

Strategic Outline Case (SOC)

New Special School at Ysgol Cedewain, Newtown



Submitted by Powys County Council February 2020

Signed:

Date:

Version Control:

V1	First draft DR	14/01/20
V2	ME edits	21/01/20
V3	Final	07/02/20

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1. EXECUTIVE SUMMARY

The purpose of this Strategic Outline Case is to set out the business justification for investing **£22,678,200** to build a new special school in Newtown, Powys, replacing the current buildings of Ysgol Cedewain which are in very poor condition and not fit-for-purpose. The project is part of Powys County Council (PCC)'s Band B Programme.

The funding required is outlined in the table below:

Welsh Government contribution 75%	17,008,650
PCC 25%	5,669,550
Total	22,678,200

Ysgol Cedewain is a special school for children with additional learning needs (ALN). It is situated in Newtown in North Powys, and provides education for pupils from aged 2 to 19 years old, with wide range of complex educational, sensory and physical needs. Most pupils have a statement of special educational needs (SEN). Almost all pupils are local authority pupils drawn from a wide catchment area in the north of Powys.

The case for change is based on the need to improve facilities for pupils at Ysgol Cedewain. The school is in a very poor condition and has significant site constraints:

- The current building is in very poor condition, categorised as condition C. Most of the classrooms are ageing portable structures and, in some cases, are in need of urgent maintenance and repair, nearing end of usable lifespan. It is a sprawling site, spread over a large area. The distance and obstacles between classrooms mean that a lot of time and effort is spent safely escorting pupils with complex sensory and physical needs around the school site. This can be particularly challenging during bad weather. The buildings and layout also severely limit the provision of specialist equipment for pupils with significant additional needs. Specialist equipment is not available in all areas of the school therefore limiting access and mobility for some pupils;
- There are significant health and safety and safeguarding issues with the site, including a public right of way that runs across it, difficult access areas and poor

parking facilities. The minibus parking area uses up part of the playground, which restricts use at peak times.

The requested investment will deliver a brand new, purpose-built school with 108 places in age appropriate environments. The new build will deliver the following:

- Specialist support and provision to pupils with significant additional learning needs, in a modern and innovative learning environment and will better equip teachers to tailor lessons to meet the specific needs of the learners, improving accessibility to learners across the North of Powys;
- Appropriate learning spaces to deliver the new curriculum;
- Specialist equipment, including IT facilities, to support teaching and learning outcomes which will help to ensure all learners maximise their potential;
- More effective use of the site - the school will no longer be dependent on demountable accommodation which is currently dispersed across the site;
- A holistic integrated multi agency approach, with dedicated physiotherapy and medical rooms, and also a hydrotherapy pool and sensory rooms and garden. The facilities will support the school's well-established relationships with the specialist services and will also further cement the Council's relationship with Powys Teaching Health Board;
- A fully equipped early years class base, with breakout space, calming room, laundry and hygiene facilities, together with an individual outdoor learning area, which will enable the school to increase their early years provision. The facilities would also enable the school to consider providing after school care, holiday play schemes and wrap around childcare and to support the childcare offer for learners with additional needs;
- A flagship community focused school, with community groups being able to access the facilities out of school hours. Safeguarding will be ensured as the school will be able to lock down the teaching areas while enabling community access to the community zone;
- Therapeutic facilities available to hire, - these include a hydrotherapy pool and changing facilities, rebound room, touchtrust room, community kitchen and café, meeting room and hall. The hire of the facilities will be managed by the school and

provide additional revenue income. There are very few therapeutic facilities within the locality and it is anticipated that there will be a strong demand.

The new school will be built on a part of the current site of Ysgol Cedewain and part of the adjoining primary school – Maesyrrhandir CP School. There will be a new grassed sports pitch and Multi Use Games Area for shared usage by Ysgol Cedewain & Maesyrrhandir CP School.

2. THE STRATEGIC CASE

2.1 Introduction

This Strategic Outline Case (SOC) sets out the case for Powys County Council's (PCC) proposal to provide a new building for Ysgol Cedewain, a Special School in Newtown. This project is part of the Council's plans for Band B of the 21st Century Schools programme and is included in the Council's Strategic Outline Programme (SOP) for Band B which was approved by the Welsh Government in 2017.

This development is set within the context of PCC's Schools Organisation Programme and ALN Transformation Programme.

