

21st Century Schools Consultation Document 2020

TRINITY FIELDS SCHOOL AND RESOURCE CENTRE

14th September 2020– 26th October 2020



This document is available electronically at

www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools

Information can also be made available in other formats, languages and in hard copy on request.

Please contact us on 01443 864817 to arrange this.



Ysgolion a Cholegau yr 21ain Ganrif
21st Century Schools and Colleges



Llywodraeth Cymru
Welsh Government

TABLE OF CONTENTS	
Introduction	
➤ What is this booklet about?	Page 3
➤ What is the 21 st Century Schools and Colleges Programme?	Page 3
➤ What are we proposing to do?	Page 4
Consultation Process	
➤ Who are we consulting with?	Page 5
➤ How can you find out more?	Page 6
➤ Views of children on the proposal	Page 7
Why are we proposing these changes?	
➤ Background Information	Page 8
➤ Planning of school places	Page 11
➤ Condition and Suitability of school buildings	Page 11
➤ Illustrative Master Plan	Page 12
How would other schools be affected?	
➤ Early Years Provision and Projected Demand	Page 12
➤ Primary Years Provision and Admissions	Page 13
➤ Catchment Area Arrangements	Page 14
➤ Disruption to pupils	Page 14
What will be the impact of the proposal?	
➤ Education Standards, Quality and Leadership	Page 14
➤ Governance Arrangements and School Categorisation	Page 16
➤ Staff Matters	Page 17
➤ Financial Matters	Page 17
➤ Impact on Welsh Language Provision	Page 17
➤ Learner Travel Arrangements	Page 18
➤ Equalities	Page 18
➤ Specialist Facilities / Additional Learning Needs	Page 20
➤ Community Impact and Community Benefit	Page 21
What are the Benefits of the proposal?	
➤ Benefits	Page 22
➤ Disbenefits	Page 22
➤ Risks	Page 23
➤ Alternative options that have been discounted	Page 24
Next Steps	
➤ Consultation Period and Key Dates	Page 27
➤ Statutory Notices, Reporting and Decision Making	Page 28
➤ Have your say	Page 29
Supporting Information	
➤ Frequently Asked Questions	Page 30
➤ Feedback Form	Page 31



Introduction

➤ What is this booklet about?

Caerphilly County Borough Council (CCBC) has embarked upon an exciting but challenging journey of improvement and change.

Schools in Wales need to be in good condition and suitable for the delivery of education. In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place and in such cases, we might propose new schools or changes to existing schools.

We aspire to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21st century schools and give every child in Caerphilly the best possible start in life.

This booklet is for anyone who has an interest in education in Caerphilly and may be of particular interest to parents/guardians of children attending or expecting to attend Trinity Fields School.

Trinity Fields School has been identified as a priority site for development. This booklet sets out the changes we are suggesting to this primary education facility in the Borough and the reasons for these proposed changes.

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report. This report will be published on the Council's website and will be considered when Cabinet decides on the way forward.

➤ What is the 21st Century Schools and Colleges Programme?

The 21st Century Schools programme is a major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and local authorities and aims to create a generation of 21st century schools in Wales.

The first part of the programme (Band A) ran from 2014 to March 2019.

Caerphilly has benefited greatly from investments in the initial "Band A" 21st Century Schools programme with approximately £56.5 million invested in schools for both educational and community use.

Band A funding in Caerphilly was used to deliver :



- ✓ Islwyn High School
- ✓ Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus
- ✓ Idris Davies School 3-18
- ✓ Newbridge School extension
- ✓ Blackwood Comprehensive improvements
- ✓ Blackwood Comprehensive 3G pitch
- ✓ Trinity Fields School improvements

The second part of this funding (Band B) started in April 2019, with the priority areas being:

- Reduce the number of poor condition schools
- Ensure that we have the right size schools in the right location
- Provide enough places to deliver Welsh and English medium education
- Ensure the effective and efficient use of the educational estate



Caerphilly County Borough Council submitted a Strategic Outline Programme (SOP) and received Welsh government approval in principle for an identified investment of £78 million, subject to individual project consultation and approval.

The SOP sets the strategic vision for the Band B programme within the context of the priorities and wellbeing goals of the Council. We identified a need to invest in improving our school buildings, meeting the demand for education in both Welsh and English, reducing surplus places and developing shared and co-located facilities and it is this aspiration that is driving this proposal.

➤ What are we proposing to do?

We are proposing to:

- **To expand the existing Trinity Fields School and Resource Centre, via a new building extension and outdoor play space with an anticipated completion date of September 2023.**
 - The proposed new building will provide additional facilities to accommodate growing demand for places and provide additional classrooms, specialist intervention areas and outdoor play space
 - It is proposed the additional facility will also house a new flexible hall, hydrotherapy pool and soft play facilities to increase provision on site which will also be considered for community use at suitable times in keeping with the curriculum timetable.
- To ensure that it can cater for the changing and more complex needs of Additional Learning Needs (ALN) pupils across the Council, both now and in the future and ensure compliance with the new Additional Learning Needs and Education Tribunal (Wales) Act.

