief Summary of Change	Author
0.1	03/09/20	Document created	AM
0.2	16/10/20	Version for consideration by WS3	SA
0.3	21/10/20	Version for consideration by EMT	ME
0.4	28/10/20	Version for consideration by Cabinet	SA

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# 1. INTRODUCTION

The purpose of this paper is to consider options for the future language category of Ysgol Bro Hyddgen. Ysgol Bro Hyddgen is currently a dual stream all-age school.

The current language category of Ysgol Bro Hyddgen is Bilingual (Type B) which is described as: ‘At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.’<sup>1</sup>.

Current pupil numbers<sup>2</sup> at Ysgol Bro Hyddgen are as follows:

	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Welsh-medium	11	19	17	13	16	25	12	43	28	39	29	35	17	28	332
English-medium	5	6	6	6	10	7	12	8	17	15	17	18	6	12	145
Total	16	25	23	19	26	32	24	51	45	54	46	53	23	40	477

The Council’s Strategy for Transforming Education in Powys sets out a number of aims and objectives to transform the Powys education system over the next few years, in order to provide the best possible opportunities to Powys learners now and in the future. One of the objectives included in the strategy is to ‘improve access to Welsh-medium provision across all key stages’.

Within this objective, the Strategy includes an aim to ‘Move schools along the language continuum’.

The purpose of this paper is to consider options to move Ysgol Bro Hyddgen along the Welsh language continuum, in accordance with the aim outlined above.

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<sup>1</sup> <https://gov.wales/sites/default/files/publications/2018-02/defining-schools-according-to-welsh-medium-provision.pdf>

<sup>2</sup> Finance Figures – NOR 2020 count day

# PART A – THE CASE FOR CHANGE

## 2. STRATEGIC CONTEXT

### 2.1 POLICY CONTEXT

Following the inspection of Powys Education Services carried out by Estyn in the summer of 2019, the Council carried out a strategic review of schools during 2019-20, which led to the development of a new Strategy for Transforming Education in Powys. The strategy, which was developed following engagement with a wide range of stakeholders, was approved in April 2020.

The strategy sets out a Vision Statement and Guiding Principles which will underpin the Council's work to transform the Powys education system over the coming years. The Vision Statement is as follows:

***All children and young people in Powys will experience a high-quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21<sup>st</sup> century Wales.***

In addition, the strategy outlines a number of aims and objectives to shape the Council's work to transform the Powys education system over the coming years. One of the Strategic Aims is to 'improve access to Welsh-medium provision across all key stages'. Within this aim, the Strategy sets out a Strategic Objective to 'Move schools along the language continuum.'

### 2.2 WHY CHANGE IS NEEDED IN POWYS

Powys is a large, rural authority. Covering a quarter of the landmass of Wales, it contains only 4.2% of the population, making it the most sparsely populated county in Wales. Delivering services across such a large, sparsely populated area is challenging and expensive.

Whilst there has been some reorganisation activity in Powys over recent years, the county's schools' infrastructure largely remains similar to that which was in place 20 years ago.

The Council's new Strategy for Transforming Education in Powys outlines a number of challenges facing education in Powys, which were identified following engagement with key stakeholders during the autumn term 2019 and spring term 2020.

The following is a summary of the main challenges facing the Council:

**i) High proportion of small schools**

Based on PLASC 2019 figures, there were 33 small primary schools in Powys – this is approximately 40% of the primary provision in the county. 21 schools had fewer than 50 pupils, and for those schools the budget share per pupil is generally higher than the Powys average for primary schools.

**ii) Decreasing pupil numbers**

Pupil numbers have decreased over the past decade, and are expected to decrease further over the next five years. Pupil numbers in the primary sector in Powys are expected to decrease by approximately 4% by 2025.

**iii) High number of surplus places**

Based on PLASC 2019 figures, there was 18% surplus capacity in Powys primary schools. With pupil numbers across Powys projected to decrease overall over the coming years, the proportion of surplus places across the county will continue to increase.

**iv) Building condition**

Whilst the Council has invested in its school's estate through the 21<sup>st</sup> Century Schools Programme and the Asset Management Plan, building condition remains an issue across Powys, with associated maintenance costs.

**v) Financial pressures**

The Council is currently facing significant financial pressures in general. This is affecting all service areas, including the schools' sector. There are significant variations in the budget share per pupil across Powys schools, ranging from £3,127 to £7,877 in the primary sector.

**vi) Inequality in access to Welsh-medium education**

In contrast to other areas of Wales, there has been no growth in Welsh-medium pupil numbers in Powys over recent years. Significant changes are needed to the Welsh-medium offer in Powys to reverse the trend of the last few years and ensure that all Powys learners can access comprehensive Welsh-medium provision throughout their educational careers.

**vii) Limited post-14 and post-16 offer**

In September 2019, the Council's Cabinet considered a report on post-16 provision, which outlined a number of challenges facing the sector, including decreasing learner numbers, financial challenges and sustainability of the curriculum offer, including Welsh-medium provision.

**viii) Inequality in access to SEN provision**

Within Powys, pupils with special education needs (SEN) attend a range of settings, including special schools, specialist centres, the pupil referral unit (PRU) as well as mainstream schools.

Currently, not all pupils are educated in the setting that meets their needs best, and depending on where pupils live, they have access to a different quality and type of provision.

**ix) Historical lack of political decision making**

Although there have been some developments in terms of the schools' infrastructure over recent years, the Council's failure to implement a number of high-profile proposals in the last few years has left a legacy in Powys, and there has been a reluctance to embark on large scale reorganisation of education provision since then.

### 3. WHY CHANGE IS NEEDED IN YSGOL BRO HYDDGEN

#### 3.1 THE CURRENT SITUATION

Ysgol Bro Hyddgen is an all-through school located in the town of Machynlleth in North Powys. It was established in September 2014 following the amalgamation of Machynlleth C.P. School and Ysgol Bro Ddyfi.

The school's primary phase primarily serves the town of Machynlleth, whilst the secondary phase serves a wider catchment area. Apart from Ysgol Bro Hyddgen itself, there are only three other primary schools in the school's catchment area. These are three Welsh-medium primary school, which operate under one headteacher as part of a federation.

The following is a summary of key data relating to Ysgol Bro Hyddgen:

	School Type	Language Category	Admission Number	Rural School? <sup>3</sup>
<b>Ysgol Bro Hyddgen</b>	Community Middle School (All-through)  School building owned by Powys County Council	Bilingual (Type B)	31 <sup>4</sup>	No

#### Pupil Numbers

##### i) Current pupil numbers<sup>5</sup>

Current pupil numbers at Ysgol Bro Hyddgen are as follows:

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<sup>4</sup> This number increases to 73 in Year 7 when pupils from other schools in the catchment join the school

<sup>5</sup> Finance Figures – NOR 2020 count day

ii) Historical pupil numbers<sup>6</sup>

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iv) Projected pupil numbers (Finance projections)<sup>8</sup>

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Ysgol Bro Hyddgen	472	486	488	N/A	N/A

**Building Capacity and Condition**

i) Capacity

The following table provides information about the school's current capacity:

	Current Capacity	Currently Filled	Surplus Capacity
Ysgol Bro Hyddgen – Primary Campus	213	166 (77.9%)	47 (22.1%)
Ysgol Bro Hyddgen – Secondary Campus	442	296 (66.9%)	146 (33.1%)

<sup>6</sup> PLASC

<sup>7</sup> Powys Schools Service Projections based on PLASC & Birth Rates

<sup>8</sup> Powys Finance Projections based on data provided by the school

**ii) Building condition**

In 2009, Welsh Government carried out condition and suitability assessments of the school.

	<b>Condition</b>	<b>Suitability</b>	<b>Access to hall on site</b>
<b>Ysgol Bro Hyddgen – Primary Campus</b>	C Poor	B Good	Yes
<b>Ysgol Bro Hyddgen – Secondary Campus</b>	C Poor	C Poor	Yes

A replacement building is planned for Ysgol Bro Hyddgen, it is anticipated that this will open in September 2023.

**Standards of Education**

**i) Estyn**

	<b>Ysgol Bro Hyddgen</b>
<b>Date of Inspection</b>	February 2017
<b>Standards</b>	Adequate
<b>Well Being</b>	Good
<b>Learning Experiences</b>	Adequate
<b>Teaching</b>	Good
<b>Care, Support and Guidance</b>	Good
<b>Learning Environment</b>	Good
<b>Leadership</b>	Good
<b>Improving Quality</b>	Adequate
<b>Partnership Working</b>	Good

<b>Resource Management</b>	Adequate
<b>Outcome</b>	The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress.