2.2 Strategic Aims and Objectives

The Council's vision for Powys is set out in Vision 2025. One of the priorities set out within Vision 2025 is to strengthen Learning and Skills. Within this, Vision 2025 states that *'We will strengthen Learning and Skills by:*

- *Improving the educational attainment of all pupils;*
- *Supporting children and families to have the best start in life;*
- *Improving our schools infrastructure;*
- *Improving the skills and employability of young people and adults.*

The Council's Schools Organisation Policy states that the Council aspires to have an educational model that delivers the following:

- *High quality, resilient leadership and management;*
- *High quality learning environments, with the long term aim that all schools will be assessed as condition A or B;*
- *A greater focus on collaboration and partnership working, in order to enable schools to provide the best possible opportunities for learners;*
- *Schools that can operate effectively and efficiently within the funding available;*
- *Increases demand for Welsh-medium provision and provides access to provision which will enable pupils to become confident Welsh speakers;*
- *Schools developed into establishments that are central to community activity;*

- *High quality ICT infrastructure that will enable all schools to provide enhanced opportunities for learners;*
- *Provides access to high quality early years provision;*
- *Provides support for learners with additional learning needs which aligns with the requirements of the new Additional Learning Needs and Education Tribunal (Wales) Act;*
- *Provides access to high quality post-16 provision in schools, which is attractive to learners, financially sustainable and minimises learner travel.*

The Council is currently developing a new vision to transform education in Powys, and improving provision for pupils with additional learning needs is central to this vision. In future, it is intended that Powys will have in place a range of provision for pupils with ALN including mainstream classes (with support where required), specialist classes, satellites of special schools, special schools, a pupil referral unit, outreach support from special schools and advice and guidance from a small team of highly qualified central staff.

2.3 Business Strategies

There are a range of policy drivers relevant to this investment at a local and national level, as set out below:

2.3.1 National Policy Drivers

	Relevance to this investment
Additional Learning Needs and Education Tribunal (Wales) Act 2018	The new statutory framework aims to ensure that all learners with ALN are supported to overcome barriers to learning and can achieve their full potential. This investment will provide improved and purpose-built facilities for vulnerable children and young people with ALN.
21 Century Schools Programme	<p>In partnership with Welsh Government, there are opportunities to invest heavily in Powys schools' estate, building on the emerging vision for the future and moving ahead with its implementation, and with all learners in mind – of all abilities and at all stages in their education – and across both language provisions.</p> <p>The changes that are needed to put in place across Powys must also provide a transformed working experience for staff in all schools. Modern buildings will help transform learning,</p>
Education in Wales – Our National Mission	Making the best of the opportunities presented by the new Curriculum for Wales requires that a system is created where Powys teachers can more easily work together across schools to help generate inspiring teaching and learning opportunities for all pupils, whilst also helping to manage professional workloads. Collaborative schools can also help generate a community of future leaders for Powys schools who can be nurtured through a range of programmes, led by our most inspiring teachers and headteachers.

2.3.2 Regional and Local Policy Drivers

	Relevance to this investment
Transforming Education in Powys	Developing an infrastructure of schools and planning of school places to ensure that appropriate educational provision is accessible by all pupils
Powys Community Focused Schools Strategy	To ensure that key services are sufficiently integrated and able to work collaboratively to identify and meet all the needs of a child and their family. By looking at the child in this holistic way we will increasingly be able to remove barriers which could prevent them from reaching their full potential
Powys Carbon Reducing and Sustainability strategies	All new schools will be part of a new generation of energy efficient buildings where the reduction of carbon emissions and sustainable development as the main driving force. With materials specified where possible from the BRE Green Guide, new school buildings will be subject to a BREEAM assessment.
Powys Regeneration Strategy	To ensure that regeneration is embedded into everyday practice, to deliver outcomes which will have a positive impact upon not just the physical, Social, environmental, but also the economic and cultural attributes of the county
Powys ICT strategy	ICT Strategy for Schools is built around the 21 Century Schools Standard. It is aimed at delivering learners' entitlement to use technology to support their learning and to enable schools to become more innovative and effective in their teaching and learning

3. THE CASE FOR CHANGE

The case for change is based on the need to improve facilities for pupils at Ysgol Cedewain. The school is in a very poor condition and has significant site constraints.

The school site has a total area of 15,292m² / 1.53 Hectares. However, the site has a difficult infrastructure due to the fact that it is split by a public footpath, which is illustrated on the site plan below.



The school's accommodation is made up of 10 separate blocks. On the eastern plot, there is a brick-built single storey main school building with uPVC entrance porch, which sits beyond a gated entrance with car parking and drop off facilities. The western plot is made up of a large brick block. The remainder of the site is occupied by a series of single storey cabins, which have been added over time as the school's needs have developed.

As well as teaching accommodation, the school has a hydrotherapy pool. However this is currently out of action and is in need of significant investment. There is a sensory room located adjacent to the hydrotherapy pool, however this is outdated and therefore is not currently used.

Access to the school site is via a narrow one lane system with some staff parking, additional staff parking is provided at the Leisure centre by agreement and the minibuses utilising the school playground for pick up/drop off point at both ends of the school day, which is causing significant disruption.