	
Library / IT / Breakout Areas 'The Street'	Typical Classroom
	
External Softplay Areas	Hall and Dining

Images above are examples of what has been achieved as part of a Band A project at Idris Davies 3-18, Rhymney



Consultation Process

➤ Who are we consulting with?

Our consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018. Proposals must be published when we make a 'regulated alteration' to a special school under Section 44 of the School Standards and Organisation (Wales) Act 2013.

We are obligated to advise the following of our proposals by letter or email:

- Parents, prospective parents, guardians and carers of all pupils of schools directly affected by the proposal
- Headteacher, staff and governors of schools directly affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Directors of Education of all bordering LAs – Blaenau Gwent, Caerphilly, Cardiff, Merthyr Tydfil, Newport, Powys, Rhondda Cynon Taf, Torfaen
- Catholic Diocesan Board of Education
- Church in Wales Diocesan Board
- Local Standing Advisory Council on Religious Education (SACRE)
- Governing body of other schools which the proposer considers are likely to be affected by the proposal
- Local CCBC Members
- All Assembly Members and Members of Parliament representing the area served by the schools directly affected by the proposal
- Welsh Ministers
- ESTYN
- Teaching Associations
- Support Staff Associations
- South East Wales Consortium (EAS)
- South East Wales Transport Alliance (SEWTA)
- Gwent and South Wales Police and Crime Commissioners
- Local Town and Community Councils
- Menter Iaith
- Early Years Development and Childcare Partnership
- Parent Network
- Welsh Education Forum



➤ **How can you find out more?**

The planning and development of effective school organisation proposals is crucial to the Welsh Government's goal of transforming education in Wales and providing better educational outcomes with a commitment to increase school effectiveness, and narrow inequalities in achievement between advantaged and disadvantaged areas, groups and individuals.

The School Organisation Code 2018 states that when undertaking a consultation process in connection with a school proposal, the Council must publish information to enable transparent, balanced and open decision making.

As part of this proposal, the following documentation has been produced:

- A Consultation Document outlining the proposal (this document)
- A Children and Young People's Summary
- An Equalities and Welsh Language Impact Assessment
- A Community Impact Assessment (contained in this document)

The Welsh Language Standards are a set of legally binding requirements that aim to allow people in Wales the ability to receive services in the Welsh language. The Standards clearly set out our responsibilities in terms of providing bilingual services, ensuring the Welsh language is not treated less favorably than the English language. All documentation is therefore published in Welsh and English and available in other languages or formats on request. Further information is available on the Council's website

www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools

Hardcopies can be made available on request and further details in relation to the processes and timelines can be found later in this document in the **'Next Steps'** Section.

Please note: A separate Planning Application Process will be carried out by the Council's Property Services Department and details of all applications can be found on the Council's Website when the process is live:

<https://www.caerphilly.gov.uk/Services/Planning-and-building-control/Planning-applications>

➤ **Views of children on the proposal**

The Council has acknowledged that the voice of young people is about involving them as active participants in the development, delivery, management and improvement of their educational and student experience and needs to be at the heart of planning, provision and evaluation.

Young people have a right to act to express their views in all matters affecting them and for their views to be heard and given due weight in accordance with their age and maturity. The Council recognises the potential of young people to enrich the decision-making processes, to share perspectives and to participate as citizens and facilitators of change.

This is also been reflected by the Estyn report 'Pupil Participation: a best practice guide', which highlights how effective participation benefits pupils and helps schools to improve.

The 21st Century Schools Team in Caerphilly will ensure that when bringing forward any proposal, suitable arrangements are made to consult and involve pupils throughout the process and post occupancy.

Trinity Fields School has a very active school council and is a highly inclusive community where all pupils feel safe and valued. Pupils play an active and influential role in shaping the life and work of the school. The school's exemplary levels of care, support and guidance mean that nearly all pupils develop as enthusiastic learners who acquire a strong understanding of their rights and responsibilities. Work has already been undertaken as part of the Band A developments with pupils from Trinity Fields utilising eye recognition software and head maps for those with communication difficulties in relation to the 'wish' list for any developments. Furthermore, the Head Boy for the school has been heavily involved assisting in discussions around colour

scheme and layout which has benefitted both the design team and pupil himself through social skills development.

This ethos is embedded into practice as part of the 21st Century Schools and Colleges Programme in Caerphilly. As part of the Band B proposals, the Council will consult with pupils in the most appropriate manner based on the expert recommendations of the Head of the School, and the information gathered will be included in the final consultation report.



Why are we proposing these changes?

