

PEMBROKESHIRE COUNTY COUNCIL
Cyngor Sir Penfro



EDUCATION

PORTFIELD SCHOOL

Regulated Alteration to increase the number of pupils for whom the school makes provision

CONSULTATION DOCUMENT

MARCH 2022

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Foreword

Pembrokeshire County Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools of the right type in the right places and ensuring that they are fit for our 21st century learners is a challenge facing us, and all councils across Wales.

Meeting this challenge involves reviewing the number and types of school the Council has in its area, and assessing whether or not best use is being made of its resources and facilities.

The Council reviews its provision on the basis of:

- Quality and future sustainability of educational provision
- Sufficiency and accessibility of school places
- The condition, suitability and standard of school buildings
- Value for money

This consultation document sets out the proposal to enlarge the premises, and to increase the capacity of Portfield School. I look forward to receiving your views.

Steven Richards-Downes
Director of Education

1. Introduction

Pembrokeshire County Council has a statutory duty to secure sufficient and suitable school places in its area and to determine whether it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

At its meeting on 14th October 2021, Pembrokeshire County Council considered a report which outlined a proposal to proceed with a re-development of the Portfield School campus as part of the Council's 21st Century Schools Programme; consequently this would result in an increase in the number of pupils for whom the school makes provision. The decision of Council was as follows:

<p>That the Director for Education be authorised to undertake statutory consultation on a regulated alteration to Portfield School in order to increase the number of pupils for whom the school makes provision.</p>

Such a proposal constitutes a regulated alteration within the context of the School Standards and Organisation (Wales) Act 2013. Consequently, this document fulfils part of the County Council's responsibility under the Act to consult with appropriate stakeholders and to explain the Council's proposal to increase the number of pupils for whom Portfield School makes provision. This document offers an opportunity for consultees to put forward any comments, observations or alternative proposals they wish to be considered, as well as explaining why other options considered are not the preferred option.

Consultation on this proposal will comply with the requirements of the School Organisation Code. Consequently, the main purpose of this document is to provide information and to gather the views of identified stakeholders. For further information on the statutory process, see Section 7.

2. Consultation

2.1 Who will we consult with?

The Governing Bodies, Parents/Carers/Guardians and Staff of:	
<ul style="list-style-type: none"> • Portfield School • Ysgol y Preseli • Tenby VC School • Pembroke Dock Community School • Monkton Priory Community School • Ysgol Harri Tudur / Henry Tudor Sch 	<ul style="list-style-type: none"> • Gelliswick VC School • Johnston CP School • Fenton CP School • Waldo Williams CP School • Ysgol Glannau Gwaun • Ysgol Bro Gwaun
The following elected members:	
<ul style="list-style-type: none"> • Paul Davies MS – Constituency • Samuel Kurtz MS - Constituency • Cefin Campbell MS – Regional • Joyce Watson MS – Regional • Eluned Morgan MS – Regional • Jane Dodds MS - Regional • Stephen Crabb MP • Simon Hart MP 	<ul style="list-style-type: none"> • Cllr. Tim Evans • Cllr. Lyndon Frayling • Cllr. David Bryan • Cllr. Tom Tudor • Cllr. Alison Tudor • Cllr. John Cole
Haverfordwest Town Council	Merlin's Bridge Community Council
<ul style="list-style-type: none"> • NEU • NASUWT • UCAC • ATL • NAHT • ASCLE • UNISON • UNITE • GMB 	<ul style="list-style-type: none"> • Hywel Dda Health Board • SNAP Cymru • National Autistic Society
Diocesan Directors of Education: <ul style="list-style-type: none"> • St David's • Menevia 	Dyfed Powys Police and Crime Commissioner
The Welsh Ministers	Estyn
The Welsh Language Commissioner	
Partneriaeth Addysg De Orllewin Cymru - Regional Education Consortium	Pembrokeshire College
Carmarthenshire County Council	Ceredigion County Council

2.2 Consultation with children and young people

The children and young people attending all the schools identified above will be able to participate in the consultation process through their School Councils. The information provided to children and young people will be presented in a way that is relevant to their age and level of likely understanding and be in accordance with the National Standards for Children and Young People's Participation. The information gathered from the consultation with pupils will form part of the Consultation Report which will subsequently be considered by Council.

2.3 When does the consultation period start and end?

THE CONSULTATION PERIOD FOR THIS PROPOSAL WILL COMMENCE ON 15th MARCH 2022 AND ENDS ON 29th APRIL 2022.

During this period you can express your views by writing to the Director of Education by using any of the following methods:

Letter to:	Mr Steven Richards-Downes Director of Education County Hall Haverfordwest SA61 1TP
Response Form:	See the form at the back of this document
Online:	www.pembrokeshire.gov.uk/haveyoursay

You can submit your views in favour of, or against the proposal. Responses received during the consultation period will not be treated as statutory objections. If you wish to object, you will need to do so in writing during the statutory objection period outlined in Section 7.

PLEASE NOTE THAT ALL CORRESPONDENCE SHOULD BE RECEIVED BY NO LATER THAN 5PM ON 29th APRIL 2022.

2.4 What will happen after the consultation process?

At the end of the consultation period the feedback will be collated and summarised in a Consultation Report and subsequently presented to the County Council. This report will be available to be viewed on the Council website and hard copies obtainable on request from the address detailed below. Council will consider the report and decide whether it wishes to proceed with the proposal or not.

If Council decides not to proceed, that will be the end of this proposal. However, if Council decides to proceed, a Statutory Notice will be published. The Statutory Notice will be published on the Council's website and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.

In accordance with The School Standards and Organisation (Wales) Act 2013, anyone wishing to make objections to the proposal will have the opportunity to do so. To be considered as statutory objections, objections will need to be made in writing or by email, and sent to the Council within 28 days of the date on which the statutory notice was published.

If objections are received, these will be summarised into an Objection Report, which will be published on the Council's website with parents/carers/guardians and staff members of the relevant schools advised of its availability. All consultees listed earlier in this section will receive hard copies of the report or be emailed a link to the relevant location on the website.

2.5 Your questions

The content of this document is likely to provide answers to the most common questions that will arise regarding the proposal. However, should you have any further questions, please contact Huw Jones on the following email address:

EducationConsultations@pembrokeshire.gov.uk

3. The Status Quo – Background

3.1 Portfield School - General

Portfield School is a Community Special School maintained by Pembrokeshire County Council which provides education for pupils with statements of special educational needs aged between three and 19 years of age. The school caters for pupils with a range of special educational needs, including severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorder, as well as various genetic disorders, physical and sensory difficulties.

As at the January 2022 PLASC there were 168 pupils on roll; an analysis of school phase and needs is as follows:

Phase	Number on Roll
Primary	48
Secondary	70
Post 16	50
Total	168

ALN/SEN Need	No.
ADHD - Attention Deficit Hyperactivity Disorder (SPLD)	4
ASD - Autistic Spectrum Disorder	78
BESD - Behavioural, Emotional & Social Difficulties	2
HI - Hearing Impairment	1
MSI - Multi-Sensory Impairment	2
PMED - Physical and Medical Difficulties	11
PMLD - Profound and Multiple Learning Difficulties	17
SLCD - Speech, Language and Communication Difficulties	3
SLD - Severe Learning Difficulties	56
VI - Visual Impairment	2

Note: Some children have multiple needs

The school serves the whole of Pembrokeshire with some pupils coming from neighbouring local authorities.

The main school campus in Haverfordwest consists of a lower school building, for primary aged pupils, and an upper school building, for secondary aged pupils. In addition to the provision on the Portfield School campus, the school operates satellite classes at Ysgol y Preseli and Haverfordwest High VC School. The school also runs an outreach support service for the local authority which supports mainstream schools and learning resource centres to support pupils with SEN.

3.2 Whole school pupil numbers

Pupil numbers on roll at Portfield School over the last ten years are as follows:

Actual										
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
111	127	136.5	135	148	146	154	155	154	156.5	158.5

3.5 Details of the school which is the subject of the proposal

School	Category	Language Category	Age Range	School Capacity	Admission Number 2021/22
Portfield School, Off Portfield, Haverfordwest, SA61 1BS	Community Special	N/A	3-19	N/A	N/A

The age profile of pupils currently on roll, and the figures recorded for the previous four annual school censuses are as follows:

Age (as at previous 31 st August)	Jan 2022*	Jan 2021	Jan 2020	Jan 2019	Jan 2018	Jan 2017
3	1	0	3	3	1	0
4	2	5	3	1	1	4
5	8	3	1	1	4	5
6	6	2	2	5	6	7
7	5	4	9	7	8	8
8	7	10	6	10	9	6
9	12	6	10	11	6	7
10	7	10	12	7	6	8
11	15	18	15	10	14	16
12	18	12	9	14	17	16
13	13	9	14	17	16	18
14	8	14	18	16	18	15
15	16	16	17	18	16	13
16	15	17	17	15	14	10
17	17	18	15	10	10	10
18	18	14	7	9	9	11
19	0	0	0	0	0	0
TOTAL	168	158	158	154	155	154

* Pupil numbers as at January 2022 yet to be verified.