The condition data for the school is as follows:

Condition	Suitability	Temporary Accommodation	DDA compliance
C	C	7	Partial

3.1 Investment Objectives

The Investment Objectives for this project are as follows:

1. **To deliver a fit for purpose building solution that delivers an improved and appropriate learning environment for pupils with significant special education needs – minimum condition B and meeting BREEAM requirements**
2. **To improve the buildings efficiency / running costs**
3. **To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys**
4. **To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities**
5. **To increase opportunities for pupils to partake in life skills social interaction in a safe and controlled way**
6. **To increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.**

In order to provide a basis from which to assess the success of this project in delivery against these objectives, the following measures and targets are proposed:

Investment Objective	Measure	Target
<p>1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements</p>	<p>Improved building condition, as measured by relevant data sources:</p> <ul style="list-style-type: none"> - Condition assessment - DDA compliancy - BREEAM 	<p>By September 2022:</p> <p>Building condition, suitability, sufficiency and DDA to be categorised as Category A</p> <p>Building to meet BREEAM 'Very Good' standard</p>
<p>2. To improve the building's efficiency / running costs</p>	<p>Reduction in energy usage</p> <p>Reduction in maintenance costs</p>	<p>Reduction in premises costs per sq m2 of 5% within 18 months of the new school opening</p> <p>Reduction in backlog maintenance and accessibility costs by 5% within 18 months of the new build opening</p>
<p>3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys</p>	<p>Number of pupils accessing provision out of Powys</p> <p>Cost of provision for pupils accessing provision out of Powys</p>	<p>Percentage reduction in number of pupils accessing provision out of Powys</p> <p>Percentage reduction in cost of provision for pupils accessing provision out of Powys</p>
<p>4. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised</p>	<p>Number of days equipment is out of use</p> <p>Pupil time spent accessing therapeutic services off the school site</p>	<p>Reduce the % of days equipment is out of use</p> <p>Reduce pupil time spent accessing therapeutic services off the school site.</p>

equipment and facilities		
5. To provide improved opportunities for pupils with significant special educational needs	<p>Areas of learning</p> <p>Increased pupil participation in life skills based activities</p> <p>Opportunities for school and community cohesion</p>	<p>Comparison of learning areas in current building with learning areas in the new build</p> <p>Comparison of appropriate facilities for the full age range of pupils</p> <p>Comparison of life skill based activities and available outdoor and sports facilities in current building and the new build</p> <p>Comparison of community events and booking of therapeutic facilities between the current school and new build within 2 years of new school opening</p>
6. Increase the capacity of teaching staff to deliver a 21 st century curriculum that meets the needs of learners with significant special education needs.	<p>Staff absence levels</p> <p>Staff well-being levels</p>	<p>Reduce staff sickness absence by 5%</p>

3.2 Potential Benefits

Potential benefits associated with the achievement of the project's investment objectives:

Type	Benefits
Pupils	Improved learning outcomes and improved pupil moral
	Improved sporting and social opportunities
	Improved appropriate and flexible learning environment
	Learners are taught with technology facilities fit for the 21 st Century
	Improved safeguarding to meet pupils varied and complex needs
	To meet the identified needs of the full age range of pupils at the school
	Improved well-being of pupils for healthy and confident pupils
Community	Increased community engagement
	Increased facilities for community hire
	Secure facilities
Staff	Increased staff morale and wellbeing
	Increased retention of staff
	To enable staff to fulfil the four purposes of the new curriculum
	To allow teachers to offer the full range of pedagogical principles
Local Authority	Reduction in backlog maintenance costs
	Reduction in premises running costs
	Meeting best practice and regulatory standards for learning environments
	School buildings and blocks that are assessed as condition A

3.3 Risks, Constraints and Dependencies

All capital investment projects have risks which require careful management in order to avoid project failure. Powys County Council implements projects in accordance with Prince2 methodology, which are underpinned by a robust risk management strategy, which is fundamental to successful project delivery.

In terms of investment proposed at Ysgol Cedewain, the tables below list the key headline risks the Council will ensure are managed effectively in order to achieve project success.

Ref.	Risk item	Likelihood	Impact	Mitigation
1.	Insufficient capital funding	Low	Project not able to go ahead or the scope would have to be reduced	Ensure that the scheme is underpinned by a robust business case
2.	Planning issues	Low	Project delay	Ensure pre-planning discussions take place with planning authority
3.	Environmental issues	Low	Increased costs and delays	Ensure surveys are taken at an early stage
4.	Delays in design/tendering stage	Medium	Project delay	Ensure that there is a clear and realistic programme plan.
5.	Lack of stakeholder support	Low	Project delay	Project has been supported by Cabinet via the approval of Band B SOP. School leadership fully engaged in the process.
6.	Risk of insufficient revenue funding to support the running costs of the new school			Ensure that the scheme is underpinned by a robust business case