➤ Background Information

New buildings can play a key role not only as places to inspire and educate our children but also as vibrant and dynamic learning environments in which all ages are able to learn and grow that are used not only by pupils but by families and the wider community. Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

The Council is committed to providing all children and young people with high quality education, tailored to meet their needs, which will develop their potential, extend aspiration, promote social inclusion and contribute to the economic regeneration of the area. Progress has been made, however there is still work to be done to improve outcomes and wellbeing for all children and young people.

It was therefore, implicit within the Council's 21st Century School SOP that a fundamental review of the school estate be undertaken with a view to identify learning environments requiring investment and transformation to meet modern 21st Century expectations.

The current Trinity Fields School and Resource Centre was purpose built in 1998 and offers pupils many unique and innovative features in order to develop their skills. It caters for pupils with a wide range of Special Education Needs and requirements. Ranging from Physical and Medical Difficulties, Profound Multiple Learning Difficulties and Severe Learning Difficulties.



Trinity Fields Special School is the only special school in the Council which provides Education and Specialist Facilities for our pupils. It caters for pupils from the ages of 3–19 years. At present the school has 170 pupils on roll with more admissions anticipated.

Nearly all pupils have a statement of special educational needs for severe learning difficulties, physical and medical difficulties, profound and multiple learning difficulties or autistic spectrum disorders and come from within the county borough (a very small number of pupils, currently two, come from neighbouring local authorities).

In addition to the provision on the Trinity Fields site, the school operates two satellite classes at Cwm Ifor Primary School and St Cenydd Community School. The resource centre based at the school works in partnership with the local authority to provide a range of services to support pupils with Special Educational Needs (SEN) in mainstream schools across the local authority. These services include the Caerphilly autistic spectrum service, health-based clinics, an outreach and inclusion service, youth and leisure activities, and respite and home support services.

The Council recognises that Trinity Fields School and Resource Centre has a pivotal role in the current and future development of Additional Learning Needs provision across the borough. This role has been set against a backdrop of on-going local and national developments in terms of extending and enhancing the current role and functions of special schools across Wales and beyond so that they offer a broader range of support and services on behalf of the Local Authorities to other schools, specialist bases as well as to staff within the Council's Education Service.

The school was last inspected in June 2019 where Estyn awarded the school its top grades in all 5 inspection areas and has been categorised as a Green School since its inception through Welsh Government categorisation. It has also just been given Flagship status for its Inclusion Quality Mark. It is the only Special School that has been given the Healthy Schools Award. The support, knowledge and level of expertise at Trinity Fields is now being disseminated across the Authority. The specialist facilities at the school, including the independent living areas, are now being used by the wider school community in a structured and managed way.

It is apparent that there is increasing demand for the school from the projected pupil numbers, the more complex and changing needs of the pupils together with the requirements of the ALN and ET (Wales) Act has led to the urgency to expand the provision further at this School. This is why this proposal is one of the first priorities as part of the 21st Century Schools and Colleges Band B programme.

The Council has already invested £1.3 million, during the past 6 years, into capital projects at the school, which has included large maintenance schemes and change of use of areas in order to increase capacity. In addition, the Council has undertaken improvement works at the School using savings achieved in the 21st Century Schools and Education programme Band A. However, there is now no capacity or space to expand within the current building configuration.

The school currently occupies a site of 1.6 hectares, with a ground floor Gross Internal Area of 4,281.4m. The site has a dedicated access route for vehicles and pedestrians and can accommodate specialist transportation vehicles as required as well as onsite parking facilities.



The current boundary of the school is enclosed to the North and East by the main A472 road. To the West is a border with a residential estate. To the South is a Council owned pay-as-you-use pitch and the proposal is to extend the school onto the pitch area with the result of a substantially increased floor area, improved internal facilities and improved external areas. The expansion would allow appropriate separation between the primary and secondary phases and would allow continuity of Health and Education provision from a single location. The loss of the pay-as-you-use pitch would be a regrettable consequence of the expansion and would impact on Penallta RFC who are the main user of the pitch. However, officers have met with the club officials several times and proposals have been tabled to mitigate the impact on the Club.

In order to “future proof” the school, further investment and growth is essential and Welsh Government has indicated that the expectation is for projects to be innovative and to be seen as a “once in a lifetime opportunity”. It is the Councils aim, wherever possible, to try and educate all pupils within the Borough. This prevents the need for out of county provision which is not only costly but can also have a significant impact on individual families.

The drawing up of the specification is at a very early stage and a board has been established including colleagues from Social Services, Education and Aneurin Bevan University Health Board to ensure that all parties are able to embrace this opportunity to develop and provide services in the school to cater for our most vulnerable families and the wider Community.