**ii) School Categorisation**

	<b>Standards Group</b>	<b>Improvement Capacity</b>	<b>Support Capacity</b>
<b>Ysgol Bro Hyddgen</b>	N/A	B	Yellow

**Financial information**

**i) Cost per pupil (Section 52 Budget Statement, 2019/2020)**

	<b>Budget share per school</b>	<b>Budget share per pupil</b>	<b>Notional SEN budget</b>	<b>Non ISB funds devolved to the school</b>
<b>Ysgol Bro Hyddgen</b>	£2,484,000	£6,419	£78,000	£44,000
<b>Powys average (Middle)</b>	N/A	£6,419	N/A	N/A
<b>Wales average (Middle)</b>	N/A	£2,237	N/A	N/A

**ii) Current budgetary position (as of 1st May submittal by full governing body)**

	<b>2019/20 Actual Cumulative Outturn</b>	<b>2020/21 Budget</b>	<b>2021/22 Budget</b>	<b>2022/23 Budget</b>
<b>Ysgol Bro Hyddgen</b>	£162,071	£197,602	£125,798	£34,764



## Equalities Information

### i) Free School Meals<sup>9</sup>

	Number of pupils who had a free school meal on Census day
Ysgol Bro Hyddgen	25 (14.5%)

### ii) Pupils in care<sup>10</sup>

	Number of pupils in care
Ysgol Bro Hyddgen	4

### iii) SEN/ALN<sup>11</sup>

	School Action	School Action Plus	Statement
Ysgol Bro Hyddgen	27 (15.6%)	15 (8.7%)	3 (1.7%)

## 3.2 WHY CHANGE IS NEEDED IN YSGOL BRO HYDDGEN

The transformation of education in the Dyfi Valley has been underway for a number of years, in order to address many historical challenges and issues. This has been carried out in stages:

- **Stage 1: Establishment of Ysgol Bro Hyddgen**

Ysgol Bro Hyddgen was established in September 2014 following the merger of Machynlleth C.P. School and Ysgol Bro Ddyfi. The purpose of this merger process was to address many of the identified challenges facing education in the town. This has been a success for the Council. Since the school's establishment, permanent leadership arrangements have been in place, and the quality of provision has improved.

- **Stage 2: Plans to develop a new community campus on a single site, to replace the two current sites**

The Council has been developing plans to provide a replacement building for Ysgol Bro Hyddgen for a number of years. Moving to a new building will

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<sup>9</sup> PLASC 2020

<sup>10</sup> PLASC 2020

<sup>11</sup> PLASC 2020

address some of the remaining issues facing the school, such as the current poor accommodation at the secondary campus in particular, and will provide additional benefits to the school from being located on one campus.

Whilst education has undergone significant changes in the town of Machynlleth over recent years, these have not addressed the school's dual stream status, which was actually highlighted in the Cabinet report of 2013 which recommended the establishment of an all-age school in Machynlleth.

The school is located in a traditionally Welsh speaking area, and Ysgol Bro Hyddgen's English-medium stream is the only English-medium feeder primary provider in the catchment area. The number of English-medium pupils attending primary provision in Machynlleth has decreased over recent years, which means that the number of primary aged pupils accessing English-medium provision in the catchment is low.

Current pupil numbers at Ysgol Bro Hyddgen are as follows:

	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
<b>Welsh-medium</b>	11	19	17	13	16	25	12	43	28	39	29	35	17	28	332
<b>English-medium</b>	5	6	6	6	10	7	12	8	17	15	17	18	6	12	145
<b>Total</b>	16	25	23	19	26	32	24	51	45	54	46	53	23	40	477

The low number of English-medium pupils causes a challenge to Ysgol Bro Hyddgen in providing appropriate provision for these learners.

In the primary sector, English-medium pupils are taught in small classes, with a high number of year groups in each class.

In the secondary sector, in order to be able to accommodate both Welsh-medium and English-medium pupils, many classes are taught bilingually, with teaching taking place in both Welsh and English in the same class. This is not a desirable model for Welsh-medium or English-medium pupils. Subject choice is also limited for English-medium pupils.

The Council's Strategy for Transforming Education in Powys includes an aim to 'improve access to Welsh-medium provision across all key stages', as well as an objective to 'move schools along the language continuum'.

In order to meet these aims and objectives, the Council is keen to explore options to move Ysgol Bro Hyddgen along the language continuum. This would ensure that all

pupils attending the school have the opportunity to become fluent in Welsh and English, therefore contributing to the Welsh Government's aspiration to achieve a million Welsh speakers by 2050.

## PART B – OPTIONS FOR YSGOL BRO HYDDDGEN

### 4. AVAILABLE OPTIONS

The following options have been identified to address the challenges caused by the school's current dual stream structure:

Option	Description
1	<p><b>Status quo</b></p> <ul style="list-style-type: none"> <li>- Ysgol Bro Hyddgen continues to operate as a dual stream school</li> <li>- Bilingual (Welsh-medium) and English-medium provision continues to be available to pupils in all year groups</li> </ul>
2	<p><b>Support the school to move Foundation Phase provision along the Welsh language continuum</b></p> <ul style="list-style-type: none"> <li>- Fully bilingual (Welsh-medium) provision is phased in gradually in the Foundation Phase only</li> <li>- Eventually, all foundation phase pupils at the school would access bilingual (Welsh-medium) provision</li> <li>- At the end of the Foundation Phase, parents / pupils could choose either bilingual (Welsh-medium) or English-medium provision</li> <li>- Any further plans to move the provision along the language continuum would be subject to a further statutory process</li> </ul>
3	<p><b>Support the school to move primary provision along the Welsh language continuum</b></p> <ul style="list-style-type: none"> <li>- Fully bilingual (Welsh-medium) provision is phased in gradually in the primary phase</li> <li>- Eventually, all primary aged pupils at the school would access bilingual (Welsh-medium) provision</li> <li>- At the end of the primary phase, parents / pupils could choose either bilingual (Welsh-medium) or English-medium provision</li> <li>- Any further plans to move the provision along the language continuum would be subject to a further statutory process</li> </ul>
4	<p><b>Support the school to move secondary provision along the Welsh language continuum</b></p> <ul style="list-style-type: none"> <li>- Primary provision at Ysgol Bro Hyddgen would continue to be provided via a dual stream arrangement</li> <li>- Bilingual (Welsh-medium) and English-medium provision would continue to be available to primary pupils</li> <li>- Fully bilingual provision to be phased in gradually in the secondary phase</li> </ul>

	<ul style="list-style-type: none"> <li>- Pupils educated through the medium of English in the primary phase would either need to transfer to fully bilingual (Welsh-)</li> <li>- Additional Welsh language support to be introduced to support pupils wishing to transfer to fully bilingual provision</li> <li>- Any further plans to move the provision along the language continuum would be subject to a further statutory process</li> </ul>
<b>5</b>	<p><b>Support the school to move along the Welsh language continuum in all key stages</b></p> <ul style="list-style-type: none"> <li>- Fully bilingual (Welsh-medium) provision is phased in gradually</li> <li>- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English</li> <li>- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support</li> </ul>
<b>6</b>	<p><b>Change the school's language category to Welsh-medium</b></p> <ul style="list-style-type: none"> <li>- English-medium provision at the school would cease on implementation of the proposal</li> <li>- English-medium pupils would need to either transfer to bilingual (Welsh-medium) provision or move to a different school</li> <li>- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support</li> </ul>

## 5. SWOT ANALYSIS OF EACH OPTION

SWOT analyses for each of the three options are provided below.

### Option 1: Status quo

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>- No impact on pupils, parents or staff</li> <li>- No additional travel for pupils</li> <li>- No impact on pupil numbers at Ysgol Bro Hyddgen</li> <li>- No need for a statutory process</li> </ul>	<ul style="list-style-type: none"> <li>- Does not enable Ysgol Bro Hyddgen to operate more efficiently</li> <li>- Some pupils do not become fully bilingual</li> <li>- Pupils will continue to be taught in bilingual classes, which is not a desirable teaching model</li> <li>- Does not meet the aims and objectives of the Council's Strategy for Transforming Education in Powys</li> </ul>
<b>Opportunities</b>	<b>Threats</b>

	<ul style="list-style-type: none"> <li>- Continued small numbers in the English-medium stream</li> </ul>

**Option 2: Support the school to move Foundation Phase provision along the Welsh language continuum**

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>- Minimal impact on pupils currently accessing English-medium education</li> <li>- Would enable the school to operate more efficiently to some extent, by avoiding the need to duplicate provision in the Foundation Phase</li> <li>- All Foundation Phase pupils would study through the medium of Welsh and would develop bilingual skills</li> <li>- Pupils would choose whether to access Welsh-medium or English-medium provision after having access fully bilingual provision in the Foundation Phase, which could lead to an increase in the number of pupils choosing Welsh-medium education</li> <li>- In the long term, more opportunities could be offered through the medium of Welsh</li> <li>- Increase in pupils studying through the medium of Welsh</li> <li>- Small potential financial saving to the authority in the long term</li> </ul>	<ul style="list-style-type: none"> <li>- Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- May be unpopular with some members of the local community</li> <li>- Pupils would still be able to choose English-medium provision after the Foundation Phase. Likely that pupils choosing English-medium provision would not be fully bilingual when they leave school</li> <li>- If the change results in an increase in pupils choosing to continue to choose Welsh-medium provision after the Foundation Phase, English-medium pupils would reduce further and it would exacerbate the challenges faced by the school in order to offer English-medium provision for these pupils</li> <li>- Would not provide access to dedicated Welsh-medium secondary provision</li> <li>- The majority of the school would still operate as a dual stream school, which could cause challenges in ensuring a Welsh-medium ethos</li> <li>- Further statutory processes would be required to make any changes to language provision in other years in the future</li> <li>- Possible impact on non-Welsh speaking staff in the longer term</li> </ul>
<b>Opportunities</b>	<b>Threats</b>