Constraints

- Site constraints
- Availability of capital funding
- Continued operational delivery during construction phase

Project Dependencies

- Capital funding
- Supply chain capability and capacity to deliver
- Planning consent
- Supply chain

3.4. Description of current provision

Ysgol Cedewain provides education to pupils with ALN from the age of 3 to 18 – pupils travel to the school from across North Powys. The school's capacity is a 120.

i) Pupil numbers

Current pupil numbers¹ at Ysgol Cedewain are as follows:

Foundation Phase		Key Stage 2						Key Stage 3			Key Stage 4		Post-16		Total	
N	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
2																119
1	2	4	4	5	4	4	13	12	9	9	13	17	8	9	5	

Total pupil numbers at the school over the last 5 years are as follows:

	January 2015	January 2016	January 2017	January 2018	January 2019
Total pupil numbers	115	116	122	108	119

ii) Needs of pupils

Ysgol Cedewain provides support to pupils with a wide range of needs which include the following:

ASD – Autistic Spectrum Disorder
SLD – Severe Learning Difficulties
PMLD – Profound & Multiple Learning Disabilities
SLCD – Speech & Language Communication Difficulties
BESD – Behavioural, Emotional and Social Difficulties
MLD – Moderate Learning Difficulties

¹ PLASC, January 2019

GLD – Global Learning Difficulties
HI – Hearing Impairment
ADHD – Attention Deficit Hyperactivity Disorder
MSI – Multi Sensory Impairment

iii) Quality of education

The school has recently been inspected by Estyn but the report is not yet published. The previous inspection took place in 2013 and Estyn judged the school as follows:

The school's current performance	Good
The school's prospects for improvement	Good

The school's latest categorisation using the National School Categorisation System (2018) is as follows:

Standards group	Improvement capacity	Support category
N/A	C	Amber

iv) Condition and backlog maintenance

The school is in a poor condition, with a reliance on temporary accommodation and is only partially compliant with DDA legislation. It is estimated that backlog maintenance costs for the school are approximately £2.4m.

Condition	Suitability	Sufficiency	Temporary Accommodation	DDA compliance
C	C	No	7	Partial

v) Post-16 provision

Ysgol Cedewain works collaboratively with Newtown College (NPTC) to access vocational courses where possible. Due to pupils' complex needs of some pupils,

provision for vocational courses will be needed together with an appropriate accessible outside environment.

Pupils at key stage 4 and post-16 have the opportunity to obtain appropriate qualifications, for example Entry Level and Essential Skills Wales, and more able pupils take GCSEs. Vocational courses now offer opportunities for gaining accreditation. The school has recently introduced the Foundation Welsh Baccalaureate post-16 qualification.

vi) Welsh-medium education

Pupils are encouraged in the development of their Welsh language skills in relation to their needs and linguistic background. At present, all classes are taught in English, there is one first language Welsh pupil attending the school. The school ensures that there are opportunities to celebrate the language and culture, for example St. David's Day celebrations and visiting the Welsh Government, this helps pupils improve their understanding of the cultural and historical context of Wales. Staff provide appropriate opportunities for pupils to develop and use their Welsh language skills.

3.5 Information about the proposed scheme

The project has been developed in partnership with representatives from Powys County Council, and representatives from the local Health Board, governors, staff and pupils at Ysgol Cedewain. To aid development of the design proposals, engagement meetings have been held with the school council, parents, staff, governors and feedback requested to the proposed designs from the wider community.

i) Site Selection

The site was selected following a detailed assessment of potential sites in the Newtown area which concluded that there were two potential sites in the Council's ownership that could accommodate the school:

- Site 1 – Land at Ysgol Cedewain and the adjacent primary school, Maesyrrhandir CP School; and
- Site 2 – Land in the centre of town, currently occupied by Hafren CP School and Ladywell Green Infant School. This site is also part of a wider area which has been identified for a joint development between PCC and the Powys Health Teaching Board to develop a new North Powys Wellbeing Hub.

The advantages and disadvantages of building a new special school on both sites were assessed by officers - and this concluded that there were benefits to both sites, especially with the potential co-location of a special school with health provision. However, the benefits of utilising the combined Cedewain/Maesyrrhandir site meant that the project could be delivered more quickly than if it was to be part of a wider North Powys Wellbeing Hub development which already has two schools operating on it.

The combined Cedewain/Maesyrrhandir site was deemed to be an appropriate site for a special school; the schools could still operate safely during construction with no decanting of pupils required; there are no issues with topography and the site is also in the Council's ownership. Whilst Maesyrrhandir CP School loses some of its playing area, a new grassed sports pitch and multi-use games area will be developed for shared usage by both schools.