“We are excited to be part of the developments taking place at Trinity Fields School, with the opportunity to work in closer partnership with the school, health colleagues and the local community to provide a joined up model of working to achieve positive outcomes for all.” – *Children with Disability Team*

“ABUHB is proud to be a partner in the development of Trinity Fields new proposals, which will enable us to deliver integrated services/support that meets the holistic needs of children and young people.” – *Aneurin Bevan University Health Board*

➤ **Planning of school places**

All Councils in Wales must make sure they provide enough school spaces for pupils of all ages in order to provide the best quality of education and ensure the funding provided by the Welsh government is used effectively. All Councils in Wales must also provide places that meet the needs of the pupils in Welsh, English or faith medium and must be suitable for any additional learning needs.

With increasingly sophisticated medical interventions children are surviving longer and are coming into school at 3 with increasingly complex learning and medical needs. The school has collated data relating to the number of pre-school pupils with highly complex medical and learning needs that will need access to highly specialist provision when they are 3 years old.

The Council works closely with multiagency professionals in the field as well as with the school, Flying Start and Health Visitors. A fortnightly placement panel convenes to calculate the number of places that are required on site and utilising data from the Integrated Service for Children with Additional Needs (ISCAN). Reviewing historic data linked to Statutory processes since 2012, growth has been identified as an area requiring action. There is a similar picture across Wales in terms of increasing numbers of pupils accessing special schools.

➤ **Condition and Suitability of school buildings**

As well as having the right number of school places the council must ensure that school facilities are fit for purpose. Schools must support the delivery of high quality learning.

All existing Caerphilly schools have recently been subject to a Building Condition survey. Condition surveys are evidence-based auditable records and undertaken by suitably qualified and experienced personnel. The current Trinity Fields site has been judged to be in condition B on a scale of A (excellent) to D (poor).



The existing main building (pictured above), was built around 1998 and operates over a single floor to maximise access for all. The main entrance leads into a reception area with adjacent offices. The school has a number of areas including classrooms with hoist systems, withdrawal rooms, hydrotherapy pool, IT suite, independent living areas and sensory garden. Whilst provision has been enhanced through the Band A programme, there is still more that can be achieved to enhance the lives of the pupils which cannot be accommodated within the current building.

➤ Illustrative Master Plan

‘A Foundation for Success’ provide a framework for the future regeneration of the County Borough up to 2023. The document sets out strategic priorities for regeneration under four key themes:

- Supporting People (reducing inequality, building capacity and resilience to create healthier, prosperous, cohesive communities);
- Supporting Business (creating employment opportunities, increasing entrepreneurial activities, encouraging innovation and improving access to employment);
- Supporting Quality of Life (providing the right physical environment for our communities that encourages them to prosper);
- Connecting People and Places (improving connectivity locally, regionally and globally).

The Regeneration Strategy is supported by a suite of targeted action plans and strategies aimed at capturing regeneration opportunities and developing key sites and premises throughout the County Borough.

The Masterplan identifies a number of projects in the area that could deliver substantial economic and community benefit, and it will provide a framework for the delivery of those projects.



How would other schools be affected?

Changes in one part of the Education sector in the County has a wider ‘ripple’ effect on other schools and their pupils. When considering any proposals, the sustainability and enhancement of the education network and wider area is considered. Due regard will be given to the impact of this proposal and consultation will be undertaken with any affected schools.

➤ Early Years Provision and Projected Demand

In the current school, there is a registered holiday childcare provision that delivers specialist holiday care for children attending the school who need childcare in the summer. In addition, Action for Children also offer unregistered summer club provision with social services to support children with ALN.

Childcare settings around the borough have accessed training previously to enable them to develop inclusive provision. The Inclusion toolkit helps each setting to understand and put

actions into their setting improvement plan for becoming ALN Act ready. During the last year 47 childcare staff have attended the new ALNCO training from 39 group-based day care settings, which means 35% of our group day care providers have at least one member of staff trained to comply with ALN Act.

32 childcare settings have been procured to offer Assisted and Supported Places for children with emerging additional needs in non-Flying Start areas prior to starting Nursery Education, and all children in Flying Start areas are offered a year of childcare prior to Nursery to support their developmental needs and enable early identification.

Trinity Fields School also works alongside a number of Specialist Resource Bases around the borough for children with ALN offered in Welsh medium and English medium schools. The Childcare settings across the borough offer inclusive provision for children of working families who may need childcare outside of the school day or in the school holidays.

There has not been the demand for childcare provision on site in Trinity Fields School and for sustainability for providers and low numbers of parents, it is more beneficial to upskill childcare settings in the community to provide the wraparound support needed for working families. For this reason, we have not included Childcare provision on site at Trinity Fields but continue to roll out the ALN training to upskill childcare setting staff across the borough.

➤ **Primary Years Provision and Admissions**

Trinity Fields School opened to pupils in 1998 and is the only Special School within the Borough. Due to the nature and specific requirements of the pupils, it is not anticipated that this proposal would impact on any other school provision within the Authority as mainstream schools would not be able to cater for the complex needs of this most vulnerable group.