<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change e.g. Trochi, Welsh language support</li> </ul>	<ul style="list-style-type: none"> <li>- The school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Possible reduction in English-medium pupil numbers from KS2 onwards, which would cause further challenges for the school</li> </ul>
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**Option 3: Support the school to move primary provision along the Welsh language continuum over time**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>- Minimal impact on pupils currently accessing English-medium education</li> <li>- Would enable the school to operate more efficiently, by avoiding the need to duplicate provision in the Foundation Phase and KS2</li> <li>- All primary aged pupils would study through the medium of Welsh and would develop bilingual skills</li> <li>- Pupils would choose whether to access Welsh-medium or English-medium provision after having access fully bilingual provision in the primary phase, which could lead to an increase in the number of pupils choosing Welsh-medium education in the secondary phase</li> <li>- More opportunities could be offered through the medium of Welsh in the primary phase</li> <li>- Improved Welsh language ethos in the primary phase</li> <li>- Possible increase in pupils studying through the medium of Welsh</li> <li>- Small potential financial saving to the authority in the long term</li> </ul>	<ul style="list-style-type: none"> <li>- Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- May be unpopular with some members of the local community</li> <li>- Pupils would still be able to choose English-medium provision after the primary phase.</li> <li>- Pupils choosing English-medium secondary provision may lose their bilingual skills before they leave school</li> <li>- If the change results in an increase in pupils choosing to continue to choose Welsh-medium provision in the secondary phase, English-medium pupils would reduce further and it would exacerbate the challenges faced by the school in order to offer English-medium provision for these pupils</li> <li>- Further statutory processes would be required to make any changes to language provision in other years in the future</li> <li>- Would not provide access to dedicated Welsh-medium secondary provision</li> <li>- Challenges in ensuring a Welsh-medium ethos as the secondary provision would still be dual stream</li> <li>- Possible impact on non-Welsh speaking staff in the longer term</li> </ul>

<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the e.g. Trochi, Welsh language support</li> </ul>	<ul style="list-style-type: none"> <li>- The school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Possible reduction in English-medium pupil numbers in the secondary phase, which would cause further challenges for the school</li> </ul>

**Option 4: Support the school to move secondary provision along the Welsh language continuum over time**

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>- No impact on primary aged pupils</li> <li>- Would enable the school to operate more efficiently through not having to duplicate provision in the secondary phase</li> <li>- More Welsh-medium opportunities could be provided in the secondary phase</li> <li>- Could lead to an increase in pupils studying through the medium of Welsh in the primary phase</li> <li>- Would provide access to dedicated Welsh-medium secondary provision</li> <li>- Potential financial saving to the authority</li> </ul>	<ul style="list-style-type: none"> <li>- Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Possible impact on non-Welsh speaking staff working in the secondary phase</li> <li>- May be unpopular with some members of the local community</li> <li>- Pupils would still be able to choose English-medium primary provision, and would leave the primary phase without fully bilingual skills</li> <li>- Likely that pupils that have accessed English-medium primary provision would transfer elsewhere for secondary provision</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change e.g. Trochi, Welsh language support</li> </ul>	<ul style="list-style-type: none"> <li>- The school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Pupils that have accessed English-medium provision the primary phase would transfer to alternative English-medium secondary provision</li> </ul>



**Option 5: Support the whole school to move along the Welsh language continuum in all key stages over time**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school</li> <li>- In the long term, would enable the school to operate more efficiently</li> <li>- In the long term, more opportunities could be offered through the medium of Welsh</li> <li>- Increase in pupils studying through the medium of Welsh</li> <li>- Meets the Council’s Strategy for Transforming Education in Powys</li> <li>- Potential financial saving to the authority in the long term</li> </ul>	<ul style="list-style-type: none"> <li>- Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Possible impact on non-Welsh speaking staff in the longer term</li> <li>- May be unpopular with some members of the local community</li> <li>- Lengthy transition period for the school</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support</li> </ul>	

**Option 6: Change the school’s language category to Welsh-medium**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>- Would enable the school to operate more efficiently</li> <li>- More opportunities could be offered through the medium of Welsh</li> <li>- Increase in pupils studying through the medium of Welsh in the longer term</li> <li>- Meets the Council’s Strategy for Transforming Education in Powys</li> <li>- Potential financial saving to the authority</li> <li>- Shorter transition period for the school</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils currently accessing English-medium provision at Ysgol Bro Hyddgen would need to transfer to alternative schools</li> <li>- Additional travel for pupils currently accessing English-medium provision at Ysgol Bro Hyddgen</li> <li>- Significant impact on pupil numbers at Ysgol Bro Hyddgen in the short term, as pupils currently accessing English-medium provision may choose to transfer to other schools</li> <li>- Possible impact on pupils numbers at Ysgol Bro Hyddgen in the longer term as the school may no longer attract pupils from out of county</li> </ul>

	<p>wishing to access English-medium provision</p> <ul style="list-style-type: none"> <li>- Increase in surplus places at Ysgol Bro Hyddgen</li> <li>- Impact on non-Welsh speaking staff at Ysgol Bro Hyddgen</li> <li>- Likely to be unpopular with the local community</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support</li> <li>- Opportunity to increase the number of pupils studying through the medium of Welsh should pupils wish to transfer to Welsh-medium provision</li> </ul>	<ul style="list-style-type: none"> <li>- Significant impact on Ysgol Bro Hyddgen pupil numbers in the short term</li> </ul>

## 6. CRITICAL SUCCESS FACTORS

The options have also been assessed against the following Critical Success Factors:

<b>Critical Success Factor</b>	<b>Description</b>
1 – Strategic fit and business needs	<ul style="list-style-type: none"> <li>• The option must align with the Council’s Strategy for Transforming Education in Powys 2020-2030, to include the following: <ul style="list-style-type: none"> <li>- Address the challenges facing education in Powys, as outlined in the Council’s Strategy for Transforming Education in Powys 2020-2030</li> <li>- Align with the Vision and Guiding Principles outlined in the Council’s Strategy for Transforming Education in Powys 2020-2030</li> <li>- Align with the Strategic Aims and Objectives outlined in the Council’s Strategy for Transforming Education in Powys 2020-2030</li> </ul> </li> <li>• The option must optimise the benefits of the Council’s Transforming Education Programme</li> </ul>
2 – Value for money	<ul style="list-style-type: none"> <li>• The option must optimise the resources available for the delivery of learning</li> </ul>

	<ul style="list-style-type: none"> <li>The option must provide value for money in the delivery of learning</li> </ul>
3 – Potential achievability	<ul style="list-style-type: none"> <li>The option must be achievable within current legislation</li> <li>The option must be operationally achievable</li> <li>The option must be physically achievable</li> </ul>
4 – Potential affordability	<ul style="list-style-type: none"> <li>The extent to which the option is affordable within the Council's forecasted revenue</li> <li>The extent to which the option is affordable within the forecasted capital funding available to the Council</li> </ul>

Each option has been assessed against the Critical Success Factors based on the following criteria:

✓ – Meets    ? – Could meet    x – Does not meet

The assessment for each option is as follows:

	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
1 – Strategic fit and business needs	x	x	x	x	✓	✓
2 – Value for money	x	?	?	x	?	✓
3 – Potential achievability	✓	✓	✓	✓	✓	?
5 – Potential affordability	x	✓	✓	?	✓	✓
<b>Total ✓</b>	1	2	2	1	3	3
<b>Total x</b>	3	1	1	2	0	0
<b>Outcome</b>	Discount	Discount	Discount	Discount	<b>Preferred</b>	<b>Possible</b>

## 7. EMERGING PREFERRED OPTION

Based on the work carried out, the emerging preferred option for Ysgol Bro Hyddgen is:

### **Option 5: Support the school to move along the Welsh language continuum in all key stages over time**

The reasons for this are:

- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school
- In the long term, would enable the school to operate more efficiently
- In the long term, more opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh
- Meets the Council's Strategy for Transforming Education in Powys
- Potential financial saving to the authority in the long term

There are a number of possible implementation options within this emerging preferred option. These are considered below.