3.6 School Capacity

Unlike primary and secondary schools, where Capacity is measured using the “Measuring the Capacity of Schools in Wales” formula, there is no requirement for this in the case of special schools. This is because pupil space requirements in such settings vary widely depending upon individual need and level of mobility and assistance required. There is no other recognised guidance or legislation relating to calculating capacity in existing special school accommodation in Wales. All references to physical space and capacity henceforth in this document will therefore be described as “*the number of pupils for whom the school makes provision*”.

Given that the provision made by Portfield School takes place over multiple sites, the number of pupils for whom the school currently makes provision is best described as follows:

	Provision		Total
	Primary / Secondary	Secondary	
Portfield site	104		104
Satellite provision		24	24
Total	104	24	128

In addition, and in the context of this proposal, there is a six-bed residential setting at the adjacent Holly House. Whilst this is not currently reserved for use by Portfield learners, the proposal will result in a greater use.

3.7 Pupil Forecasts

It should be noted that it is very difficult to project demand for special education. Projections are dependent on a number of factors and historical trends and birth rates are sometimes not a reliable indicator. Variations in individual need and the complexity of the provision required can develop and vary over time. Nevertheless, specialist settings, including Portfield and Learning Resource Classes (LRC’s) have seen a significant growth in the complexity of needs in our educational provision.

Trend analysis of placements in specialist provision is difficult given that special school admissions do not have a capacity calculation, unlike other school provision. The Learners are placed in special school based on an assessment of their needs and as a consequence special schools cannot be classed as full. However, the Local Authority has a nominal capacity of 155 for Portfield.

There is a recognition that Pembrokeshire has a lack of provision for the most complex needs both within pre-school education, statutory provision and post 16 provision. The ALN Code 2021 places a greater emphasis on support from 0-25 which adds additional duties on the Local Authority for early intervention and support into adulthood.

Improvements to health care provision and inclusive educational practices within special schools has resulted in pupils with profound and multiple learning difficulties and disabilities being able to access School rather than care settings.

It is not just the increase in the number of learners that require specialist provision that are causing admission pressures, it is also the increase in the complexities of learners' needs that attend the provision which require additional staffing, including highly specialist health professionals e.g. nurses, occupational therapists, speech and language therapists and physiotherapists to meet the need.

The high staffing to learner ratios also have a detrimental impact on the physical space pressures, further compounding the effects of capacity within Portfield.

It seems inevitable given intelligence from Health visitors and demand in Early Years for specialist pre-school placements that the number of pupils with complex needs will continue to grow over the next 5 to 10 years. In recent years, there have been more learners with significant needs who need a place in special schools settings than there have been places and there is little capacity within other settings to remodel provision.

Portfield School's population has a disproportionately low number of pupils within the Foundation phase. Almost a third of the School are in post 16 provision, this is not necessarily a reflection of need, but a lack of appropriate provision in the tertiary sector. Pupils are therefore remaining in Portfield until the end of Year 13 and preventing early admission to a special school even when assessment criteria is met. The ALN Code 2021 encourages early intervention places a statutory duty on the Local Authority to ensure timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes and meet need.

Portfield's admission number for 2022-23 is predicted to be 170 in September following recent panel agreements. This number is likely to increase in future years given the demands in Early Years. The Local Authority has significant gap provision, especially in areas such as social communication and Autism and more complex sensory impairments.

The LA has a graduated response of provision. We have a number of special classes across the County, however, there is high demand in all KS3 & KS4 provision and demand unmet provision for Post 16 pupils.

Pembrokeshire is an attractive place to live and work and we are also experiencing a trend where pupils with complex needs are attracted to relocate to Pembrokeshire. We have an increasing number of parents moving to Pembrokeshire where their child has an Education Health Care Plan (EHCP), this has put considerable pressure on in-year transfers and adds to unwanted waiting lists and unmet need.

3.9 Buildings / Accommodation

The original Portfield School (lower school building) was built in the early 1970's with a new upper school building built in 2009. The lower school building caters for pupils aged 3-12 years, with the upper building catering for pupils aged 11-19 years. The land and buildings are in the ownership of Pembrokeshire County Council.

The upper school is graded as "A" (Good) for both condition and suitability; the lower school, however, is graded as "C" (Poor) in both aspects. It is proposed to undertake a significant redevelopment of the school premises as part of the Council's 21st Century Schools Programme.

Information in relation to the other buildings to be developed as part of this proposal are as follows:

‘H Block’ – this currently forms part of the temporary premises of Haverfordwest High VC School, but which will become vacant following its relocation to new premises in Haverfordwest in September 2022. On the basis of a structural survey carried out in February 2021, the building is generally in good condition, but requires some external maintenance.

Holly House – this is a purpose-built single storey building designed to accommodate the needs of young people with physical and learning disabilities and associated health needs. This provision is currently used to provide respite services, support and care to children and young people with a wide range of disabilities and support needs who live in Pembrokeshire. This includes children and young people with a range of learning and physical disabilities, children and young people who have a mild learning disability who require minimal support, and children and young people who have profound and multiple learning disabilities who require a high level of support.

Given its close proximity, Portfield School provides education to many of the children who attend Holly House; the proximity of the school means that for those children who attend the school and also use Holly House’s services, they are able to finish school and can be escorted directly to Holly House without in most cases, requiring transport. It also means that with the permission of the Headteacher at the school, staff can make use of the some of the outdoor space and the hydrotherapy pool at the school, when pupils are not present (e.g. during school holidays).

Ordinarily a maximum of 6 young people can stay overnight at Holly House at any one time. In addition, there is provision for up to 4 children and young people to access Holly House for after-school or day visits.

Holly House also has provision to care for children with specific health needs associated with their learning and physical disabilities, and where required specific training can be provided to staff, usually via health colleagues, in the provision of safe overnight care to young people requiring regular medication.

Respite at Holly House can include overnight stays, but may also be provided in the form of evening visits for tea, day time respite during holidays, or weekend breaks. Emergency Respite/Placement may provide very short term support to young people who do not have the same needs as those who would ordinarily be provided with respite. This would be limited to emergency situations only, and where no alternative immediate placement solution can be found.

The building is in need of some renovation and improvements. Only 2 of the 6 bedrooms have en-suite facilities and there is only 1 wet room on site. The outdoor space needs to be adapted to support young people with more profound physical disability and provide a sensory environment that support young people with more complex and challenging autism.

The provision is only registered to provide short breaks and as a result children who are unable to remain in the care of their family are placed in expensive out of county residential provision. It is the intention, by investing in our special school provision including enhancing the care / residential element of support, we would further reduce the need for out of county placements for learners with the most complex medical and health needs.

3.10 Schools which may be affected by this proposal

Whilst all Pembrokeshire schools are likely to be affected positively by the proposal, schools with Learning Resource Centres are most affected given the close working relationships between these and Portfield School.

Further details regarding these schools are included in **APPENDIX 1**.

School	Address
Ysgol y Preseli	Crymych, SA41 3QH
Tenby VC School	Heywood Lane, Tenby, SA70 8BZ
Pembroke Dock Community School	Bush Street, Pembroke Dock, SA72 6LQ
Monkton Priory Community School	Monkton, Pembroke, SA71 4LS
Ysgol Harri Tudur/Henry Tudor School	Bush, Pembroke, SA71 4RL
Gelliswick VC School	Gelliswick Road, Hakin, Milford Haven, SA73 3RS
Johnston CP School	Langford Road, Johnston, SA62 3PY
Fenton CP School	Portfield, Haverfordwest, SA61 1BZ
Waldo Williams CP School	Off Portfield, Haverfordwest, SA61 1BS
Ysgol Glannau Gwaun	Clive Road, Fishguard, SA65 9DB
Ysgol Bro Gwaun	Heol Dyfed, Fishguard, SA65 9DT

3.11 Strengths and Weaknesses of the current situation

Portfield School	
Strengths	Weaknesses
<ul style="list-style-type: none"> Pembrokeshire's only Special School providing education for pupils with a range of special educational needs Strong judgements from Estyn as part of the school's most recent inspection in November 2019. Good opportunities to develop synergies with adjacent services on the site, particularly Holly House. 	<ul style="list-style-type: none"> Shortcomings to the school site, with limited space and accommodation available to fully meet the numbers and needs of pupils. The old, lower school building is cramped and not all classrooms provide suitable sensory spaces. This building is also in poor condition.