Number on roll (*2019-20 actual*):

Year	2019-20
Trinity Fields	170

The 'Measuring Capacity of Schools Guidance in Wales' 2011, describes the method for assessing the capacity of all maintained mainstream schools in Wales. Special Schools such as in the case of Trinity Fields is not subject to this legislation and as such this means that there is no published capacity calculation.


Admissions are decided via a Specialist Placement Panel, where a statutory process is followed to discuss pupils' individual needs. This applies to all pupils. The panel gives consideration to recommendations for placement taking into account the following criteria:

- Availability of places
- Pupils' needs
- Parents/carers view on the placement

Whilst Trinity Fields falls outside of the standard admissions arrangement for schools, the local authority determines the admissions arrangements. Pupils who attend Trinity

Fields School are not required to have a statement of educational need as a pre-requisite to entry. The majority of pupils will be between Stages 3 and 5 of the SEN Code of Practice and may be in the process of a multi-professional assessment, of which a placement at Trinity Fields school may be part.

➤ Catchment Area Arrangements

Special school catchment areas		
	1	Trinity Fields
	Trinity Fields School is the only Special School within the Authority so the catchment for the school covers the entire borough.	

➤ Disruption to pupils

The proposal seeks to build a new extension onto the existing school. The design and management of the works will minimise any disruption to the daily operations of the existing facility and any impact on the pupils attending the school.



What will be the impact of the proposal?

➤ Education Standards, Quality and Leadership

During the implementation of the project, the schools will continue to receive ongoing advice and support from the local Council, school improvement service and any relevant stakeholders to help ensure that the school maintains effective leadership and provides high quality teaching and learning experiences.

Quality and standards in schools in Caerphilly are monitored by Estyn and the Local Council (LA). Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

The most recent inspection result of Trinity Fields School is outlined below:

Summary of Judgements: Trinity Fields Special School – inspected June 2019				
IA1 – Standards	IA2 – Wellbeing and attitudes to learning	IA3 – Teaching and learning experiences	IA4 – Care, support and guidance	IA5 – Leadership and management
Excellent	Excellent	Excellent	Excellent	Excellent

The school received an Estyn inspection in 2019, therefore, the published reports reflect the revised inspection framework introduced in September 2017. As detailed below, the five inspection areas indicate that Trinity Fields School is a highly effective setting, with strong leadership, providing excellent learning experiences and provision to all pupils.

Notable features in the report, linked to the key inspection areas, are itemised below:

1. Standards:

- Nearly all pupils at Trinity Fields School and Resource Centre respond extremely positively to the school's highly inclusive and supportive ethos. As a result, nearly all make notable progress in many important areas of their learning and development that support their future lives very effectively.
- Nearly all pupils make particularly strong progress in achieving the targets on their individual education plans (IEPs).
- By the time they leave the school, nearly all pupils achieve a suitable range of worthwhile units of credit and accreditation that are well-matched to their needs, interests and abilities.

2. Wellbeing and attitudes to learning:

- Nearly all pupils play an active and influential role in contributing to their learning and shaping the life and work of the school. Over time, nearly all develop as enthusiastic learners who enjoy coming to school and acquire a strong understanding of their rights and responsibilities.
- Pupils develop their physical wellbeing and stamina very effectively through regular physical exercise and therapies.
- Nearly all pupils engage enthusiastically in the school's wide range of exciting and stimulating learning activities.

3. Teaching and Learning:

- The school's wellbeing curriculum is exemplary and utilises a range of related frameworks to meet the needs of all pupils and their families.

4. Care, guidance and support

- The school has developed highly effective partnerships with a wide range of external agencies.
- The school makes very strong provision for the development of pupils' personal and social education in the classroom and around the school.
- The school's exceptional commitment to gaining the status of a rights respecting school ensures that pupil voice underpins all aspects of decision-making, policy writing and planning.
- The school's relationships with parents is a strength of its work.

5. Leadership:

- The headteacher and members of the senior leadership team provide outstanding strategic leadership for the school.
- Leaders have developed highly beneficial and innovative partnerships with local mainstream schools to support the inclusion of pupils with special educational needs.
- The school provides a high-quality learning environment that supports the development of pupils' learning and wellbeing needs very well.

Consideration of the potential impact of the proposal on quality and standards is aligned with the Estyn Inspection framework. Considering the findings in the published report, it is not expected that any of the inspection areas will be adversely affected. Indeed, the information outlined in the proposal will indicate how the school can continue to develop and build on their current excellent practice. Throughout the transition period, the school will continue to receive appropriate support and challenge from the local Council and school improvement service to ensure that standards, wellbeing and attitudes to learning, teaching and learning, care, guidance and support and leadership retain their current effectiveness.

➤ Governance Arrangements and School Categorisation

There are no anticipated changes to school governance arrangements at Trinity Fields School as a result of this proposal. The governing body will continue in its current form.