## 8. POSSIBLE IMPLEMENTATION OPTIONS

The following emerging preferred option has been identified for Ysgol Bro Hyddgen:

### Option 5: Support the school to move along the Welsh language continuum over time

- Fully bilingual (Welsh-medium) provision is phased in gradually
- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

There are a number of implementation options within this option. These are as follows:

<b>Option 5A</b>	<ul style="list-style-type: none"> <li>- Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception in September 2022</li> <li>- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English</li> <li>- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support</li> </ul>
<b>Option 5B</b>	<ul style="list-style-type: none"> <li>- Fully bilingual (Welsh-medium) provision to be phased in year by year, starting by merging the Foundation Phase in September 2022</li> <li>- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English</li> <li>- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support</li> </ul>
<b>Option 5C</b>	<ul style="list-style-type: none"> <li>- Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception and Year 7 in September 2022</li> <li>- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English</li> <li>- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support</li> </ul>
<b>Option 5D</b>	<ul style="list-style-type: none"> <li>- Fully bilingual (Welsh-medium) provision to be phased in year by year, starting by merging the Foundation Phase and Year 7 in September 2022</li> </ul>

	<ul style="list-style-type: none"> <li>- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English</li> <li>- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support</li> </ul>
<b>Option 5E</b>	<ul style="list-style-type: none"> <li>- Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become fully bilingual (Welsh-medium) classes. To start in September 2022</li> <li>- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English</li> <li>- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support</li> </ul>
<b>Option 5F</b>	<ul style="list-style-type: none"> <li>- Fully bilingual (Welsh-medium) provision to be phased in year by year, starting by merging the Foundation Phase. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become fully bilingual (Welsh-medium) classes. To start in September 2022</li> <li>- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English</li> <li>- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support</li> </ul>

## 9. SWOT ANALYSIS OF EACH OPTION

### Option 5A: Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school</li> <li>- In the long term, would enable the school to operate more efficiently</li> <li>- Would enable school leadership to make more effective use of human resources</li> </ul>	<ul style="list-style-type: none"> <li>- Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Possible impact on non-Welsh speaking staff in the longer term</li> <li>- May be unpopular with some members of the local community</li> </ul>

<ul style="list-style-type: none"> <li>- Would allow staff to focus on one linguistic delivery model</li> <li>- Would allow time for any necessary staff development and professional learning</li> <li>- More opportunities could be offered through the medium of Welsh</li> <li>- Increase in pupils studying through the medium of Welsh</li> <li>- Meets the Council's Strategy for Transforming Education in Powys</li> <li>- Potential financial saving to the authority</li> </ul>	<ul style="list-style-type: none"> <li>- Lengthy transition period for the school</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support</li> </ul>	<ul style="list-style-type: none"> <li>- Possible decrease in pupil numbers due to parental choice of language delivery</li> </ul>

**Option 5B: Fully bilingual (Welsh-medium) provision to be phased in year by year, starting by merging the Foundation Phase**

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>- Minimal impact on pupils currently accessing English-medium education at the school – apart from pupils in the Foundation Phase, provision would continue until pupils left school</li> <li>- In the long term, would enable the school to operate more efficiently</li> <li>- Would enable school leadership to make more effective use of human resources</li> <li>- Would allow staff to focus on one linguistic delivery model</li> <li>- Would allow time for any necessary staff development and professional learning</li> <li>- More opportunities could be offered through the medium of Welsh</li> <li>- Increase in pupils studying through the medium of Welsh</li> <li>- Meets the Council's Strategy for Transforming Education in Powys</li> </ul>	<ul style="list-style-type: none"> <li>- Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Possible impact on non-Welsh speaking staff in the longer term</li> <li>- Parents of pupils currently accessing English-medium in the Foundation Phase may not want their children to access Welsh-medium provision</li> <li>- May be unpopular with some members of the local community</li> <li>- Lengthy transition period for the school</li> </ul>

<ul style="list-style-type: none"> <li>- Potential financial saving to the authority</li> <li>- Would shorten the transition period slightly compared with Option 5A</li> </ul>	
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support</li> </ul>	<ul style="list-style-type: none"> <li>- Possible decrease in pupil numbers due to parental choice of language delivery</li> </ul>

**Option 5C: Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception and Year 7**

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>- Would shorten the transition period to a new delivery model</li> <li>- Would enable the school to operate more efficiently</li> <li>- Would enable school leadership to make more effective use of human resources</li> <li>- Would allow staff to focus on one linguistic delivery model</li> <li>- Would allow time for any necessary staff development and professional learning</li> <li>- More opportunities could be offered through the medium of Welsh</li> <li>- Increase in pupils studying through the medium of Welsh</li> <li>- Meets the Council's Strategy for Transforming Education in Powys</li> <li>- Potential financial saving to the authority</li> </ul>	<ul style="list-style-type: none"> <li>- In the short term, pupils attending English-medium provision in the primary phase would need to either transfer to Welsh-medium provision in the secondary sector or move to a different school</li> <li>- Possible reduction in secondary pupil numbers in the short term should English-medium pupils choose to transfer to different schools</li> <li>- Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Possible impact on non-Welsh speaking staff in the longer term</li> <li>- May be unpopular with some members of the local community</li> <li>- Lengthy transition period for the school</li> <li>- More disruption to current pupils compared with option 5A and 5B</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support</li> </ul>	<ul style="list-style-type: none"> <li>- Possible decrease in pupil numbers due to parental choice of language delivery</li> </ul>



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**Option 5D: Fully bilingual (Welsh-medium) provision to be phased in year by year, starting by merging the Foundation Phase and phasing in from Year 7**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>- Would shorten the transition period to a new delivery model</li> <li>- Would enable the school to operate more efficiently</li> <li>- Would enable school leadership to make more effective use of human resources</li> <li>- Would allow staff to focus on one linguistic delivery model</li> <li>- Would allow time for any necessary staff development and professional learning</li> <li>- More opportunities could be offered through the medium of Welsh</li> <li>- Increase in pupils studying through the medium of Welsh</li> <li>- Meets the Council’s Strategy for Transforming Education in Powys</li> <li>- Potential financial saving to the authority</li> </ul>	<ul style="list-style-type: none"> <li>- In the short term, pupils attending English-medium provision in the primary phase would need to either transfer to Welsh-medium provision in the secondary sector or move to a different school</li> <li>- Possible reduction in secondary pupil numbers in the short term should English-medium pupils choose to transfer to different schools</li> <li>- Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Parents of pupils currently accessing English-medium in the Foundation Phase may not want their children to access Welsh-medium provision</li> <li>- Possible impact on non-Welsh speaking staff in the longer term</li> <li>- May be unpopular with some members of the local community</li> <li>- Lengthy transition period for the school</li> <li>- More disruption to current pupils compared with option 5A, 5B and 5C</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support</li> </ul>	<ul style="list-style-type: none"> <li>- Possible decrease in pupil numbers due to parental choice of language delivery</li> </ul>

**Option 5E: Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become fully bilingual (Welsh-medium) classes.**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>- Minimal impact on pupils currently accessing English-medium education at the school – provision would continue until pupils left school</li> <li>- Would shorten the transition period to a new delivery model</li> <li>- Would enable the school to operate more efficiently from implementation</li> <li>- Would enable school leadership to make more effective use of human resources</li> <li>- In the long term, would allow staff to focus on one linguistic delivery model</li> <li>- Would allow time for any necessary staff development and professional learning</li> <li>- More opportunities could be offered through the medium of Welsh</li> <li>- Increase in pupils studying through the medium of Welsh</li> <li>- Potential financial saving to the authority</li> </ul>	<ul style="list-style-type: none"> <li>- Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Possible impact on non-Welsh speaking staff in the longer term</li> <li>- Challenges to staff from all secondary teaching being carried out bilingually</li> <li>- Impact on Welsh-medium provision during the transition period as all teaching is carried out bilingually</li> <li>- Would impact on all secondary aged pupils</li> <li>- May be unpopular with some members of the local community</li> <li>- Lengthy transition period for the school</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support</li> </ul>	<ul style="list-style-type: none"> <li>- Possible decrease in pupil numbers in the long term due to parental choice of language delivery</li> </ul>

**Option 5F: Fully bilingual (Welsh-medium) provision to be phased in year by year, starting by merging the Foundation Phase. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become fully bilingual (Welsh-medium) classes.**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>- Minimal impact on pupils currently accessing English-medium education at the school – apart from pupils in the Foundation Phase, provision would continue until pupils left school</li> <li>- Would shorten the transition period to a new delivery model</li> <li>- Would enable the school to operate more efficiently from implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision</li> <li>- Parents of pupils currently accessing English-medium in the Foundation Phase may not want their children to access Welsh-medium provision</li> </ul>

<ul style="list-style-type: none"> <li>- Would enable school leadership to make more effective use of human resources</li> <li>- In the long term, would allow staff to focus on one linguistic delivery model</li> <li>- Would allow time for any necessary staff development and professional learning</li> <li>- More opportunities could be offered through the medium of Welsh</li> <li>- Increase in pupils studying through the medium of Welsh</li> <li>- Potential financial saving to the authority</li> </ul>	<ul style="list-style-type: none"> <li>- Possible impact on non-Welsh speaking staff in the longer term</li> <li>- Challenges to staff from all secondary teaching being carried out bilingually</li> <li>- Impact on Welsh-medium provision during the transition period as all teaching is carried out bilingually</li> <li>- Would impact on all secondary aged pupils</li> <li>- May be unpopular with some members of the local community</li> <li>- Lengthy transition period for the school</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support</li> </ul>	<ul style="list-style-type: none"> <li>- Possible decrease in pupil numbers in the long term due to parental choice of language delivery</li> </ul>

## 10. CRITICAL SUCCESS FACTORS

The options have also been assessed against the Critical Success Factors on page \*\* above. Each option has been assessed against the Critical Success Factors based on the following criteria:

✓ – Meets    ? – Could meet    x – Does not meet

The assessment for each option is as follows:

	Option 5A	Option 5B	Option 5C	Option 5D	Option 5E	Option 5F
1 – Strategic fit and business needs	✓	✓	✓	✓	x	x
2 – Value for money	✓	✓	x	x	✓	✓
3 – Potential achievability	✓	✓	?	?	x	x

5 – Potential affordability	✓	✓	x	x	✓	✓
<b>Total ✓</b>	4	4	1	1	2	2
<b>Total x</b>	0	0	2	2	2	2
<b>Outcome</b>	<b>Preferred</b>	<b>Possible</b>	Discount	Discount	Discount	Discount

Based on the work carried out, the emerging preferred implementation option is:

**Option 5A: Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception**

Whilst option 5A and option 5B both met the critical success factors, option 5B would have a greater impact on pupils currently attending Ysgol Bro Hyddgen, therefore option 5A is identified as the preferred option.