Clear linkages will be made between the school and the North Powys Wellbeing Hub once both projects are completed, to ensure that learners are able to benefit from both. The location of the new Ysgol Cedewain is less than a mile from the proposed site of the North Powys Wellbeing Hub.

ii) Description of the proposed scheme

The new school will deliver the following:

- specialist support and provision to pupils with significant additional learning needs, in a modern and innovative learning environment and will better equip teachers to tailor lessons to meet the specific needs of the learners, improving accessibility to learners across the North of Powys;
- appropriate learning spaces to deliver the new curriculum;
- specialist equipment, including IT facilities, to support teaching and learning outcomes which will help to ensure all learners maximise their potential;
- More effective use of the site - the school will no longer be dependent on demountable accommodation which is currently dispersed across the site;
- a holistic integrated multi agency approach, with dedicated physiotherapy and medical rooms, and also a hydrotherapy pool and sensory rooms and garden. The facilities will support the school's well-established relationships with the specialist services and will also further cement the Council's relationship with Powys Teaching Health Board;
- a fully equipped early years class base, with breakout space, calming room, laundry and hygiene facilities, together with an individual outdoor learning area, which will enable the school to increase their early years provision. The facilities would also enable the school to consider providing after school care, holiday play schemes and wrap around childcare and to support the childcare offer for learners with additional needs;
- a flagship community focused school, with community groups being able to access the facilities out of school hours. Safeguarding will be ensured as the school will be able to lock down the teaching areas while enabling community access to the community zone;

- therapeutic facilities available to hire, - these include a hydrotherapy pool and changing facilities, rebound room, touchtrust room, community kitchen and café, meeting room and hall. The hire of the facilities will be managed by the school and provide additional revenue income. There are very few therapeutic facilities within the locality and it is anticipated that there will be a strong demand.

iii) **Environmental considerations**

The proposed building design encompasses passive design principles to target a BREEAM excellent rating and includes the low zero carbon strategy and this will ensure the removal of the considerable backlog maintenance costs that is incurred with the current school building, curtailing the pressure on the school's delegated budget and on the authority's maintenance capital budget.

In accordance with PCC's duty under the **Environment (Wales) Act 2016**, the proposed design should ensure that there is no net loss of biodiversity or unacceptable damage to a biodiversity feature together with a low zero carbon strategy. Biodiversity enhancement measures have been identified and incorporated into the landscapes scheme to work towards delivering net gains for biodiversity. The area of existing playing field was selected for the development due to the minimal impact on existing biodiversity and habitats.

Mitigation details will be clearly illustrated on architectural plans submitted for planning permission.

Natural daylighting, natural ventilation and thermal mass have been incorporated into the design and it envisaged that efficient renewable technologies such as air source heat pumps, solar thermal heating arrays and photovoltaic heating arrays will be adopted into the design. Gas and electric consumption have been reduced by using a passive house system approach.

Future maintenance of SuDS and green spaces will be under the management of the school leadership.

iv) Outdoor and sporting facilities

The new school aims to ensure accessibility and appropriate facilities for all pupils within the building and in the outdoor learning facilities to enable effective delivery of special school education. The proposed scheme includes 3,379m² of playing fields including one playing and a multi-use games area. The sports facilities meet the required standards for schools. It is proposed that the outdoor play facilities will include an inclusive play equipment area, a series of learning gardens, sensory courtyard and a woodland/forest school.

v) Travel and transport implications

As the school serves a large area of North Powys, a number of pupils are already transported to the school. A highways travel assessment report has been undertaken which assesses the potential travel needs of future learners and staff. There will not be a major change to current numbers of pupils who are transported to the school, as the school is being built in the same location as the existing school. However, there will be improved access routes, cycle paths/pedestrian paths and cycle shelters which will increase the opportunities for pupils to walk or cycle to school.

Equality Impact Assessments and Children's Rights Impact Assessments will be completed and included in the Outline Business Case.

Proposed layout and landscape features of new school



4. THE ECONOMIC CASE

This section includes a description and results of an option appraisal which considered a range of options for the development of a new special school in Newtown. The option appraisal scored the options against the agreed investment objectives and a range of critical success factors.

4.1 Investment Objectives

The Investment Objectives for this development were agreed at a workshop on 17th May 2019 attended by senior officers from Schools Service and the ALN manager and are as follows:

1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements
2. To improve the buildings efficiency / running costs
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys
4. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities
5. To increase opportunities for pupils to partake in life skills social interaction in a safe and controlled way
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.