4. Current School Standards

In relation to the school which is the subject of this proposal, Estyn judgements, the standards being achieved and the level of support required as part of the National Categorisation are shown as follows:

4.1 Estyn Inspection

The school was last inspected in November 2019, resulting in the judgements outlined below. The recommendations are shown below and the summary of the Estyn report are shown in

APPENDIX 2; consultees may access the full report via the Estyn website at www.estyn.gov.uk.

Inspection Area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

R1 – Address the health and safety issues identified during the inspection

R2 – Improve the consistency of teaching and learning support so that all practice matches the best in the school

R3 – Ensure that quality assurance processes focus clearly on the quality of teaching and the assessment of pupils' work.

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent – *Very strong, sustained performance and practice*

Good – *Strong features, although minor aspects may require improvement*

Adequate and needs improvement – *Strengths outweigh weaknesses, but important aspects require improvement*

Unsatisfactory and needs urgent improvement – *Important weaknesses outweigh strengths*

4.2 Current School Standards

Most pupils who attend Portfield School make strong progress from their individual starting points in relation to the targets on their personal plans. Despite the wide variation in the nature and complexity of their needs, the progress that pupils make during their time at the school, supports the development of their wellbeing and independence very effectively.

Most pupils develop extremely worthwhile independence and life skills in relation to their individual needs and abilities.

Older pupils improve their understanding of the world of work through an extensive range of well-planned enterprise activities and work experience placements. (This has been challenging during COVID but the school has continued to provide as much as they can. Younger pupils and those with more complex needs make equally strong progress over time in developing their independence skills. Across the school most pupils make highly effective progress in improving their communication skills.

5. The Proposal

5.1 The Proposal

Portfield School is the only designated Special School in Pembrokeshire with pupils attending from county-wide. Whilst the upper school building was developed as a new build some ten years ago, the lower school building is in very poor condition and is graded as 'C – poor'. Furthermore, this building does not meet the needs of the most complex learners in terms of provision.

An Estyn recommendation from March 2013 was to “*ensure that the accommodation is appropriate to meet the increasing number of pupils with complex needs*”. From the most recent inspection in November 2019, the inspection report stated “*...overall there are shortcomings to the school site, with limited space and accommodation available to meet fully the numbers and needs of pupils. In particular, the older lower school building is cramped and not all classrooms provide suitable sensory spaces.*”

It is proposed to undertake the following improvements:

1. To extend the existing Portfield upper school building in order to accommodate lower school pupils;
2. To utilise an adjacent building on the site, known as the 'H Block', for use by Portfield School as a post 16 centre. This will also be used as community space;
3. An addition to an adjacent building, known as Holly House in order to provide additional and full-time residential care places for Portfield School learners. This will increase the provision from a 6 bed unit to 9 beds. It is envisaged that this additional capacity will allow greater synergy with Portfield School, and will allow some learners to be accommodated on site.

The Council needs to acknowledge and respond to new statutory duties placed upon the Council to deliver the obligations of the Additional Learning Needs and Education Tribunal (Wales) Act (ALNET Act), which will compound the pressures placed on capacity pressures in the special school sector.

The redevelopment of Portfield will secure appropriate provision for pupils with additional learning needs and avoiding long-term budget pressures for the Council. The benefits to the Council will include financial benefits including cost avoidance in relation to very costly out of county placements for learners with the most complex medical, behavioural and health needs.

As part of the Council's strategic planning, significant importance is placed on educating our most vulnerable learners in their local communities so that they can access local services and effective multi-agency working in settings close to their home.

Increasing capacity, by creating a highly specialist 21st century special school environment, Pembrokeshire will be better equipped to meet the needs of learners requiring specialist equipment, therapeutic interventions and access to medical and health support which will reduce our reliance on independent sector placements that can cost upwards of £400,000 per year.

The redevelopment of Portfield School is included in the Council's 21st Century Schools Programme and a detailed business case will be prepared and submitted to Welsh Government in order to secure the necessary capital investment.

As part of this redevelopment, it is proposed to increase the overall capacity of the school. This necessitates a 'regulated alteration' which requires following a statutory process, including public consultation, hence this document. Consequently, the Council's proposal is as follows:

That the Director for Education be authorised to undertake statutory consultation on the proposal to make a regulated alteration to Portfield School in order to increase the number of pupils for whom the school makes provision.

5.1.2 Advantages and Disadvantages of the Proposal

Regulated Alteration to increase the number of pupils
Advantages
<ul style="list-style-type: none"> • As part of the redevelopment of the Portfield School site, this will ensure that the building is of the correct capacity to meet the needs of all learners. • The redevelopment of the site will ensure that the poor condition of the existing lower school building is addressed resulting in accommodation of a 21st century standard, and of the latest environmental standards. • The proposal seeks to maximise the availability of current adjacent buildings for the purpose of enhancing Portfield School's 'offer'.
Disadvantages
<p>The redevelopment of the site will necessitate construction on a 'live' education site. It is inevitable that there will be some disruption to pupils and staff during the building phase. However, this will be managed in line with established project planning principles and full engagement and cooperation with the Headteacher. The Council's project teams are well versed in working on projects involving 'live' sites and this matter will have been considered as part of the previous feasibility exercise.</p>

5.1.3 Impact of the proposal

Portfield School
Standards and progress overall, of specific groups and in skills; wellbeing and attitudes to learning.
<p>In relation to their needs and abilities, most pupils develop as confident learners who become increasingly independent in their learning as they move through the school. Most pupils engage enthusiastically in their learning, show sustained levels of concentration and focus particularly well in lessons. Many pupils develop their resilience significantly as they move through the school. They persist with tasks and, with sensitive encouragement from staff, understand that making mistakes can help them learn and react positively to them. This is expected to continue following implementation of the proposal.</p>

<p>Quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills.</p>
<p>The quality of teaching is consistently good or better, providing strong support for pupils to enable them to achieve to the best outcomes. The new pathways approach is used effectively to ensure the needs of all pupils are met. Staff have reviewed and started to amend their approach to the curriculum to ensure that it meet the requirements of learners with the most complex needs and addresses suitably the national educational reform agenda. This new approach is at an early stage however, the school does provide a broad and stimulating curriculum that meets the needs of nearly all learners successfully. The limitations of the lower school building is a limiting factor and impacts on what teachers can provide in relation to the breadth and balance of the curriculum. Learning environments are very small and whilst the staff make the best of what they have the physical building makes providing for all groups of pupils extremely challenging.</p> <p>Estyn noted in 2019 the following in - 'The newer purpose built upper school building has large classrooms and outdoor spaces that are generally well organised and resourced to support learning appropriately. However, overall, there are shortcomings to the school site, with limited space and accommodation available to meet fully the numbers and needs of pupils. In particular, the older lower school building is cramped and not all classrooms provide suitable sensory spaces. Despite these limitations, the staff create a calm and orderly learning environment, which pupils respond to positively. The proposal will have a significant positive impact on this and will address the poor learning environments.</p>
<p>Tracking, monitoring and the provision of learning support, personal development and safeguarding.</p>
<p>The school has well-established processes which enable staff to track and monitor pupil progress highly effectively. There are a purposeful range of assessments that are well-matched to pupils' needs and abilities. Leaders and teaching staff use the outcomes of these assessments expertly to ensure their planning of the curriculum provides valuable learning experiences for nearly all pupils. The school has recently refined its tracking system to introduce the tracking of communication skills to strengthen the monitoring process. This is expected to continue following implementation of the proposal.</p>
<p>Quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning, and use of resources.</p>
<p>Leadership of Portfield is strong. There are robust self-evaluation processes in place which enable leaders to clearly identify strengths as well as areas for improvement. Any improvement areas are acted on swiftly so that pupils at the school get the best outcomes possible. Professional development is focused and results in improved teaching, learning out outcomes for pupils. There is no reason to believe that this will change following implementation of the proposal.</p>
<p>Likely impact of the proposals on the ability of the school to deliver the full curriculum.</p>
<p>The proposed development of Portfield will ensure that there is equity of provision for all pupils. It will enable teachers to meet the needs of all pupils more effectively. The redevelopment of the lower school will ensure that the learning environment supports the delivery of the curriculum and will be more accessible to all learners.</p>

By increasing the range of additional space for meeting will enable the school to become a training hub providing much needed support for all the LRC in the local authority. The new build will also need to ensure that there are sufficient spaces for the range of other professionals from health and social care to be able to operate effectively from the school. The new build should also be mindful that this provision should ideally be able to support pupils who require specialist provision from nursery to 25.