## 11. CONCLUSION AND NEXT STEPS

Bringing together the consideration of options in sections 5/6 and sections 9/10 of this report, the emerging preferred option for Ysgol Bro Hyddgen is as follows:

**Support the school to move along the Welsh language continuum over time**

- Fully bilingual (Welsh-medium) provision to be phased in gradually year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

Further consideration of this emerging preferred option will be carried out, to include consideration of the factors outlined in the School Organisation Code.

## **PART C – FURTHER CONSIDERATION OF PREFERRED OPTION**

The Welsh Government's School Organisation Code (2018) outlines factors to be considered when developing school organisation proposals.

Consideration is given below to the impact of the preferred option, to support Ysgol Bro Hyddgen to move along the language continuum over time, on the following basis:

- Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

## **12. QUALITY AND STANDARDS IN EDUCATION**

### **12.1 Likely impact on standards and progress overall, of specific groups and in skills**

The Council would expect supporting Ysgol Bro Hyddgen to move along the Welsh language continuum to have a positive impact on provision, standards and pupil progress overall. As the change is phased in, the Council would expect that implementation would lead to more effective and efficient use of resources as the school would no longer need to duplicate provision, which, in turn, would ensure improved opportunities for learners across all ages.

It is anticipated that supporting the school to move along the Welsh language continuum would have a positive impact on provision, standards and progress overall for all pupils, including pupils belonging to specific groups such as English as an Additional Language, eligible for Free School Meals, Looked After Children, Additional Learning Needs. One fully bilingual learning continuum would be implemented across all age ranges, meaning that pupil literacy progress could be monitored and supported more effectively throughout their school career. This would be particularly beneficial for pupils belonging to specific groups such as those outlined above. There would be improved opportunities for all staff to work more collaboratively and share best practice and specialisms and expertise, ensuring that they can be more effectively supported throughout their time in the school.

It is also anticipated that supporting the school to move along the language continuum would have a positive impact on the skills of all pupils, in particular Welsh language skills, as it would enable all pupils to become fully bilingual in

Welsh and English. Operating as a single stream school would enable the school to target support across all phases of education more effectively.

## **12.2 Wellbeing and attitudes to learning**

Supporting the school to move along the language continuum would mean that eventually, all pupils would receive a fully Welsh medium education. This would mean that all pupils would be taught together, ensuring improved cohesion across the school and impacting positively on pupil well-being.

In the secondary sector, a number of classes are taught bilingually, using both Welsh and English. Supporting the school to move along the language continuum would mean that eventually, all pupils would receive a fully Welsh-medium education, avoiding the requirement for teachers to deliver instruction in both languages.

As a result, lessons would run at a quicker pace, without the need to repeat instructions in Welsh and English. This should improve pupils' attitudes to learning, and would also have a positive impact on pupil well-being.

## **12.3 Teaching and learning experiences**

### **12.3.1 Quality of teaching**

The Council would expect that supporting the school to move along the language continuum would lead to improvements in the quality of teaching at Ysgol Bro Hyddgen, due to the improved Welsh medium professional development and collaboration opportunities that could be offered to staff, for example collaborating with other fully bilingual (Welsh medium) schools in other local authorities and educational regions to share best practice in pedagogy.

It could also enhance teachers' ability to build systematically on pupils' existing knowledge, understanding and skills and provide pupils with a suitably wide range of experiences to develop their interest and literacy skills across a range of subjects and areas of learning.

The proposed change would enable teachers to focus on delivering education in one language medium, and would also mean that classes in the secondary phase would no longer need to be taught bilingually, using both Welsh and English. This would mean that lessons would run at a quicker pace, without the need to repeat instructions in both languages, and would provide more time in lessons.

### **12.3.2 The breadth, balance and appropriateness of the curriculum**

It is anticipated that changing the school's language category would have a positive impact on the breadth, balance and appropriateness of the curriculum at the school. Should this be implemented, the school would no longer need to duplicate provision, which should have a positive impact on the curriculum that could be provided, ensuring that the curriculum meets the requirements of the new curriculum for Wales, as outlined in 'Our National Mission'.

### **12.3.3 The provision of skills**

It is anticipated that supporting the school to move along the language continuum would have a positive impact on the literacy skills of all pupils, through improved opportunities to share staff expertise and resources across all age ranges, and through the ability to target across all phases of education.

In particular, the change would have a positive impact on Welsh language skills, as all pupils would be taught through the medium of Welsh, enabling all pupils to become bilingual in Welsh and English. The change would also enable the school to enhance Welsh language skills in formal teaching activities and in informal situations.

## **12.4 Care, support and guidance**

### **12.4.1 Tracking, monitoring and the provision of learning support, personal development and safeguarding**

Operating as a single language stream would enable the school to improve its tracking and monitoring of pupils throughout their school careers.

The Council would expect that supporting the school to move along the language continuum would enable the school to further enhance its provision to prepare pupils, including those with special educational needs, to become active citizens, for example by making decisions about the life and work of the school.

It would also support how well the school's provision helps pupils to develop their understanding of the Welsh language and culture, the local community and the wider world.

## **12.5 Leadership and Management**

### **12.5.1 Quality and effectiveness of leaders and managers, self evaluation processes and improvement planning**

It is anticipated that supporting the school to move along the language continuum would lead to improvements in terms of leadership and

management at the school. The proposed change would help the school to establish a clear, strategic rationale for the curriculum in terms of its benefits for pupils in preparing them to learn throughout their lives and to play a full part in society. It would also support the extent to which leaders and managers are purposeful and successful in meeting the national priority of providing purposeful opportunities for pupils to develop their Welsh language skills in formal and informal situations.

Operating as a single stream school would enable the school to operate more efficiently, and leaders and managers would have more time to focus on developing effective provision across the school.

### **12.5.2 Professional learning**

Supporting the school to move along the language continuum could provide improved professional learning opportunities for staff through greater opportunities for collaboration with other fully bilingual (Welsh medium) schools across Wales.

### **12.5.3 Use of Resources**

Should the change be implemented, the school would eventually become a single stream Welsh-medium school, and would be funded as such. As a Welsh-medium school, the school would be able to operate more efficiently, as there would be no need to duplicate provision.

## **12.6 Impact on vulnerable groups, including children with Special Educational Needs (SEN)**

Ysgol Bro Hyddgen is already an all-age school, which provides enhanced opportunities to support pupils belonging to vulnerable groups, by providing opportunities to provide continuity in the support provided to vulnerable pupils throughout their time in school. This would continue to be the case should the school move along the language continuum.

It is noted that should the school move along the language continuum, there could be a negative impact on pupils with ALN who are from families where very little or no Welsh is spoken. This would require the school to provide an enhanced level of support to these pupils in order to meet their needs.

## **12.7 Ability of the school/schools which are the subject of the proposals to deliver the full curriculum at the foundation phase and each key stage of education, including the quality of curriculum delivery and the extent to which the structure or size of the school is impacting on this**



It is anticipated that changing the school's language category would have a positive impact on the ability to deliver the full curriculum in the foundation phase and each key stage of education, as there would no longer be a requirement to duplicate provision in two streams.

It is possible that there could be some challenges during the transition period as the school would need to accommodate decreasing numbers of English-medium pupils, however should the change to the school's language category be implemented, the Council would continue to support the school throughout the transition period to ensure that an appropriate curriculum is provided to pupils in all key stages.

## **13 NEED FOR PLACES AND IMPACT ON ACCESSIBILITY OF SCHOOLS**

### **13.1 Will the alternative provision have sufficient capacity and provide accommodation of at least equivalent quality for existing and projected pupil numbers?**

It is not anticipated that the preferred option would impact on the school's capacity or projected pupil numbers.

It is possible that changing the school's language category could lead to a reduction in pupil numbers as pupils from out of county currently accessing English-medium provision at the school may no longer choose to attend the school, or pupils from the local area may choose to attend alternative English-medium providers.

However, it is also possible that changing the school's language category could lead to an increase in pupil numbers in the longer term, as pupils from other areas could choose to attend the school. This may be the case in respect of secondary provision in particular.

In parallel to consideration of the school's language category, plans are moving forward to provide a replacement building for Ysgol Bro Hyddgen. This is expected to open in September 2024. This would significantly improve the quality of accommodation for pupils.

### **13.2 Is the alternative provision sufficient to meet existing and projected demand for schools of the same language category and (if relevant) designated religious character?**

The intention would be to introduce the change in language category on a phased basis, starting with the Reception year. It is therefore anticipated that pupils would continue to attend Ysgol Bro Hyddgen. There is sufficient

capacity to accommodate the current existing and projected demand for the school.

The school does not have a religious character – this would continue to be the case following any change to the language category.