4.2 Critical Success Factors

Critical Success Factor	Description
1 – Strategic fit and business needs	<ul style="list-style-type: none"> • The options must satisfy all investment objectives and business needs • The option must optimise the benefits as presented in the Main Benefits Criteria • The option must be aligned with and promote the national, regional and local strategies
2 – Value for money	<ul style="list-style-type: none"> • The option must optimise the resources available for the delivery of learning • The option must provide value for money in the delivery of learning
3 – Potential achievability	<ul style="list-style-type: none"> • The option must be acceptable to learners, staff, governors and the wider community • The option must be politically acceptable at local, county and national level • The option must be achievable within current legislation • The option must be operationally achievable / physically achievable
4 – Supply-side capacity and capability	<ul style="list-style-type: none"> • The option must secure sufficient appropriate resources and expertise to be deployed within Powys to achieve the investment objectives
5 – Potential affordability	<ul style="list-style-type: none"> • The extent to which the option is affordable within the forecasted revenue of participating organisations • The extent to which the option is affordable within the forecasted capital funding of participating organisations

4.3 Long list of options

As the preferred site had already been selected through a site selection process, options for addressing the issues at Ysgol Cedewain include the following:

Option 1 Do Nothing: Status Quo

Option 2 Do Minimum: Refurbish existing blocks plus essential maintenance

Refurbish some elements the school to address some of the more significant issues at the school

Option 3 Intermediate: Remodel school

Identify blocks in most need of rebuilding and replace on existing site

Option 4 Do Maximum: New build school with community facilities

Build a new special school 108 pupils to include a range of specialist facilities, multi-agency areas and community areas.

4.4 Summary of main advantages and disadvantages of the long-listed options

The table overleaf includes the main advantages and disadvantages of the long-listed options:

Options	Advantages	Disadvantages
Option 1 – Status Quo	<p>No additional capital funding needed</p> <p>No disruption to learners from large scale building works on adjacent site</p>	<p>Inadequate school buildings continue in poor condition and sustainability</p> <p>Does not meet the requirements for 21st C School</p> <p>Does not meet the requirement of Estyn recommendation</p> <p>Financially unviable</p> <p>Does not address safeguarding and access issues</p>
Option 2 – Do minimum - Refurbish existing blocks plus essential maintenance	<p>Extends the life of the building</p> <p>Addresses immediate issues easily</p> <p>Reduces the probability of disruption to service delivery</p> <p>Less immediate drain on Council's capital resources</p> <p>Continuity of education on sites</p>	<p>Inadequate school buildings continue with poor suitability and sustainability factors, R & M funding would not stop further deterioration</p> <p>Financially unviable as it will not attract 21st C School funding</p> <p>Does not enhance current public perception of the condition of the specialist school facilities campus</p> <p>Some noise disruption to pupils</p> <p>Does not improve the learning environment and does not provide a suitable environment suitable for the needs of vulnerable pupils and staff.</p> <p>The works required at Ysgol Cedewain could severely impact the Major Improvement Programme fund, which will decrease the amount of funding available for much needed improvements at other schools</p>
Option 3 – Do minimum – Remodel school	<p>Extends the life of some blocks</p> <p>Addresses immediate issues easily</p> <p>Less immediate drain on Council's capital resources in Band B</p>	<p>Disruption to pupils</p> <p>Inadequate school buildings continue with poor suitability and sustainability factors, R & M funding would not stop further deterioration on blocks not rebuilt</p> <p>Financially unviable as it will not attract 21st C School funding</p>

		<p>Does not enhance current public perception of the condition of the specialist school facilities campus, may be viewed as a stop gap solution</p> <p>Does not improve the learning environment overall and does not provide a suitable environment suitable for the needs of vulnerable pupils and staff.</p> <p>The works required at Ysgol Cedewain could severely impact the Major Improvement Programme fund, which will decrease the amount of funding available for much needed improvements at other schools</p>
<p>Option 4 – New build school with community facilities</p>	<p>As above</p> <p>Increased opportunities for school and community cohesion</p> <p>Increased benefits for communities able to access specialist therapeutic facilities</p> <p>Fits with areas of learning in the new curriculum</p>	<p>Higher cost reduces capital funding available for other projects in Band B programme.</p>

4.5 Option Appraisal Exercise

The options were assessed against the investment objectives and the critical success factors as follows:

YY Exceeds criteria

Y Meets criteria

? Unable to ascertain

X Does not meet criteria

XX Significantly below criteria

	Option 1 Status Quo	Option 2 Refurbish existing blocks	Option 3 Remodel existing blocks	Option 4 New build school with community facilities
Investment Objective				
1	XX	XX	X	YY
2	XX	?	Y	YY
3	XX	XX	?	Y
4	XX	X	?	YY
5	XX	?	?	YY
6	XX	X	?	YY
Critical Success Factors				
Strategic fit and business needs	XX	XX	X	YY
Value for money	XX	XX	XX	Y
Potential achievability	XX	XX	XX	YY
Supply side and capacity	Y	Y	Y	Y
Potential affordability	Y	Y	Y	Y
Summary of options appraisal	Take forward as baseline	Discounted	Discounted	Preferred

4.6 Conclusion – the preferred option

The preferred option is Option 4 as it met all the investment objectives and critical success factors. The following table includes the main quantitative benefits of the preferred option:

Direct to School	Indirect to School
<ul style="list-style-type: none"> • Improvements to condition and suitability of building • Accessibility to all areas • Access to a wider range of teaching materials (state of the art ICT) • Appropriate specialist facilities for all needs • Appropriate facilities for the full age range of pupils • Greater ability to target specific need • Greater learning opportunities to improve learners' key skills • Greater opportunities to use a wider range of different learning / teaching styles • Improved accessibility to all areas of the site • Improved accessible outdoor learning areas • Improved levels of recruitment, quality, retention and reputation of staff • Improved integration between adjacent schools • Increased flexibility of accommodation to meet demand of non-vocational skills • Zoned and bespoke facilities for flexible community use 	<ul style="list-style-type: none"> • Enhanced life chances and employment opportunities • Improved safety of transport provision • Improved specialist facilities for hire in the North Powys • Improved learning outcomes for learners and families • Increased hot desking facilities for council and health board employees

Direct to School	Indirect to School
<ul style="list-style-type: none"> • Improved facilities for specialist agencies – physiotherapists, nurses in building 	
<p><i>Cash Releasing Benefits</i></p> <ul style="list-style-type: none"> • Improved energy efficiency of estate • Reduced building operating costs • Backlog maintenance savings • Potential for commercial lettings 	

5. THE COMMERCIAL CASE

5.1 Procurement approach / framework

It is anticipated that the overarching procurement route for the Ysgol Cedewain redevelopment is via the SEWSCAP3 Construction Framework.

To progress the project, the Council has commissioned a design team via Heart of Wales Property Services Ltd (HoWPS), a joint venture company set up by the Council and Kier to provide property design, construction and maintenance services for Band B of the C21st Schools Programme and other capital investments.

The Ysgol Cedewain design team is comprised of a core project management team within HoWPS supported by Kier architects, structural, civil, mechanical and electrical engineers, and cost consultants. Further expertise is directly employed by the Council to provide landscape, acoustic, surveying and BREEAM services.

This broad design team is developing design information to allow a 'construct only' or a design and build tender via SEWSCAP3 as above. The information will include surveys and existing site information, proposed arrangements and details. These approaches are considered to provide the best balance of approach regarding quality of the final, bespoke building which must be constructed on an occupied school site, and the appropriate allocation of risk.

5.2 Community Benefits Approach

The community benefits approach will be included in the tender documentation and details will be outlined in the Outline Business Case.

5.3 Project Bank Accounts (PBA)

The Welsh Government project bank account policy will be complied with as part of the procurement requirements and the approach will be fully detailed in the Full Business Case.

6. THE FINANCIAL CASE

6.1 Financial Assumptions

This section sets out the forecast financial implications of the programme if the preferred option is taken forward. The following assumptions have been made when considering affordability of organisations that incur costs as a consequence of this investment:

- contingency – the costs presented in this section include an optimism bias uplift applied to capital costs and a value for financial risks. Together these form the capital contingency;
- It is assumed based on related investment experience that VAT is not applicable (or can be fully reclaimed) from capital investment on school premises and therefore does not feature in the analysis;
- Inflation has been included, however it is recognised that construction inflation may in fact be running at a higher rate than general inflation. This is variable and will be accurately calculated at OBC stage. Any difference between construction inflation and general inflation is accepted to be included within the general contingency for the scheme.

6.2 Funding options - advantages and disadvantages

Consideration has been given to a range of options to fund the project and the advantages and disadvantages are outlined in the table below. The preferred option is option 2, a blended funding approach between PCC and the Welsh Government.

Option	Description	Main advantages	Main disadvantages
1	Use of entirely PCC funding	The main advantage of the do minimum option is that it affords full control of the investment to PCC.	The main disadvantage of the do minimum option is that it is unaffordable within PCC's budget. The authority has already committed its capital budget for 21 st C Schools Band A programme. Band B assumptions are based on 65% funding from WG, and 75% for special schools. PCC's 21C Schools Programme would be unable to fund the solution through existing PCC budgets alone.
2	a blended funding package (PCC and Welsh Government)	The main advantage of the intermediate option is that it is a realistic and affordable solution for PCC and WG.	The main disadvantage of the intermediate option is that it increases bureaucracy through external approval processes, which potentially delays the investment.
3	use of entirely external funding sources (including Welsh Government)	The main advantages of the maximum option are that it does not impact on PCC's budget.	The main disadvantage of the maximum is that it is contrary to WG policy and therefore unrealistic. The Mutual Investment Model (MIM) is not eligible for special schools construction projects, and therefore disregarded.