The National School Categorisation system provides a useful picture in identifying the schools that need the most help, support and guidance to improve. The system has been developed collectively between regional education consortia and Welsh Government. Historically, the school has been identified as a 'green' school, therefore, requiring limited levels of support to self-improve.

It should be noted that due to the current Covid-19 pandemic, national categorisation has been suspended from September 2020. However, support is available to schools that require additional intervention and guidance.

➤ **Staff Matters**

School staff play an important role in ensuring pupils are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with pupils and improve the school climate by encouraging parent and family involvement in education.

By forging strong relationships, staff can affect virtually every aspect of their pupils' lives, teaching them the important life lessons that will help them succeed beyond just academia. It is not always easy to change a pupil's life, which is why it takes a great teacher to do so.

The Council recognises that retaining the experience and support of the existing staff cohort at the school will support pupils through a period of transition. This proposal will not look to make any reductions in the current arrangements, quite the opposite. This proposal supports the potential to expand provision, breadth of knowledge accessible to the pupils and encourage workforce development through the sharing of best practice.

➤ **Financial Matters**

Funding has already been set aside for the Council's share of the capital costs of the project. The recurrent (revenue) costs will be considered as part of budget planning moving forward. Any additional costs or savings will be factored into the Council's Medium-Term Financial Plan.

Caerphilly CBC Members have already agreed to set aside an earmarked reserve for the Council's contribution to capital costs associated with the Council's 21st Century Band B proposals. The value of this reserve is currently £6.975m. Cabinet has agreed to allocate £5.766m from this reserve to support two Band B Projects, the Trinity Fields proposal being one of these (Cabinet 10th July 2019 / Cabinet 22nd July 2020)

An additional amount of £647k is being funded from a Social Services capital earmarked reserve to support the Trinity Fields Project. In total the Council has capital funding of £6.413m earmarked to progress both Projects.

At this point in time no capital receipts or recurrent cost savings have been identified to support the progression of these Projects. Funds have already been identified and earmarked for the Council's share of the capital costs of the Projects.

Whilst there is an initial increased cost identified as part of the initial expansion of provision, it is envisaged that better strategic Management of the school estate and reduced backlog maintenance will support the sustainable school's agenda.

➤ **Impact on Welsh Language Provision**

The First Minister's programme for Government 2016-2021 Taking Wales Forward, is working towards one million people speaking the Welsh language by 2050.

The Welsh Language (Wales) Measure 2011 and the School Standards and Organisation (Wales) Act 2013 and the Legislation (Wales) Act 2019, provides a series of standards and places a statutory duty on the Council to assess the demand for Welsh medium education in the area. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the county borough.

The Welsh in Education Strategic Plan sets out Caerphilly's commitment to the Promotion of Welsh language and the provision of quality, attractive educational facilities. Within the WESP we are striving to stimulate demand for Welsh medium education, which we know is more sustainable for families if education provision is expanded in line with childcare available.

In relation to Trinity Fields, there is currently no evidence of demand from parents for Welsh medium provision at the school as no requests for such provision have been received by the school and this is also acknowledged in the recent Estyn inspection "All of the pupils are from English-speaking backgrounds." The school has responsibility to understand and record the home language of all the pupils and actively offer Welsh provision if the home language is Welsh. The school already employs a number of teachers and teaching assistants who are Welsh speakers, and as such the Head Teacher and Local Authority are confident that an effective ALN provision through the medium of Welsh could be provided if Welsh speaking families are identified. The school also works closely with the Specialist Resource Bases in Primary Schools across the borough; one in Ysgol Gynradd Cwm Derwen and secondary in Ysgol Gyfun Cwm Rhymni which are both Welsh medium schools.

➤ **Learner Travel Arrangements**

There is a Statutory duty placed upon the Authority to provide pupils with free transport to their nearest suitable school if they reside beyond 'walking distance' to that school. All pupils are assessed in accordance with the Learner Travel (Wales) Measure 2008. However, the Authority does offer a more generous policy than what is statutorily required by the Measure.

Free transport is provided to all pupils who attend special resource bases and our Special School (Trinity Fields), irrespective of distance and family circumstances and Pupils are provided with the appropriate transport arrangements, as determined by the individual needs of the child.

The catchment area for the school will remain unchanged and as the location of the school is not anticipated to change, therefore there is no impact to current journey times. As a result of the proposals, the authority is projecting that the number of pupils being transported to this site will increase with the additional intake.

The next nearest available Specialist School provision would be outside of the Authority's boundary and subject to availability.

➤ **Equalities**

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities.

Impact assessments help us to show that the council has due regard in the exercise of its equality duty under the Equality Act 2010. They are a tool we use to ensure the policies, practices, projects and activities which shape our work are ensuring equal access to all our services.