**13.3 What will be the nature of journeys to alternative provision and resulting journey times for pupils including SEN pupils?**

The plan to introduce the proposed change to the school's language category on a phased basis would mean that all pupils would continue to be able to access the school, therefore there would be no impact on journeys to school or journey times.

Should pupils choose to attend English-medium provision in other locations, there would be an increase in journeys / journey times.

**13.4 Is there evidence of current or future need/demand in the area for additional places?**

The latest pupil projection figures received by the Council's finance team suggest that a small increase in pupil numbers is expected over the coming years. There is sufficient capacity within the school to accommodate an increase in pupil numbers.

**13.5 Will the proposals improve access for disabled pupils in accordance with requirements under the Equality Act 2010?**

Any change to the school's language category would not impact on access for disabled pupils in accordance with the requirements of the Equality Act 2010.

In parallel to consideration of the school's language category, plans are moving forward to provide a replacement building for Ysgol Bro Hyddgen. This is expected to open in September 2024. This would significantly improve access for disabled pupils in accordance with the requirements of the Equality Act 2010.

## **14. RESOURCING OF EDUCATION AND OTHER FINANCIAL IMPLICATIONS**

**14.1 What effect will the proposals have on surplus places in the area?**

The intention is to introduce the change on a phased basis starting with the Reception year group and moving through the school each year as pupils move through the school. The intention is that all current pupils would

continue to attend the school, therefore there would be no impact on surplus places.

It is possible that there could be some impact on pupils numbers in the longer term should pupils choose alternative English-medium provision instead of choosing to attend Ysgol Bro Hyddgen, however it is also possible that some additional pupils may choose to attend the school, particularly in the secondary phase, following a change in the language medium. Pupil numbers and capacity levels at the school will continue to be monitored.

**14.2 Do the proposals form part of the local authority's 21<sup>st</sup> Century Schools Investment Programme and contribute to the delivery of sustainable schools for the 21<sup>st</sup> Century and to the better strategic management of the school estate?**

The current plans in respect of Ysgol Bro Hyddgen's language category are not part of the local authority's 21<sup>st</sup> Century Schools Investment Programme.

However, in parallel to consideration of the school's language category, plans are moving forward to provide a replacement building for Ysgol Bro Hyddgen as part of the 21<sup>st</sup> Century Schools Investment Programme. This is expected to open in September 2024.

**14.3 What are the recurrent costs of proposals over a period of at least 3 years and is the necessary recurrent funding available?**

There are no recurrent costs associated with changing the school's language category.

**14.4 Will additional transport costs be incurred as a result of the proposal?**

The intention is to introduce the change to the school's language category on a phased basis as pupils move through the school. It is not anticipated that additional transport costs would be incurred as a result of the change.

**14.5 What are the capital costs of the proposal and is the necessary capital funding is available?**

There are no capital costs associated with changing the language category of Ysgol Bro Hyddgen.

**14.6 What is the scale of any projected net savings (taking into account school revenue, transport and capital costs)**

It is estimated that changing the school's language category would eventually result in annual revenue savings to the Council of £107k per annum, once the

school is fully single-stream. There would be no saving in the first year, and although there would be opportunities for savings as the phasing takes place, this would be dependent on pupil numbers. The effectiveness of a single-stream school is optimised in the secondary sector.

It is not anticipated that there would be an impact on transport costs, and there would be no capital costs.

**14.7 Without the proposals, would the schools affected face budget deficits?**

As indicated in section 3.1 above, Ysgol Bro Hyddgen is not currently projected to be in a deficit budget position.

**14.8 Will any savings in recurrent costs be retained in the local authority's local schools budget?**

Any savings would be reinvested into the schools system.

**14.9 Will the proceeds of sales (capital receipts) of redundant sites be made available to meet the costs of the proposal or contribute to the costs of future proposals which will promote effective management of school places?**

Changing Ysgol Bro Hyddgen's language category would not result in any capital receipts.

## **15. OTHER GENERAL FACTORS**

**15.1 What impact will the proposals have on educational attainment among children from economically deprived backgrounds?**

There would be a positive impact on educational attainment among children from economically deprived backgrounds, as they would be able to participate in a fully bilingual curriculum from the beginning of their education. This would enable them to have the same experiences and opportunities as pupils from more economically privileged backgrounds.

**15.2 Any equality issues, including those identified through equality impact assessments**

Supporting the school to move along the language continuum would have an impact on pupils belonging to the protected characteristic groups, however in the majority of cases, it is not anticipated that this would be a negative impact.

It is acknowledged that there may be concern about the impact of changing the school's language category on pupils with additional learning needs,

however, the school would need to provide intensive and specialist support to these pupils to ensure that they weren't disadvantaged.

**15.3 Whether the school / schools involved are subject to any trust or charitable interests which might be affected by the proposals, for example in relation to the use or disposal of land.**

Ysgol Bro Hyddgen is not subject to any trust or charitable interests which might be affected by the plans to change the school's language category.

## **16. SPECIFIC FACTORS IN THE CONSIDERATION OF PROPOSALS FOR THE CHANGE OF LANGUAGE MEDIUM**

**16.1 The extent to which existing provision by the local authority of education in the medium of English and/or Welsh exceeds or falls short of demand or projected demand from parents for that type of provision, and the contribution the proposal would make to remedying that situation**

There is currently no dedicated Welsh-medium secondary provision in Powys. In the long term, implementing the proposed change to the language category of Ysgol Bro Hyddgen would ensure that this type of provision was available.

Implementing the proposed change would mean that education through the medium of English would no longer be available in Machynlleth. However the trend in Machynlleth has been an increase in demand for Welsh-medium provision, therefore the proposed change reflects this. The proposed change would also ensure that all pupils attending Ysgol Bro Hyddgen would be fully bilingual, therefore contributing to the Welsh Government's aim to achieve a million Welsh speakers by 2050.

Should pupils not want to access Welsh-medium provision at Ysgol Bro Hyddgen, there are other English-medium providers available, both in Powys and in other neighbouring authorities.

**16.2 The extent to which the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP)**

Changing the language category of Ysgol Bro Hyddgen would support the local authority to meet the targets in its Welsh in Education Strategic Plan, as well as the Council's objective to 'Move schools along the language continuum' as outlined in the Strategy for Transforming Education in Powys.

## **17. SPECIFIC FACTORS TO BE TAKEN INTO ACCOUNT FOR PROPOSALS TO REORGANISE SECONDARY SCHOOLS OR TO ADD OR REMOVE SIXTH FORMS**

### **17.1 Whether proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19**

Should the proposal be implemented, post-16 provision would continue to be available at Ysgol Bro Hyddgen. Eventually, this provision would only be available through the medium of Welsh, however this change would not take effect for a number of years. It is not anticipated that the proposal would have a negative impact on the educational or training achievements of persons above compulsory school age at Ysgol Bro Hyddgen.

### **17.2 Whether proposals will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners**

Changing the school's language category would enable the school to operate more efficiently, as there would be no need to duplicate provision in Welsh and English. Eventually, it is anticipated that this would enable the school to offer an improved range of courses for pupils of all abilities. The change would also enable the school to develop enhanced partnership arrangements with other Welsh-medium providers, which would further enhance the opportunities available to learners.

### **17.3 Whether proposals are likely to lead to an increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel**

Changing the language category of Ysgol Bro Hyddgen would continue to provide access to learning beyond compulsory school age in Machynlleth, therefore there would be no impact on transport or cost to the learner.

It is not anticipated that there would be a significant impact in participation in learning by pupils beyond compulsory school age. In the longer term, changing the school's language category to Welsh-medium would enable the school to develop enhanced partnership arrangements with other Welsh-medium providers, which would further enhance the opportunities available to

learners, and could result in increased participation in learning by pupils beyond compulsory school age.

#### **17.4 The extent to which proposals contribute to the 14-19 agenda taking account of the views of regional 14-19 networks**

In the short term, it is not anticipated that changing the school's language category would impact on the range of relevant courses and qualifications available. However, the change would enable the school to operate more efficiently, as there would be no need to duplicate provision in Welsh and English. Eventually, it is anticipated that this would enable the school to offer an improved range of courses for pupils of all abilities.

In the longer term, changing the school's language category to Welsh-medium would enable the school to develop enhanced partnership arrangements with other Welsh-medium providers, which would further enhance the opportunities available to learners..

#### **17.5 The effect of proposals on 11-16 provision in schools**

Should the proposal be implemented, provision would continue to be available for 11-16 year olds through the medium of Welsh. This would be introduced on a phased basis, therefore the intention is that all pupils in the area would have previously accessed Welsh-medium primary provision, and would be equipped with the bilingual skills needed to access this provision.

Operating as a single stream school would enable the school to operate more efficiently, as there would be no need to duplicate provision in Welsh and English. It is anticipated that this would strengthen the provision and delivery of the Curriculum for Wales for 11-16 year olds, by enabling the school to focus on delivering education through one language medium. This could have a positive impact on the range of courses available for pupils.

#### **17.6 How proposals would affect the viability of institutions already providing good-quality post-16 provision, including school sixth forms, Further Education Institutions and private training organisations**

Post-16 provision would continue to be available at Ysgol Bro Hyddgen. It is not anticipated that the proposal would impact on the viability of the provision at Ysgol Bro Hyddgen or other providers.