6.3 Total costs

The following table shows the breakdown of costs between both organisations – the figures include contingency and inflation:

Welsh Government contribution – 75%	PCC contribution – 25%	Total
17,008,650	5,669,550	22,678,200.00

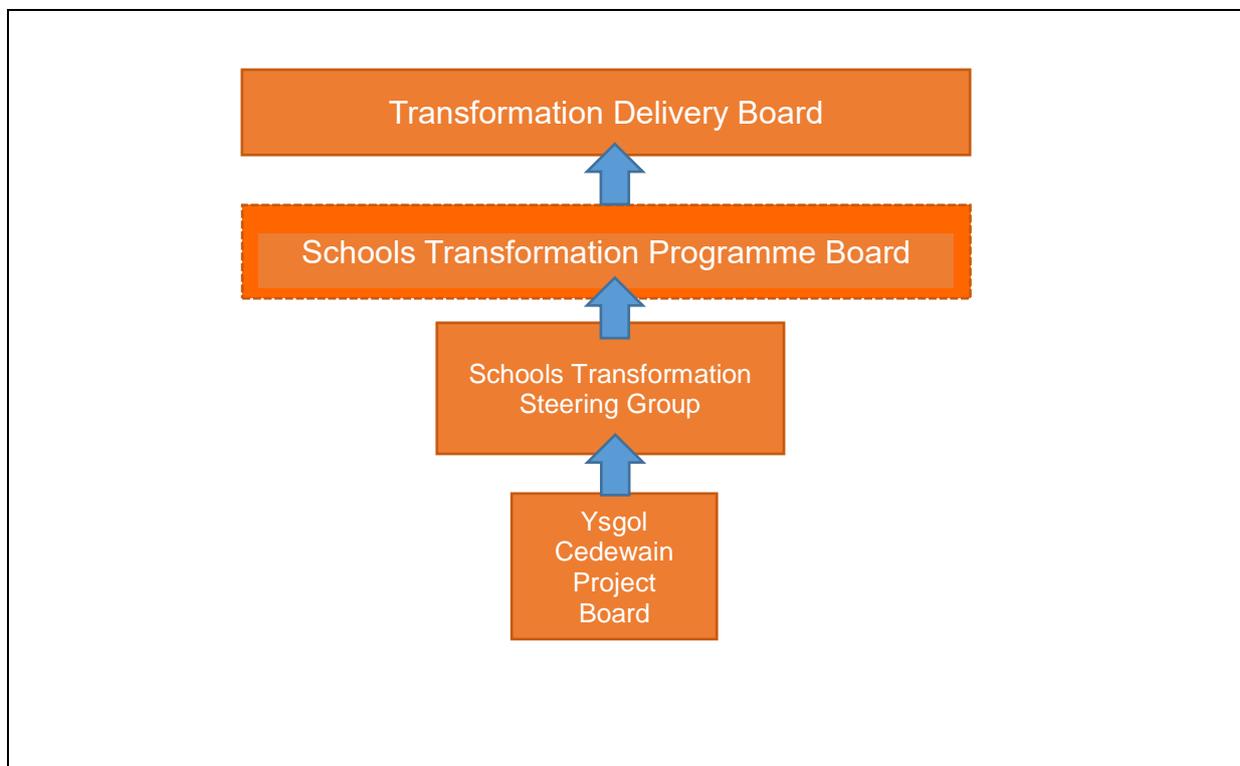
6.4 Affordability Statement

The Section 151 officer confirms that the project is affordable within current revenue and capital forecasts for the Council.

7. THE MANAGEMENT CASE

7.1 Programme and Project Management arrangements

This scheme is a constituent of the Powys 21C Schools Programme and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework. Overall corporate governance for this scheme is provided by the Transformation Delivery Board and the current management arrangements are set out in the diagram below:



7.2 Roles and Responsibilities

Senior Responsible Owner:	Dr Caroline Turner CEO
S151 Officer:	Jane Thomas
Programme Lead:	Emma Palmer
Senior Manager Education Services:	Marianne Evans
Programme Manager:	Betsan Ifan
Project Manager:	Diane Rees

7.3 Project plan

The indicative key milestones for this project are shown below:

- SOC Approved April 2020
- OBC Approved August 2020
- D & B Tender Awarded February 2021
- Design Stage February to October 2021
- FBC Approved November 2021
- Construction Starts December 2021
- School Opens Spring Term 2023

7.4 Approach to risk management

The Ysgol Cedewain Project Board will be responsible for managing and mitigating the risks up to the point of completion of new premises and commencement of the service and is adopting the strategy of transferring risk to those best placed to manage it. Risks that can be mitigated within the project team shall be discussed within project team meetings and included within the JCAD Project Risk Log. The Risk Log to be reviewed regularly and form part of the reporting mechanism. Risks raised by the project team will be captured at monthly Schools Transformation Steering Group meetings. Risks will be assessed against the corporate risk strategy. Risks that cannot be mitigated will be escalated to the Schools Transformation Programme Board.