Impact assessments look at whether changes to how we do things (like working practices or ways we deliver services) are likely to have a positive or negative impact on the people we serve and on those who deliver our services. They help us to plan to reduce or remove negative impact

- for example by making reasonable changes to how a group receives a service (perhaps providing information in a different format or providing ramped access into a building etc.).

A full Equalities and Welsh Language Impact Assessment has been undertaken. This document is available to view a part of the consultation pack on the website.

In addition, in line with the recommendations of the School Organisational Code 2018, a Community Impact Assessment has been undertaken (as per below) :

School Organisation Code 2018 <i>Please provide information regarding ...</i>	Community Impact Assessment
<ul style="list-style-type: none"> Proportion of pupils from the catchment area that attend the school 	98.2% as of September 2019
<ul style="list-style-type: none"> Proportion of pupils from outside the catchment area that attend the school 	1.8% as of September 2019
<ul style="list-style-type: none"> Any other facilities the school accommodates e.g. youth club/play group 	The Trinity Fields School also accommodates a Resource Centre utilised by the Caerphilly Autistic Spectrum Service and a Home Support Service as well as providing an agile working space for Health and Social Services partners. The proposal will assist in strengthening this collaborative working approach through providing additional resources for access.
<ul style="list-style-type: none"> Any other facilities or services the school provides e.g. after school clubs, community library 	Trinity Fields provides a leisure service which includes a Saturday club, holiday leisure scheme and specialist respite service. The school is a day care provider registered with the Care Inspectorate Wales. The proposal would not impact on this area of provision.
<ul style="list-style-type: none"> If accommodation, facilities or services are provided by a school, where they would be provided in the event of closure; 	The proposal is to extend the existing Trinity Fields School on the same site with an enhanced facility. Provision would still be accessible.
<ul style="list-style-type: none"> Whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure 	<p>The proposal is to extend the existing school site. It is anticipated that groups would continue to utilise the school.</p> <p>It is acknowledged that the extension will require use of land already owned by the Council which is a pay-to-use Rugby pitch. The loss of this pitch will be compensated by enhancing pitch provision within walking distance of the site. Specifically it is proposed that the pitch at Sue Noakes LC is</p>

	improved to include spectator areas, barriers and improved training lighting
<ul style="list-style-type: none"> Facilities and services provided at any alternative school 	Trinity Fields School is the only Special School in the Borough. The current facilities and services will be further enhanced by the proposal and accessible for use by the pupils, partner organisation's and the wider community.
<ul style="list-style-type: none"> The distance and travelling time involved in attending an alternative school of the same language category 	Trinity Fields is the only Special School in the Borough. Access to comparable services would require travel outside of the borough.
<ul style="list-style-type: none"> How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils (and particularly any less advantaged pupils) will be helped to participate in after school activities) 	The Council aims to support attendance at the provision within the borough. Any support for alternative provision would need to be discussed on a case by case basis.
<ul style="list-style-type: none"> Impact on health and wellbeing 	Whilst the Council actively supports the Learner Travel ethos, a number of pupils will still require site transport. The new facility will provide improved access and internal space to encourage independence for pupils to remain active and engaged.
<ul style="list-style-type: none"> Any wider implications the changes would have on public transport provisions 	A minimal impact is anticipated as the proposal is to expand the current site and should pupils access the existing public transport routes, this would remain unchanged.
<ul style="list-style-type: none"> Wider community safety issues 	These issues will be looked at as part of the Planning Application process. Further information on where to access this information is referenced earlier in this document

➤ Specialist Facilities / Additional Learning Needs

A key responsibility of the Council is to ensure that there are sufficient pupil places in the most appropriate locations and maintain an awareness of demographic changes (i.e increases and decreases in the pupil population). The Council is also required to identify a Council-wide strategy for community provision in schools, as well as specialist provision for pupils with SEN or disabilities. The proposed extension will be built in accordance with the Building Bulletin 104 framework. The key design criteria will aim to ensure the facilities are appropriate and usable for present and future circumstances.

The Council reviews SEN provision on a regular basis in line with the ALN and Tribunal Act. Information shows that the numbers of children with needs requiring specialist provision are increasing. The Council is committed to ensuring that all learners have equality of opportunity and recognise the right of all children and young people to receive high quality education. The Council is also committed to the principle of keeping children close to home wherever possible. Future proofing provision within the county is therefore essential.

Trinity Fields acts as a hub and is intrinsic to the 'hub and spoke' model, supporting the most complex children within resource bases and mainstream schools. This includes the development of satellite provision for children from the special school within mainstream settings. It should be noted that there are no plans to move all children from SRB's into Trinity Fields as this would not be appropriate to meet individual needs.

The Welsh Government is committed to transforming the existing SEN system to ensure a more unified approach focusing on early identification and partnership working. The Council's proposal will make a significant contribution to its approach to implementing the ALN Act ensuring that children's needs are appropriately identified and that there is a skilled workforce in place. The development of hub and spoke model linked to the special school contributes to a cohesive approach to workforce development, essential in ensuring SEN provision is fit for purpose.