#### **17.7 How proposals might affect the sustainability or enhancement of Welsh medium provision in the regional 14-19 network and wider area and promote access to availability of Welsh medium courses in post-16 education**

It is anticipated that eventually, changing the language category of Ysgol Bro Hyddgen would enhance the Welsh-medium provision available for 14-19 year olds in the school. The proposed change would enable the school to operate more efficiently, which could enable an enhanced range of courses to be offered.

Learners would continue to be able to access at least the same range of Welsh-medium courses as what is currently available at Ysgol Bro Hyddgen and through the North Powys Learning Pathways offer, in accordance with the requirements of the Learning and Skills (Wales) Measure 2009.

**17.8 The extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation**

The proposed changes would provide improved opportunities for pupils to develop bilingual skills in Welsh and English, providing them with Welsh language skills which will support them in their future careers.

**17.9 How proposals might affect discretionary transport provision a local authority may provide to learners above compulsory school age**

Changing the language category of Ysgol Bro Hyddgen would not affect discretionary transport provision provided to learners above compulsory school age.



## 18. CONCLUSION AND NEXT STEPS

Based on the options appraisal carried out and further consideration of the emerging preferred option against the factors outlined in the School Organisation Code, the preferred option is as follows:

### **Support the school to move along the Welsh language continuum over time**

- Fully bilingual (Welsh-medium) provision to be phased in gradually year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

The reasons for this are:

- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school
- In the long term, would enable the school to operate more efficiently
- Would enable school leadership to make more effective use of human resources
- Would allow staff to focus on one linguistic delivery model
- Would allow time for any necessary staff development and professional learning
- More opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh
- Meets the Council's Strategy for Transforming Education in Powys
- Potential financial saving to the authority
- Meets all of the Critical Success Factors

It is recommended that a paper is considered by the Council's Cabinet, requesting approval to commence consultation on a proposal to support Ysgol Bro Hyddgen to move along the Welsh language continuum, by phasing in fully bilingual (Welsh-medium) provision year by year, starting with Reception in September 2022.

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

# Cyngor Sir Powys County Council

## Impact Assessment (IA)

*The integrated approach to support effective decision making*



**Please read the accompanying guidance before completing the form.**

This **Impact Assessment (IA)** toolkit, incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as “Draft” and retained for completeness. However, only the final version would be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

<b>Service Area</b>	Schools Service	<b>Head of Service</b>	Lynette Lovell / Emma Palmer	<b>Portfolio Holder</b>	Cllr Phyl Davies
<b>Proposal</b>	To support Ysgol Bro Hyddgen to move along the language continuum over time, by phasing in fully Welsh bilingual (Welsh-medium) provision year by year, starting with Reception in September 2022.				
<b>Outline Summary / Description of Proposal</b>					
The Council intends to carry out consultation on the following proposal in order to move Ysgol Bro Hyddgen along the language continuum over time:					
<ul style="list-style-type: none"> <li>To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen from Bilingual (dual-stream) to Welsh-medium</li> <li>This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.</li> </ul>					
This would mean that:					
<ul style="list-style-type: none"> <li>English-medium provision would be phased out gradually year by year, starting with Reception in September 2022 – pupils would be taught in Welsh-medium classes and become fully bilingual i.e. fluent in both Welsh and English</li> <li>Additional Welsh language support would be introduced alongside the change in language category for latecomers and those pupils needing the additional support. This would include immersion provision which has been very successful in other authorities.</li> </ul>					
Should this implemented, the change would start to be phased in from September 2022.					

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1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Date
1	Developed at a workshop attended by the following: <ul style="list-style-type: none"> <li>- Sarah Astley, Programme Manager, Transforming Education Team</li> <li>- Richard Williams, Programme Officer, Transforming Education Team</li> <li>- Bedwyr Fychan, Welsh Language Officer</li> </ul>	16/10/20

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### 2. Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£	£	£	£	£	£

### 3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	If approved by Cabinet, it is anticipated that consultation in accordance with the School Organisation Code would commence in December and the consultation stage of the process would be concluded by the end of January 2021.

### 4. Impact on Other Service Areas

**Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?)**  
**PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY**

Adult Services	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Legal and Democratic Services	<input type="checkbox"/>
Children's Services	<input checked="" type="checkbox"/>	Finance	<input checked="" type="checkbox"/>	Property, Planning and Public Protection	<input type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	<input checked="" type="checkbox"/>
Digital Services	<input checked="" type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	<input checked="" type="checkbox"/>

**Data Protection Impact Assessment**

Would the proposal involve processing the personal details of individuals? Yes  No

Is Powys County Council the data controller? Yes  No

If you have answered yes to either of the above you would be required to complete, as a minimum, the screening questions on the data protection impact assessment. For further advice please contact the Data Compliance Team.

### 4a Geographical Locations

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What geographical area(s) would be impacted by the proposal? (Chose all those applicable)							
Powys	<input type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input checked="" type="checkbox"/>
North	<input checked="" type="checkbox"/>	Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input type="checkbox"/>	Newtown	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
South	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
		Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<b>The Economy</b> We would develop a vibrant economy	Should the proposal be implemented, eventually all pupils attending Ysgol Bro Hyddgen would be fully bilingual in Welsh and English so that they are able to utilise these skills in the workplace, where there is a growing demand for fluency in both languages in Wales.	Good		Choose an item.
<b>Health and Care</b> We would lead the way in providing effective, integrated health and care in a rural environment	No impact	Neutral		Choose an item.

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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<b>IMPACT</b> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<b>IMPACT AFTER MITIGATION</b> Please select from drop down box below
<b>Learning and skills</b> <b>We would strengthen learning and skills</b>	<p>The proposal would eventually provide a more sustainable model for delivering education in Ysgol Bro Hyddgen, ensuring that all pupils are fully bilingual in Welsh and English when they leave the school.</p> <p>As the change is phased in, it is expected that implementation would lead to more effective and efficient use of resources as the school would no longer need to duplicate provision, which would enable improved opportunities for learners across all ages.</p>	<p>Good</p>		<p>Choose an item.</p>
<b>Residents and Communities</b> <b>We would support our residents and communities</b>	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>	<p>Neutral</p>	<p>Additional Welsh language support to be introduced at Ysgol Bro Hyddgen alongside any change in language category e.g. Trochi, additional Welsh language support. Whilst this would ensure that primary aged pupils from outside the area would be able to attend the school, it is possible that this may not be attractive to older, secondary aged pupils.</p>	<p>Neutral</p>

Source of Outline Evidence to support judgements

6. How does your proposal impact on the Welsh Government's well-being goals?

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><b>A prosperous Wales:</b>                      An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The proposal is to phase any change in the school's language category in over a number of years. This would ensure that no additional transport would need to be provided, as English-medium pupils currently attending the school would be able to continue to access this provision until they leave school.</p> <p>It is anticipated that the proposal would lead to improved employment opportunities for all pupils in the area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require fluency in both languages.</p>	Good		Choose an item.
<p><b>A resilient Wales:</b>                      A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	No impact	Neutral		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><b>A healthier Wales:</b>                      A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p><b>Public Health (Wales) Act, 2017:</b>                      Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>In the short term, it is possible that the proposal to change the school’s language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. This could have a negative impact on people’s well-being.</p> <p>Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p>	<p>Neutral</p>	<p>The proposal includes additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support.</p>	<p>Neutral</p>
<p><b>A Wales of cohesive communities:</b>                      Attractive, viable, safe and well-connected Communities.</p>	<p>In the short term, it is possible that the proposal to change the school’s language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>	<p>Neutral</p>	<p>Additional Welsh language support to be introduced at Ysgol Bro Hyddgen alongside any change in language category e.g. Trochi, additional Welsh language support. Whilst this would ensure that primary aged pupils from outside the area would be able to attend the school, it is possible that this may not be attractive to older, secondary aged pupils.</p>	<p>Neutral</p>



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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><b>A globally responsible Wales:</b>                      A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> <p><b>Human Rights - is about being proactive (see guidance)</b></p> <p><b>UN Convention on the Rights of the Child:</b>                      The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.</p>	<p>The proposal would ensure that all pupils accessing Ysgol Bro Hyddgen in the future will develop bilingual skills in Welsh and English. Being fully bilingual in Welsh and English contributes to the cultural well-being of Wales, and would enable pupils to take part in local, national and global activities through the medium of Welsh and English.</p> <p>It is anticipated that implementation of the proposal would have a positive impact on the use of resources, as it would enable the school to operate more efficiently as a single stream school, and would enable resources to be focussed on delivering education through the medium of Welsh.</p> <p>Should the Cabinet agree to proceed, a consultation exercise would be carried out, which would include consultation with children and young people affected by the proposal, ensuring that all affected by the plans have the opportunity to give their views.</p>	<p>Good</p>		<p>Choose an item.</p>
<p><b>A Wales of vibrant culture and thriving Welsh language:</b> A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.  <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i></p>				