By developing the site as a hub for specialist provision will enable the school to develop as a centre of excellence providing the right support for pupils across Pembrokeshire in a cost efficient way.

The extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP) and how the proposal would expand or reduce Welsh language provision.

There is no discreet specialist provision for Welsh medium learners with significant SEN or ALN in Pembrokeshire. Portfield has a satellite site in Y Porth (Ysgol Preselli) to support ALN learners whose first language is Welsh. The ALN Code 2021 places a duty on Local Authorities to secure Additional Learning Provision in Welsh where this is appropriate and relevant. Whilst this proposal does not provide discrete Welsh medium provision, learners are given opportunities to learn Welsh in line with their ability and the new curriculum and supports the Council's WESP.

The impact on SEN provision and how proposals will contribute more generally to enhancing the quality of education and support for children with SEN.

The ALNET Act 2018 and ALN Code (Wales) 2021 places a new statutory framework on the Council to support all learners with Additional Learning Needs.

The new statutory framework is underpinned by three overarching objectives, these are:

- A unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school or further education (FE);
- An integrated, collaborative process of assessment, planning and monitoring of the support provided to ALN learners which facilitates early, timely and effective interventions; and
- A fair and transparent system for providing information and advice, and for resolving concerns and appeals.

These objectives are supported by a further 11 core aims within the Act including:

- A 0 to 25 age range;
- A unified, single statutory plan;
- Increased participation of children and young people;
- High aspirations and improved outcomes;
- Increased collaboration;
- Avoiding disagreements and earlier disagreement resolution;
- A bilingual system;
- A focus of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

Investing and expanding the capacity of the Council's special school provision will ensure it successfully delivers on its statutory obligations.

5.2 Key School Information

Location	Portfield School, Off Portfield, Haverfordwest, SA61 1BS												
Category	Community Special School												
Admissions Arrangements	Pembrokeshire County Council's Inclusion Panel makes the final decision on placement of pupils. Parents and children are invited to meet staff and to look around the school prior to application for a place and to discuss the needs of the child and the provision available. All pupils are assessed by the Education Psychologists and admission to Portfield School is regulated between the school, all services involved with the child, the Local Authority and the parents/carers/guardians. All pupils attending the school will have a Statement of Special Educational Needs or equivalent.												
Age Range	3-19												
Capacity / Admission Number (the number of pupils for whom the school makes provision)	<p>It is proposed that the number of pupils for whom the school makes provision will increase to 226 learners, aged 3-19. A further 9 learners can be added by including the provision intended for Holly House, as follows:</p> <table border="1" data-bbox="798 1272 1198 1503"> <thead> <tr> <th>Setting</th> <th>Places</th> </tr> </thead> <tbody> <tr> <td>Portfield</td> <td>193</td> </tr> <tr> <td>Satellite</td> <td>24</td> </tr> <tr> <td>Sub-total</td> <td>217</td> </tr> <tr> <td>Holly House</td> <td>9</td> </tr> <tr> <td>Total</td> <td>226</td> </tr> </tbody> </table> <p>As a Special School, Portfield School does not have an Admission Number.</p>	Setting	Places	Portfield	193	Satellite	24	Sub-total	217	Holly House	9	Total	226
Setting	Places												
Portfield	193												
Satellite	24												
Sub-total	217												
Holly House	9												
Total	226												
Number of Nursery Places	N/A												
Language Category	English Medium												
Proposed accommodation	It is proposed to address the poor condition of the lower school building by extending the upper school building. This will accommodate up to 108 students of varying learning needs in an environment conducive to 21 st century teaching and learning practices. Following completion and occupation, the current lower schools building will be demolished.												

	The existing Holly House building, adjacent to Portfield School, will be refurbished and extended to provide residential provision for Portfield School students. In addition, the 'H' block, which currently forms part of the adjacent Haverfordwest High VC School site, will be refurbished and remodelled to accommodate post 16 provision for Portfield School and for community use.
SEN Provision	The school will continue to cater for pupils with a range of special educational needs, including severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorder, as well as various genetic disorders, physical and sensory difficulties.
Governance	The governing body of Portfield School will remain and will continue to be responsible for the school.
School Transport	Transport arrangements will continue to be in accordance with the law and the Council's policy.

5.3 Pupil Projections

As outlined in paragraph 3.7, it is very difficult to project demand for special education.

Projections are dependent on a number of factors and historical trends and birth rates are sometimes not a reliable indicator. Variations in individual need and the complexity of the provision required can develop and vary over time.

In recent years, there have been more learners with significant needs who need a place in special school setting or Learning Resource Classes (LRC's) than there have been places. To assist with this and to minimise out of county placements, the Education Directorate has sought creative solutions to address need within the constraints of the capacity of Portfield. The Council has increased the number of pupils in LRC's many of whom would meet the Council's criteria for Special School provision.

Whilst the ALN Code places a duty on Local Authority admissions to favour mainstream, the Code also requires the Local Authority to put in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

There are difficulties placed upon special school admissions, as special schools do not have capacity calculations, unlike other school provision. Learners are placed based on assessment of their needs and as a consequence special schools cannot be classed as full. A nominal and agreed capacity has been set at 155 but there is significant pressure to increase the capacity, especially within the Foundation Phase.

The forecast pupil numbers outlined below reflect the school's population if the proposal is implemented. This reflects the current capacity of the building and satellite provision, the wider need of specialist provision is greater but is being met through creative solutions by expanding existing LRC's.

Pupil Forecasts 2021 - 2025

	Actual		Forecast				
	2021	2022	2023	2024	2025	2026	2027
Portfield School	158	166	170	170	170	170	170

5.4 How will the proposed changes affect pupils?

The proposal is to increase the number of pupils for whom the school makes provision, and this will not affect pupils currently attending the school. However, given the nature of constructing on a 'live' school site, some disruption to learners and staff is inevitable. Learners who currently utilise the lower school building will continue to do so whilst construction takes place, but they will then relocate to the new building when complete.

5.5 Impact Assessments

The following represent the Council's assessment of the impact of the proposal on the community, equalities, transport and staff. In addition, the Integrated Impact Assessment presented to Full Council in October 2021 is included as **APPENDIX 3**.

5.5.1 Community Impact

The proposal will have a positive impact on the community by virtue of an investment in the school to add and improve much needed facilities/accommodation. This will allow the school to offer such facilities to the community. For example, the proposal to utilise the adjacent 'H' block as a 16+ / community resource will enable the school to offer this to the community. Similarly, the location of an adjacent existing All Terrain Pitch (ATP) will not only provide improved facilities to the school, but will also enable to use this as a community resource.

5.5.2 Equalities Impact

The proposal is unlikely to result in any negative impact on the protected characteristics identified in the Equality Act 2010. The full assessment is attached as **APPENDIX 4**.

5.5.3 Welsh Language Impact

A Welsh Language Impact is attached at **APPENDIX 5**. The proposal will not impact on the Welsh language.

5.5.4 Transport Impact

The Learner Travel (Wales) Measure 2008 places a duty on the Council to assess the travel needs of learners under the age of 19. In relation to learners with additional learning needs / disabilities, the Council's School Transport Policy states that transport will be provided for eligible pupils in accordance with the following criteria:

- The pupil, because of his or her disability, is incapable of using the usual school transport provided for pupils of compulsory school age receiving primary education or secondary education, as defined above, and is unable to make use of any alternative means of transport such as a family car or Motability vehicle.
- The pupil lives within two miles of the catchment primary school or within three miles of the catchment secondary school but is incapable of walking to school and is unable to make use of any alternative means of transport, such as a family car or Motability vehicle.
- The Council's Inclusion Panel recommends that a pupil should be placed in a school which is not the catchment school and the above criteria are met.

- Medical advice from the pupil's Medical Consultant must confirm the above requirements. No other medical professional's advice will be accepted.

The proposal to increase the number of pupils for whom the school makes provision will not impact on transport provision, other than accommodating additional learners.

5.5.5 Staff Impact

It is inevitable that various teaching and non-teaching staff will be affected by the proposal, but only to the extent that the redevelopment of the school site will lead to some necessary operational changes during construction. It is unlikely that staff reductions will arise as a result of the proposal, as the purpose is to increase the school's capacity. All staff and their respective trades unions are statutory consultees to this proposal.