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<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>The proposal is to change the school’s language category over time, so that eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English.</p> <p>As well as ensuring that all pupils are fully bilingual, this would ensure a fully Welsh-medium ethos, leading to enhanced opportunities to use the Welsh language throughout the school, and increased opportunities for participation in Welsh language extra-curricular activities and opportunities.</p> <p>Implementing the proposal would strengthen and broaden Welsh medium provision by improving the breadth of Welsh medium options at all key stages and ensuring stronger transition and progress for pupils. As a result, pupils would develop into fully bi-lingual pupils that would be better placed to support the local and national economic and community needs.</p> <p>As well as a full Welsh-medium curriculum, it is likely that establishing a Welsh-medium all-age school would also result in increased opportunities for pupils to access Welsh language activities, including activities provided by the school and activities provided by other organisations e.g. Menter Maldwyn, the Urdd.</p> <p>Implementing the proposal would raise the profile of Welsh-medium education in the area, and create more fluent Welsh speakers who will be able to use the language within the community, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050.</p>	<p>Very Good</p>		<p>Choose an item.</p>
<p><i>Opportunities to promote the Welsh language</i></p>	<p>The proposal is to change the school’s language category over time, so that eventually, all pupils would</p>	<p>Very Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
	be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and beyond, for example through the 'Siartr Iaith' (Welsh Language Charter) and through improved opportunities to provide Welsh language cluster activities.  As well as a full Welsh-medium curriculum, it is likely that establishing a Welsh-medium all-age school would also result in increased opportunities for pupils to access Welsh language activities, including activities provided by the school and activities provided by other organisations e.g. Menter Maldwyn, the Urdd.			
People are encouraged to do sport, art and recreation.	Currently, some sport, art and recreation activities which take place in Welsh in the local area may not be considered accessible to pupils.  Should the proposal be implemented, all pupils would be fully bilingual in Welsh and English, which would allow students to participate in these activities.	Good		Choose an item.
<b>A more equal Wales:</b> A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).				

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Well-being Goal	How does proposal contribute to this goal?	<b>IMPACT</b> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<b>IMPACT AFTER MITIGATION</b> Please select from drop down box below
<i>Age</i>	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen regardless of their age, including the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>Initially the proposal would mainly impact younger pupils as the intention is that the change would be phased in, starting with Reception aged pupils.</p>	Neutral		Choose an item.
<i>Disability</i>	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, including any pupils with disabilities. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>There may be concerns regarding the impact of the proposal on pupils with ALN.</p>	Neutral	The school to provide enhanced support to pupils with ALN as needed in order to meet their needs.	Neutral
<i>Gender reassignment</i>	No impact	Neutral		Choose an item.
<i>Marriage or civil partnership</i>	No impact	Neutral		Choose an item.
<i>Race</i>	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their race. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<b>IMPACT</b> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<b>IMPACT AFTER MITIGATION</b> Please select from drop down box below
<i>Religion or belief</i>	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their religion or belief. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		Choose an item.
<i>Sex</i>	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their sex. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		Choose an item.
<i>Sexual Orientation</i>	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their sexual orientation. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		Choose an item.
<i>Pregnancy and Maternity</i>	No impact	Neutral		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Socio-economic duty	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, including any learners from economically disadvantaged backgrounds. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>It is anticipated that the proposal would lead to improved employment opportunities for all pupils in the area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require Welsh language skills.</p>	Neutral		Neutral

Source of Outline Evidence to support judgements

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<b>Sustainable Development Principle (5 ways of working)</b>				
<p><b>Long Term:</b> Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</p>	<p>The proposal would provide a more sustainable model of delivering education in Machynlleth, which would enable the school to operate more efficiently through not having to duplicate provision.</p> <p>As a single language school, there would be no need for the school to duplicate provision in two languages, which would also ensure effective use of resources in the long term.</p>	Good		Choose an item.
<p><b>Collaboration:</b> Working with others in a collaborative way to find shared sustainable solutions.</p>	<p>Should Cabinet agree to implement the proposals in the Council would work in collaboration with key stakeholders associated with the current school, and external partners such as Mudiad Meithrin to transition to the new delivery model.</p>	Neutral		Choose an item.

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><b>Involvement (including Communication and Engagement):</b>  <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p><b>Unpaid Carers:</b>  <i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>Engagement with representatives of the school have taken place when developing this proposal.</p> <p>Should Cabinet proceed with the recommendation, full consultation would be carried out with stakeholders in accordance with the School Organisation Code, which would ensure the opportunity for all interested parties to give their views. The findings of this exercise would be reported to Cabinet and would be taken into consideration when determining how to proceed. This impact assessment would be updated throughout the process to reflect any feedback received.</p> <p>All stakeholders would have the opportunity to give their views as part of this process, this would include any unpaid carers in the area.</p>	<p>Good</p>		<p>Choose an item.</p>
<p><b>Prevention:</b> <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p><b>Safeguarding:</b>  <i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>The proposal would provide a more sustainable model of delivering education in Machynlleth, which would enable the school to operate more efficiently through not having to duplicate provision.</p> <p>It is not anticipated that there would be an impact on safeguarding arrangements.</p>	<p>Good</p>		<p>Choose an item.</p>
<p><b>Integration:</b> <i>Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</i></p>	<p>An integrated approach would be taken in order to implement the proposal, which would include other Council service areas and other partners as required.</p>	<p>Neutral</p>		<p>Choose an item.</p>



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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><b>Powys County Council Workforce:</b>                      What Impact would this change have on the Workforce?</p>	<p>Implementation of the preferred way forward would have a positive impact on Welsh-medium staff by enabling them to work in a fully Welsh-medium environment.</p> <p>In the longer term, as the change in language category is phased in across the school, there may be an impact on school staff who cannot work through the medium of Welsh, however the number of affected staff is low.</p> <p>If the proposal was implemented, Welsh would be the primary, main language of the school. It is anticipated that this this would support the development of a fully Welsh ethos across the school.</p> <p>Implementing the proposal may have an additional impact on Council staffing services such as Children’s Services, Catering, Payroll, ALN as there would be an expectation for services to be provided in Welsh. This would have a positive impact on opportunities for Council staff to use the Welsh language.</p>	<p>Neutral</p>	<p>The Council will work with the school to support staff to develop their language skills.</p>	<p>Neutral</p>
<p><b>Payroll:</b> How would this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?</p>	<p>The proposal complies with Powys CC’s Single Status Terms and Conditions. The proposal would have no impact on PCC staff salaries/enhanced payments.</p>	<p>Neutral</p>		<p>Choose an item.</p>

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Welsh Language impact on staff	<p>Implementation of the preferred way forward would have a positive impact on Welsh-medium staff by enabling them to work in a fully Welsh-medium environment.</p> <p>In the longer term, as the change in language category is phased in across the school, there may be an impact on school staff who cannot work through the medium of Welsh, however the number of affected staff is low.</p> <p>If the proposal was implemented, Welsh would be the primary, main language of the school. It is anticipated that this this would support the development of a fully Welsh ethos across the school.</p> <p>Implementing the proposal may have an additional impact on Council staffing services such as Children’s Services, Catering, Payroll, ALN as there would be an expectation for services to be provided in Welsh. This would have a positive impact on opportunities for Council staff to use the Welsh language.</p>	Good		Choose an item.
<b>Apprenticeships:</b> Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	No impact	Neutral		Choose an item.
<b>Source of Outline Evidence to support judgements</b>				

**Cyngor Sir Powys County Council**  
**Impact Assessment (IA)**

*The integrated approach to support effective decision making*



Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below

8. What is the impact of this proposal on our communities?

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Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement

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	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>	<p>Moderate</p>	<p>The proposal includes additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support.</p> <p>However, this support may not be attractive to older, secondary school aged pupils.</p> <p>The benefits of a bilingual education will need to be explained carefully to the community.</p>	<p>Minor</p>	
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9. What are the risks to service delivery or the council following implementation of this proposal?

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)
Risk that pupil numbers at Ysgol Bro Hyddgen could reduce if parents choose not to send their children to Ysgol Bro Hyddgen if they preferred an English-medium provision, which could have an impact on the school's budget and increase surplus places.	Medium	A promotional campaign is required to help parents understand the benefits of a bilingual education, and the support available to them e.g. Trochi	Low
Changes resulting from other developments as part of the Council's Transforming Education programme e.g. ALN transformation, Post-16 transformation and Welsh-medium transformation	Medium	Support to be provided to the two schools during the transition period	Low

# Cyngor Sir Powys County Council

## Impact Assessment (IA)

*The integrated approach to support effective decision making*



### 10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
<p>The draft impact assessment indicates that the impact of the proposal is positive overall. The proposal would eventually provide a more sustainable model for delivering education in Ysgol Bro Hyddgen, ensuring that all pupils are fully bilingual in Welsh and English when they leave the school. The proposal is to change the school's language category over time, which minimises the impact on pupils currently attending Ysgol Bro Hyddgen, but would also ensure that, eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and within the community and would provide those pupils with bilingual skills to take into the workplace.</p>	

### 11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?
Stakeholder engagement with representatives from the school

### 12. On-going monitoring arrangements?

What arrangements would be put in place to monitor the impact over time?
The Transforming Education Programme Board would continue to monitor impact over time.
Please state when this Impact Assessment would be reviewed.
The impact assessment would be reviewed at each stage of the process.

### 13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Astley		16/10/20
Head of Service:	Lynette Lovell / Emma Palmer		
Portfolio Holder:	Cllr Phyl Davies		

### 14. Governance

Decision to be made by	Date required
Cabinet	10 November 2020

**FORM ENDS**

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