5.6 Finance

Portfield School is funded according to a formula which is largely pupil based and this is the funding which is delegated to the governing body for the school's revenue expenditure. Pupil funding is split according to the ages of learners, with all post 16 funding being received directly from Welsh Government. Portfield School also receives additional Welsh Government and Regional Consortium funding as outlined below.

For the financial year 2021/22, Portfield School received the following delegated funding:

Description	£
Leadership / Workload	211,657
Pupil Funding 3-16	1,960,444
Premises & Grounds related funding	347,971
School Meals and Catering related funding	39,918
Outreach related funding	31,962
Post 16 Funding (from WG)	1,051,122
Sub-total (core funding)	3,643,074
Pupil Development Grant Funding (from WG)	47,150
School Improvement Grant (from Regional Consortium)	13,961
Total Funding	3,704,185

5.6.1 Pupil costs

The current costs per pupil, i.e. for 2021/22, are as follows:

	Pupils Jan 2021	Core Funding	Cost per pupil
	Places	£	£
Portfield School	158.5	3,643,074	22,985

Note: Based on 2021/22 Education Budget Statement (Section 52 of the School Standards and Framework Act 1998)

5.6.2 Revenue Savings

It is unlikely that any significant revenue savings will arise from this proposal. However, given the age and fabric of the existing lower school building, it is anticipated that the proposal to redevelop the school site will result in reduced running costs due to the improved heating/ventilation/insulation properties of new buildings. Furthermore, the use of the 'H' block as a post 16 and community facility will enable the school to explore income generation opportunities, which would result in revenue savings. However it is not possible to quantify these at this stage.

5.6.3 Capital Investment

Capital investment is being sought from Band B of the Council's 21st Century Schools Programme. On the basis of the most recent information available, the approved cost envelope for the project is £20.3 million.

It is not envisaged that any capital receipts will be realised as part of this proposal.

5.6.4 Title of land and buildings

Portfield School and the site on which it is located are in the ownership of Pembrokeshire County Council. No transfer or disposal of land or buildings is required as part of this proposal.

5.7 Risks and Counter measures

	Risk	Counter Measure
1	Failure to obtain relevant statutory notice approvals and Education Statutory obligations by due dates.	<ul style="list-style-type: none"> - Ensure that all options are considered in light of the School Organisation Code 2018 (the Code); - Ensure sufficient time is allocated to undertake process; - Undertake consultation with appropriate statutory consultees.
2	Delays in reaching a decision on this proposal could prolong the use of a building which is in very poor condition, thereby continuing to be a drain on the school's and LA's resources.	<ul style="list-style-type: none"> - Ensure that the school organisation process is undertaken in accordance with the Code; - Maintain regular dialogue with the Headteacher of Portfield School to ensure that he is aware of programme milestones, etc
3	Failure to proceed with the statutory process may result in Welsh Government not approving the business case for capital investment.	<ul style="list-style-type: none"> - Ensure that the school organisation process is undertaken in accordance with the Code; - Ensure that decision-makers have all available information in order to make informed decisions.
4	Delays in reaching a decision on this regulated alteration will affect the decision-making in relation to the 21C capital investment	<ul style="list-style-type: none"> - Ensure that the school organisation process is undertaken in accordance with the Code; - Ensure that all information and milestones in relation to the school organisation process are shared with the Capital team at Welsh Government;

6. Alternative Options Considered

The proposal, as outlined in Section 5 is to increase the capacity of Portfield School and this will be carried out as part of the redevelopment of the school, as included within Band B of the Council's 21st Century Schools Programme. The following options were considered as part of the feasibility exercise undertaken to develop a long list of options for the capital project.

Description	Comment
Do Nothing	<ul style="list-style-type: none"> - The lower school is in very poor condition and would require significant backlog maintenance to address the issues. - Does not address demand for post 16 or residential places. - Pupils and staff remain separated across two buildings. <p>Discount</p>
<p>Refurbishment and extension of the lower school building - post 16 - use of H Block.</p> <p>Includes provision for additional high standard, full time residential care places for Portfield School learners by refurbishing the adjacent Holly House and building an additional three-bedroomed facility on site.</p>	<ul style="list-style-type: none"> - Full decant of pupils required during the refurbishment and construction periods. - Addresses demand for post 16 and residential places. - Pupils and staff would remain separated across two buildings. <p>Discount</p>
<p>Extension of the upper building utilising land within the curtilage of the Portfield site and/or PCC owned land on the HHVC (Portfield) site - post 16 use of H Block.</p> <p>Includes provision for additional high standard, full time residential care places for Portfield School learners by refurbishing the adjacent Holly House and building an additional three-bedroomed facility on site.</p>	<ul style="list-style-type: none"> - Pupils and staff can remain on their current building/s during the construction period. - Addresses demand for post 16 and residential places. - Co-locates pupils and staff in one building. - New extension designed specifically to client requirements. - Demolition of lower building provides scope to improve parking and vehicular access around the site. <p>Preferred</p>
<p>New build of the lower school building either on other land within the curtilage of the Portfield site and/or PCC owned land on the HHVC (Portfield) site - post 16 use of H Block.</p> <p>Includes provision for additional high standard, full time residential care places for Portfield School learners by refurbishing the</p>	<ul style="list-style-type: none"> - Pupils and staff can remain on their current building/s during the construction period. - Addresses demand for post 16 and residential places. - New building designed specifically to client requirements.

adjacent Holly House and building an additional three-bedroomed facility on site.	<ul style="list-style-type: none"> - Demolition of lower building provides scope to improve parking and vehicular access around the site. - Improves the current situation but does not fully co-locate pupils and staff in one building. <p>Discount</p>
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7. The Statutory Process

The statutory process followed in respect of the proposal included as part of this document will comply with the School Standards and Organisation (Wales) Act 2013 and specifically, the School Organisation Code (011/2018). The process and timetable will be as follows:

Date	Process
15 March 2022	Consultation Document Published
	Consultation events with schools and wider community Pupil consultation
29 April 2022	Closing date for receipt of observations on the proposal
At least 2 weeks prior to publishing a Statutory Notice	Publication of Consultation Report - Consultation Report presented to Council <i>Council to decide whether to approve publishing a statutory notice</i> <i>If approved – proceed to Statutory Notice</i> <i>If not approved – proposal ends</i>
Within 26 weeks of the end of the consultation period	Publish Statutory Notice <i>If approved, the Statutory Notice will be published on the County Council and any other proposer’s websites and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.</i> <i>The SN will be published on a school day and will allow a period of 28 days for objections. 15 of these days (excluding the day of publication) must be school days.</i>
28 days after date of Statutory Notice	Closing date for receipt of objections to proposal
Within 16 weeks of the end of the Objection period	Determination of proposal
To be confirmed	Implementation of proposal

All reports listed above will be published on the County Council’s website with parents/carers/guardians and staff members of the relevant schools advised of their availability. All consultees listed in Section 2 of this document will receive hard copies of the reports or be emailed a link to the relevant website.

Details of affected schools

Name of School	Category	Lang. Category	Age Range	Nursery Pupils January 2022	Total NOR Jan 2022	Condition Grade	Suitability Grade
Ysgol y Preseli	Community	AB2A	11-19	N/A	786	C	C
Tenby VC School	Voluntary Ctrl	EM	3-11	20	257	A	A
Pembroke Dock CS	Community			81	649	A	A
Monkton Priory CS	Community			27	226	B	C
Ysgol Harri Tudur/Henry Tudor School	Community		11-19	N/A	1260	A	A
Gelliswick VC	Voluntary Ctrl		3-11	70	557	A	A
Johnston CP	Community			32	250	A	A
Fenton CP	Community			60	413	C	C
Waldo Williams CP	Community			16	231	C	C
Ysgol Glannau Gwaun	Community			Dual Stream	29	276	A
Ysgol Bro Gwaun	Community		EW	11-16	N/A	565	B

Note:

- Pupil numbers are as at January 2021 and include Learning Resource Centre pupils
- In relation to Condition and Suitability grades
 - A = Good
 - B = Satisfactory (condition) / Reasonable (suitability)
 - C = Poor
- Language Category: AB2A = Bilingual, EM = English Medium, EW = English with Significant Use of Welsh

School	Capacity	Admission Number	Actual Number on roll (Net of Part Time and Unit Pupils)					Pupil Forecasts (Net of Part Time and Unit Pupils)				
			2021	2021/22	2017	2018	2019	2020	2021	2022	2023	2024
Ysgol y Preseli	1018	164	907	882	807	792	795	782	773	772	771	784
Tenby VC School	318	45	250	260	279	261	248	227	225	214	200	189
Pembroke Dock Community School	633	90	540	538	594	572	547	566	554	541	541	557
Monkton Priory School	188	26	175	173	197	174	175	178	187	188	191	198
Ysgol Harri Tudur	1343	244	1173	1130	1149	1223	1216	1244	1253	1261	1251	1238
Gelliswick VC	480	68	456*	440	484	453	438	441	435	418	433	444
Johnston CP	210	30	203	210	235	191	201	200	206	202	203	203
Fenton CP	355	50	360	357	382	342	344	343	344	346	348	347
Waldo Williams CP	326	30	210*	216*	244	231	232	221	211	204	207	194
Ysgol Glannau Gwaun	240	E12/W21	221	237	251	211	217	221	206	197	203	205
Ysgol Bro Gwaun	526	105	498	461	469	518	506	549	592	617	605	623

* - Combined pupil numbers of the previous constituent schools:

- Gelliswick VC includes the former Hakin Community School and Hubberston VC School
- Waldo Williams CP includes the former Mount Airey Nursery & Infant School and Haverfordwest Junior VC School.

School	Date of most recent Estyn inspection	Estyn Judgements					Comments
		Standards	Wellbeing & attitudes to learning	Teaching & learning experiences	Care, support and guidance	Leadership & Mgmt.	
Ysgol y Preseli	November 2016	Current Performance – Good Prospects for Improvement - Good					
Tenby VC School	January 2018	Adequate and needs improvement	Good	Adequate and needs improvement	Good	Good	
Pembroke Dock CP	November 2016	Current Performance - Good Prospects for Improvement - Excellent					
Monkton Priory CP	April 2016	Current Performance – Good Prospects for Improvement - Good					
Ysgol Harri Tudur/Henry Tudor School	November 2018	Unsatisfactory and needs urgent improvement	Unsatisfactory and needs urgent improvement	Adequate and needs improvement	Unsatisfactory and needs urgent improvement	Adequate and needs improvement	Placed in Estyn monitoring follow-up.
Gelliswick VC	January 2019	Good	Good	Adequate and needs improvement	Good	Good	
Johnston CP	May 2017	Current Performance - Adequate Prospects for Improvement - Adequate					Placed in Estyn Review follow-up and visited by Estyn in November 2018. The school was subsequently removed from the list of schools requiring Estyn review.
Fenton CP	December 2019	Adequate and needs improvement	Good	Adequate and needs improvement	Good	Adequate and needs improvement	Placed in Estyn Review follow-up.
Waldo Williams CP	No inspections undertaken since the school was established.						

School	Date of most recent Estyn inspection	Estyn Judgements					Comments
		Standards	Wellbeing & attitudes to learning	Teaching & learning experiences	Care, support and guidance	Leadership & Mgmt.	
Ysgol Glannau Gwaun	July 2019	Adequate and needs improvement	Good	Adequate and needs improvement	Good	Adequate and needs improvement	Placed in Estyn Review follow-up and visited by Estyn in February 2021. The school was subsequently removed from the list of schools requiring Estyn review.
Ysgol Bro Gwaun	October 2019	Good	Good	Good	Good	Good	

A report on Portfield School
November 2019

Summary

Portfield School is a happy and successful school where pupils feel safe and thrive. Pupils take great pride in their school and most develop as confident learners who improve their physical and emotional resilience particularly well during their time at the school. Nearly all pupils treat each other with respect and many show extremely caring attitudes and empathy to each other and staff.

In relation to their individual needs and abilities, nearly all pupils make strong progress over time against their personal targets. They make particularly effective progress in the development of their independence, communication and social skills. This progress helps them to become more confident learners and promotes their ability to live more independently in the future. Teachers' planning for the development of these skills is a strength of the school.

The school works exceptionally well with the external specialist services available to it to provide an integrated approach to meeting pupils' needs and to ensure that teachers and learning support staff have the strategies to support pupils' learning. As a result, the school provides an extremely high level of care, support and guidance.

Leaders and staff have established a clear vision for the school that sets high aspirations for the personal development of all pupils and is well understood by all members of the school community. The strength of the school's ethos and its effective systems for support and care have a very positive impact on outcomes for pupils.

Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

- R1 Address the health and safety issue identified during the inspection
- R2 Improve the consistency of teaching and learning support so that all practice matches the best in the school
- R3 Ensure that quality assurance processes focus clearly on the quality of teaching and the assessment of pupils' work

What happens next

The school will draw up an action plan to address the recommendations from the report.

Estyn will invite the school to prepare two case studies for dissemination on Estyn's website on its work in relation to the school's planning for the development of pupils' independence skills, and how the school prepares pupils, parents and stakeholders to contribute to person-centred planning.



Integrated Impact Assessment (IIA) Template

Please provide a description of the course of action you are considering / planning

Feasibility studies to ascertain the preferred options for the redevelopment of Portfield School have been completed following significant engagement with users, officers and members. This was presented to the 21st Century Schools Strategic Programme Board on 5th July 2021, and to Cabinet on 6th September 2021.

Portfield School

The preferred option is an extension to the existing 'upper building' utilising land within the curtilage of the Portfield site and/or PCC owned land on the Haverfordwest High School (Portfield) site. The latter's 'H' block would be utilised as the school's post 16 centre. This proposal also includes provision for additional, high standard, full-time residential care places for Portfield School students by refurbishing the existing Holly House building and by building an additional three-bed facility on site.

The estimated cost is £20.3 million.

At its meeting on 6th September, Cabinet resolved to recommend to Council:

To approve the preferred options, as identified in the report, for Portfield School and the Pembrokeshire Learning Centre / PRU and to amend the Council's Band B funding envelope accordingly.

IS AN IIA REQUIRED?

An IIA is not required for:

- Committee reports which do not require a formal decision (see below)
- Committee reports where a formal decision is required but only for an initial stage of a project and which will be returned final, formal decision at a later date (e.g. request to review, outline of project timeline etc)
- Committee reports for information only (such as minutes of some Board meetings)
- Draft responses to third parties (including consultations)
- Responses to Notices of Motion

OTHERWISE PLEASE COMPLETE THE FOLLOWING SCREENING QUESTIONS:

1). Will the actions being considered / planned require a formal report to be submitted to Council, Cabinet, Planning Committee or to an Independent Cabinet Member or Director via Committee Services?

Response	Please tick
Yes (an IIA may be required – please go to Q2 below)	✓
No (an IIA will not be required – no further action is needed)	
Not sure (go to Q2)	

Please enter the name of the committee hereCouncil.....

Please enter the date of the committee here14 October 2021.....

Please enter the deadline date for the committee report here24 September 2021.....

2). Does the course of action being considered / planned require a formal decision - likely:

a) to result in the relevant local authority incurring expenditure which is, or the making of savings which are, significant or

b) to be significant in terms of its effects on communities living or working in an area comprising two or more wards or electoral divisions

Response	Please tick
Yes (an IIA will be required)	✓
No (an IIA may still be required – see Q3 below)	
Not sure (go to Q3)	

3). The course of action being considered / planned requires a formal decision that relates to one or more of the following (please tick all that apply)

Response	Please tick if applicable
Setting of the Council budget and Council Tax rates	
The Well-being Plan for Pembrokeshire	✓
Overarching corporate or service wide plan(s)	✓
Children, young people and / or youth justice	✓
Vulnerable people	✓
Transportation and / or rights of way	
Housing	
Community safety	
The Welsh language	
Development of, or amendment to, local byelaws	

The development of a new Policy (<i>a policy is a deliberate system of principles to guide decisions and achieve rational outcomes. A policy is a statement of intent and is implemented as a procedure or guidance</i>)	
A revision of a current Policy	✓

- An IIA is required - please complete the rest of the template
- An IIA is not / doesn't appear to be required

TAKING ACCOUNT OF THE LONG TERM AND HELPING PREVENT PROBLEMS OCCURRING OR GETTING WORSE

Please describe how the course of action being planned takes account of the long term and will help prevent problems occurring or getting worse (*see Guidance document - Well-being of Future Generations Act for outline of 'long-term problems'*)

The capital investment required for the above project will ensure that the education provision for the most vulnerable pupils in Pembrokeshire can be provided in the best possible accommodation, and therefore takes account of the long term.
 In relation to Portfield school, the investment will address accommodation which is in very poor condition and will provide pupils with the opportunities to thrive within a 21st Century learning environment which is appropriate for their needs.

In relation to the individual Well-being goals, these are consistent with those indicated as part of our 21st Century Schools Band B Strategic Outline Programme (SOP).

Please indicate which of the Well-being of Future Generation Act's well-being goals the project will contribute to (please tick all that apply)

- ✓ A prosperous Wales ✓ A resilient Wales ✓ A more equal Wales ✓ A healthier Wales
- ✓ A Wales of cohesive communities ✓ A globally responsible Wales
- A Wales of vibrant culture and thriving Welsh language

INTEGRATION AND COLLABORATION

How will the course of action being planned contribute to the delivery of the overall Corporate Plan?

The investment indicated above contributes towards the following objectives with the Corporate Plan:

Wb01 – Education: Pembrokeshire a great place to learn, live and grow
 Wb03 – Economic: We will work with partners to promote Pembrokeshire as a great place to visit, live and work
 Wb06 – Transformation: Technology; Culture and Relationship

How does the course of action being planned relate to other local, regional or national plans, policies or strategies?

Approximately how long will the course of action you are considering / planning take to implement?

- Under a yr 1 - 3 yrs 3 - 10 yrs 10 yrs +

Please provide a description of how the course of action you are considering / planning will be implemented. Please make reference to any procurement / joint-working / partnership / collaborative arrangements

Subject to approval by Council, officers will prepare a business case in accordance with HM Treasury's Green Book and Public sector business cases using the five case model. Following completion, this will be considered by the members in accordance with the Council's approved governance arrangements for the 21st Century Schools Programme. Subject to approval, the business case will be submitted to Welsh Government where it will undergo a three stage process:

1. Business Case Scrutiny Group
2. Education Investment Panel
3. Sign-off by the Minister for Education.

Given the values of the respective projects, there will be a requirement to submit the following:

- Strategic Outline Case (SOC)
- Outline Business Case (OBC)
- Full Business Case (FBC).

In relation to procurement, a sign-off of the OBC provides agreement that a tender process can take place and eligible costs incurred on the project to date are entitled to be claimed. The FBC is submitted following procurements, i.e. when contracted costs are known, but prior to contract signature.

ENGAGEMENT AND REGARD TO RELEVANT INFORMATION

In order to complete the questions below you will need to provide evidence of engagement or consultation and regard to relevant information that we hold.

Please describe the outcomes of the engagement work you have undertaken with the groups outlined in TABLE 1 of the Guidance document. If you have not undertaken engagement work with a particular group please indicate why.

Portfield Project

- 12/02/2020 - Initial meeting held at Portfield School to consider potential options for capital investment – attended by MW, CM, Anthony Hayward & Gareth Edwards (PCC) and Paul Hughes, Caroline Ball & Gareth Wilcox (Portfield School)
- 13/11/2020 – meeting held via Skype to scrutinise and confirm which options should be presented to PCC’s Technical Team for analysis and costings following Strategic Programme Board’s decision on 29th October 2020 to proceed with feasibility works for a ‘21 Century Schools and Colleges Programme’ funded project at Portfield Special School – attended by Huw Jones, MW & Gareth Edwards (note that Gareth Edwards had previously met with Damien Hewitt, newly appointed Head of Portfield, to ascertain his and the GB’s opinions)
- 03/12/2020 – meeting held via Skype to discuss a further option proposed by the Inclusion Service and Portfield School – attended by MW and GE
- 19/05/2021 – presentation to PCC Cabinet members on the options and the outcome of the feasibility studies
- 26/05/2021 – presentation to Strategic Programme Management Board on the options and outcome of the feasibility studies

Please describe what relevant information we hold in relation to groups I - T you have considered. If there is particular relevant information that we hold that you have not considered please indicate why

On the basis of the engagement work you have undertaken and relevant information you have reviewed, please what impacts you have identified for groups I - T

As an educational establishment, Portfield School provides essential educational provision to vulnerable pupils, some of whom will have the characteristics of person in groups I –T. This applies to both pupils and parents. The capital investment can be regarded as having a particular positive impact for those with disabilities (Group P).

The proposed capital investment will significantly improve poor learning environments for the most vulnerable pupils in the education system in Pembrokeshire, as evidenced by the official condition grades of the respective buildings and by various Estyn comments and recommendations. The investment will not only improve the condition of buildings but will also add much needed capacity.

As it is proposed to construct on a ‘live’ education site, it is inevitable that there will be some disruption to pupils and staff during the building phase. It is proposed that the decanting of learners, if any, will be kept to a minimum.

Where no / neutral or negative impacts have been identified, please tell us how you could re-design the course of action you are considering / planning to secure more favourable outcomes for those groups over the course of implementation

The negative impacts identified above will be managed in line with established project planning protocols and full engagement and cooperation with the Headteacher. The Council's project teams are well versed in working on projects involving 'live' sites and this matter will have been considered as part of the feasibility exercise.

IMPACTS FOR THE WELSH LANGUAGE

Taking account of the outcomes of engagement work with Welsh speakers (group U), please tell us what changes could be made to the course of action you are considering / planning to reduce any negative impacts / enhance any neutral / positive impacts on (a) opportunities for persons to use the Welsh language and (b) treating the Welsh language no less favourably than the English language

The proposal does not have any impact on the Welsh language as there is no proposal to change the provision, merely to improve and extend the learning environment. Welsh medium provision is provided from satellite provision (Y Porth) at Ysgol y Preseli.

ENVIRONMENTAL IMPACTS

Please tell us what changes could be made to the course of action you are considering / planning to reduce any negative impacts / enhance any neutral / positive impacts on the environment

The proposed scheme for Portfield School will be built to WG's 21st Century Schools and Colleges standard and, as such, will have to adhere to strict terms and conditions in relation to sustainability and environmental impact, such as:

- The funding must contribute to the achievement of the Welsh Government's well-being objectives contained in the Welsh Government's Programme for Government. We will be required to work in a sustainable way (sustainable development principle) in delivering the Purposes (of the grant funding) so as to ensure we are working in a preventative, integrated, long-term and collaborative way that involves people that reflect the diversity of Wales;
- We must obtain an overall rating of "excellent" under the Building Research Establishment Environmental Assessment methodology (BREEAM) assessment framework 'family' including a Design & Procurement assessment and Post Construction Assessment, if applicable;
- We must ensure that an EPC energy efficiency rating of A is achieved by incorporating suitable design features to improve energy efficiency within the building and will, where appropriate, use materials from sustainable sources;
- Projects must undergo a pre-completion test to demonstrate that completed buildings are compliant with the acoustic standards set out in Building Bulletin 93;
- A plan must be submitted to confirm that the level of recycled and reused content in the products and materials selected is at least 15% of the total value of materials used.

IMPACT ON RESOURCES

Please describe how the course of action you are considering / planning would affect other relevant PCC services over the course of its implementation (drawing on the outcomes of any engagement work with Group A you have undertaken)?

Band B of the 21st Century Schools Programme is included within the Council's Medium Term Financial Plan which has been approved by Council. The estimated cost of the proposed project for Portfield is within the total cost envelope of the Band B programme and will therefore not impact upon other PCC services during the course of its implementation.

The Strategic Outline Programme for Band B received Council approval in July 2017.

Describe how any potential negative impacts would be managed

No negative impacts identified.

Please describe how the course of action you are considering / planning would affect relevant PCC staff (and staff of other organisations if relevant) over the course of its implementation

The proposed capital investment at Portfield School will significantly improve the learning environments for pupils and staff alike. Estyn has previously made judgements regarding the condition of relevant buildings at Portfield, and these will be addressed following the implementation of the proposals.

Describe how any potential negative impacts would be managed

No negative impacts identified.

Please provide a description of how the course of action you are considering / planning would be resourced financially over the course of its implementation

Capital expenditure will be funded by a Welsh Government grant to cover 75% of the cost. The remaining 25% will be funded by PCC via borrowing, which has been approved as part of 21C Band B envelope and is included in MTFP.

What impact are each of the following factors likely to have on the resources available to deliver the course of action you are considering / planning over the course of its implementation?

Factor	Likely impact
Inflation	Inflation on raw materials will put pressure on budgets and is likely to have a significant impact on project costs. Currently the only funding available is that which has been agreed as part of the Band B envelope. If this is not sufficient, additional funds will have to be sought via borrowing or additional WG grant.
Interest rates / cost of borrowing	If we are borrowing our 25% any increase over and above our rates included in the MTFP and capital strategy would be an additional financial pressure.
Capital appreciation	No impact during implementation

Factor	Likely impact
Capital depreciation	No impact during implementation
Unforeseen costs (e.g. unanticipated capital development costs, collapse of procured service, partnership working etc)	Unforeseen costs above the Band B envelope would be a financial pressure for the Authority.

Please describe how any shortfalls in necessary financial resources will be managed over the course of the implementation period (so as to minimise the risk of negative impacts on the organisation’s resources as a whole)

Project managers continually value engineer projects to ensure that the projects remain on budget – however there are some limitations to what can be value engineered without impacting on the project quality and programme.

While costs above the agreed project budget could be offset up to the level remaining in the Band B envelope, any increases in project costs above this would require an application to Welsh Government to increase the envelope to accommodate the increase.

This would also impact on the cost of borrowing for the Authority as it would have to fund 25% of the additional increase.

If the increase in project costs was substantially more than the Band B envelope, the Authority would have to make a decision whether it was viable to continue with the project.

The capital and treasury team are proactive in monitoring the PWLB rates to ensure value for money.

The Authority is proactive at monitoring procurement services, contractor engagement to ensure that any issues are highlighted early and able to be resolved to minimise the impact on projects and the Authority.

APPENDIX 4

Equality Impact Assessment – Autumn 2021

Protected Characteristics	Current Schools	Proposal	Impact
Age	Portfield School provides all-through provision for pupils aged 3-19	This proposal will not result in a change to the age range of the school.	No change
Disability	Whilst Portfield School is largely accessible to disabled users, the school's Access Plan identifies some issues which require attention.	All accommodation benefiting from capital investment from the 21C Programme will have full accessibility.	Positive
Race	There is no discrimination against race in the Admissions Policy	The proposal will not affect the race of pupils attending the school. Similarly, there will be no change to the Council's Admissions Policy.	No change
Religion & Belief	Portfield School is a Community Special School	The school will remain as a Community Special School.	No change
Sex	Portfield School is a mixed sex special school	The school will continue to be a mixed sex school.	No change
Marriage or civil partnership	The school meets with the requirements to comply with the Equality Act 2010 within the school's Strategic Plan		No change
Pregnancy & maternity			No change
Sexual Orientation			No change
Gender reassignment			No change

WELSH LANGUAGE IMPACT ASSESSMENT – SPRING 2022

This assessment has been undertaken in accordance with the guidelines outlined in Annex C of the School Organisation Code.

Information on the language category of the school	Portfield School is designated as an English Medium School. However, a satellite provision (Y Porth) is located at Ysgol y Preseli in Crymych. This school is designated as a Bilingual secondary school.
Information on the language category of any alternative school	Portfield School is the county’s only designated Special School, and therefore there is no alternative provision.
Information about standards in the Welsh language in the school and any alternative school.	<ul style="list-style-type: none"> • Portfield School is proud to celebrate the Welsh language and culture in a range of ways; • At the Y Porth site, pupils are taught through the medium of Welsh in a number of subjects; • On all sites, the school has an ethos of celebrating the Welsh heritage and all pupils experience and learn incidental Welsh throughout the day, relevant to their skills and abilities. All pupils and staff are encouraged to experiment with spoken Welsh; • Learning of Welsh as a second language is embedded across the curriculum, and pupils participate in learning about their Welsh culture, heritage and traditions through music, dance, story, educational visits, visitors to school, performance art and annual participation in the Urdd and Welsh Heritage School initiatives.
Information about after school activities which provide additional opportunities to use Welsh in the school and any alternative school (e.g. the Urdd, Mentrau Iaith clubs)	
Information about whether the school provides facilities for members of the community to learn Welsh, or undertake activities through the medium of Welsh, and where any alternative facilities could be provided.	The school has no adult and community learning facilities at present. However, as part of the proposal, this is an opportunity which the governing body may wish to exploit following completion of the project.

<p>Whether it might be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language.</p>	<p>There is no proposal to close Portfield School and it is the only designated Special School in Pembrokeshire. Whilst the Portfield School site provides English medium education to its learners, a satellite provision exists at Ysgol y Preseli (Y Porth). Pupils attending Y Porth normally take full part in Ysgol y Preseli activities, including:</p> <ul style="list-style-type: none"> • Morning registration along with other pupils and attendance at the morning assembly; • Representing their 'Houses' and taking part in school sports day and the school eisteddfod; • Attendance in various classes, e.g. Art, Photography, Design & Technology, Mathematics and PE <p>Such participation has been curtailed due to the pandemic due to the need to maintain 'bubbles'.</p>
<p>How parents' and pupils' engagement with any alternative school and any specific language enhancement it offers could be supported (e.g. how pupils will be helped to participate in activities provided by the Urdd, Mentrau Iaith).</p>	<p>The Fforwm Cymraeg has not provided an observation to this proposal.</p>
<p>Observations provided by the local authority's Welsh medium education forum.</p>	<p>The proposal fits in with Outcome 6 of the WESP 2022-2031, i.e. <i>"continue to ensure all reasonable steps are taken to ensure all learners with SEN or ALN or emerging needs can access support from the Council's mainstream schools, special schools and advisory services through the medium of Welsh to ensure we comply with the ALNET Act 2018 and ensure we offer a bilingual system for ALN learners"</i>.</p>
<p>Information on how the proposal fits with the authority's Welsh in Education Strategic Plan and any future actions that will be needed in consequence of the change to continue to comply with the scheme or meet targets in the scheme.</p>	<p>The proposal fits in with Outcome 6 of the WESP 2022-2031, i.e. <i>"continue to ensure all reasonable steps are taken to ensure all learners with SEN or ALN or emerging needs can access support from the Council's mainstream schools, special schools and advisory services through the medium of Welsh to ensure we comply with the ALNET Act 2018 and ensure we offer a bilingual system for ALN learners"</i>.</p>

Regulated Alteration to Portfield School –

Increase the number of pupils for whom the school makes provision



1) Please indicate which of the following reflects your views on the proposal:

<i>To make a regulated alteration to Portfield School in order to increase the number of pupils for whom the school makes provision</i>	Please tick one
I do not feel strongly one way or the other	
I support the proposal	
I do not support the proposal	

2) Please provide any alternatives you have to the proposal.

3) Please provide any other comments on the proposal.

About you:

4). Please tell us what your interest is in the consultation? *(Please tick all that apply)*

<input type="checkbox"/>	Pre-school Parent	<input type="checkbox"/>	Portfield School
<input type="checkbox"/>	Staff	<input type="checkbox"/>	Other _____
<input type="checkbox"/>	Parent		
<input type="checkbox"/>	Governor		
<input type="checkbox"/>	Local resident		
<input type="checkbox"/>	Other _____		

5). Are you? (please tick only one)

<input type="checkbox"/>	Aged 16 or under	<input type="checkbox"/>	Aged 65 or over
<input type="checkbox"/>	Aged 17 – 24	<input type="checkbox"/>	Prefer not to say
<input type="checkbox"/>	Aged 25 – 64		

6). In which language do you prefer to communicate? (please tick only one)

<input type="checkbox"/>	English	<input type="checkbox"/>	Welsh	<input type="checkbox"/>	Prefer not to say
<input type="checkbox"/>	Other (please specify)				

7). Are your day to day activities limited by an illness or condition that has lasted, or is expected to last, for 12 months or more? (please tick only one)

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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8). Do you provide care for someone (aged 19 or under) whose day to day activities are limited by an illness or condition that has lasted, or is expected to last, for 12 Months or more? (please tick only one)

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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9). What is your religion? (please tick only one)

<input type="checkbox"/>	No religion	<input type="checkbox"/>	Sikh
<input type="checkbox"/>	Christian (all denominations)	<input type="checkbox"/>	Prefer not to say
<input type="checkbox"/>	Buddhist	<input type="checkbox"/>	Other, please specify
<input type="checkbox"/>	Hindu		
<input type="checkbox"/>	Jewish		
<input type="checkbox"/>	Muslim		

Please tick the box if you wish to be informed of the publication of the Consultation Report.

You are asked to provide email and postal address details ONLY if you wish to receive a copy of the Consultation Report. Other information you are asked to provide is for the purposes of Equalities Monitoring and will be used for statistical purposes only.

Print Name..... Email

Address.....

.....

We will make any comments that you make publically available as part of the Consultation Report, unless you ask us not to.

Please tick this box if do not wish for your comments to be made publicly available.

All information will be handled in accordance with the Data Protection Act 2018.

Please return to: Director of Education, Pembrokeshire County Council, County Hall, Haverfordwest, SA61 1TP no later than 5pm on 29th April 2022.

Thank you for your time