More broadly these developments will make a significant contribution to the Council approach to the ALN reform. The Council focus is on ensuring that children with ALN across all schools in the borough have their needs met with appropriate provision in place in mainstream or more specialist settings. The approach includes the development of a workforce that has the appropriate skills and training opportunities to meet needs, and promoting collaborative working with other agencies.

➤ **Community Impact and Community Benefit**

Community Impact

Trinity Fields School has developed strong links with the local community, the Authority and local schools, as well as with other schools across Wales and further afield. Trinity Fields already provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community such as access to the hydrotherapy pool which is unique in so much as it is maintained at a more comfortable temperature of 37 degrees for water baby sessions and a spondylitis group. The school also supports the respite and youth leisure holiday scheme and is open 51 weeks of the year, 6 days a week. However, community use is limited due to the current design of the facility and the need for appropriate safeguards and security to be in place.

The proposed project will take into account the desire to encourage and facilitate community use of the asset. To this end the design process will seek to include measures to enable safe 'zoning' of parts of the new school building, including the hall and a multi-functional classroom compliant space which could be adapted for use. The usage of facilities will also be considered for the community at suitable times in keeping with the curriculum timetable. It will also strengthen and safeguard the promotion of inclusivity and wellbeing within the Community.

As outlined in the Community Impact Assessment, it is envisaged that a number of the current activities that the school supports the community in undertaking will continue.

Community Benefit

Projects include Community Benefits as a Core Requirement and will therefore be scored as part of the Quality evaluation. It sets out a number of targets around local targeted recruitment & training, supply chains, community & education initiatives and environmental matters such as minimising waste and reducing energy consumption. Protecting habitats, biodiversity and reducing pollution is a matter of course throughout the contract period and relevant surveys have already been undertaken and included within the procurement documentation.



What are the Benefits of the proposal?

➤ Benefits

The principal benefits of the scheme are as follows:

- Provides a facility to accommodate an additional capacity of 80 pupils
- Retaining pupils within the authority and keeping family units together
- Provision of an energy efficient facility
- Modern state of the art classrooms
- New flexible hall, hydrotherapy pool and soft play facilities to increase provision on site
- New additional outdoor activity facilities
- Modern flagship facility for Special Needs Pupils in Caerphilly
- Space maximisation through reconfiguration of existing building
- A stimulating environment to deliver high quality learner outcomes
- Community Use

The proposal will benefit pupils across the whole of the Authority as the additional facilities and adaptations will support children who have specialist needs in an appropriate and secure environment that will create a holistic approach towards learning and development. The new building will provide accommodation and ensure equality of access by promoting and supporting the development and delivery of inclusive education through delivery of the full curriculum to pupils in a modern, safe and inspiring learning environment.

➤ Disbenefits

The principal disbenefits of the scheme are as follows:

- There will be a period of building works carried out adjacent to the existing site that will need to be carefully managed to mitigate any disruption to the current operations of the school
- There will be a period of transition for the pupils and appropriate support for 'Settling in' will require consideration to cater for the needs of individuals

- The current piece of land already in ownership of the Council that has been identified for the expansion will need to transfer from recreational to educational use
- The land already owned by the Council is utilised as a pay-to-use Rugby pitch. The loss of this pitch will be compensated by enhancing pitch provision within walking distance of the site at Sue Noakes Leisure Centre.

➤ Risks

Risks will be managed pro-actively in accordance with our risk management procedures. The programme makes an allowance for a risk contingency to cover unforeseen events, having regard to the results of the optimism bias assessments.

The Council recognises the risks associated with construction procurement. The principal risks of the delivery of the scheme are identified as follows:

Risk	Mitigating Factor
Planning process (this is separate to this consultation document)	The planning process will be managed by Property Services in line with legislative requirements
Impact of any planning conditions on cost	Full Tender process will be undertaken
Sufficiency of funding to deliver scope including abnormals	Contingency planning will form part of the tender process
Availability of resources/ contractors	The South East & Mid Wales Collaborative Construction (SEWSCAP) framework will be accessed
Rising costs due to regional supply/demand dynamic	Will be managed through contingency planning
Design development	In house architect service will be accessed
Adverse weather conditions	Factored into project management timelines
Sufficiency of Utilities services	Factored into project management timelines
Project Governance and decision making	Full Project Board will be established
Benefits realisation (meeting end user requirements)	Factored into consultation and procurement process

In addition to the risks identified above:

The land on which the expansion is proposed to be built is a Council owned, pay-to-use rugby pitch, which is currently used by Penallta RFC. The Council will look to mitigate the loss of this pitch by enhancing pitch provision within walking distance of the site in addition to the enhancement of 2 existing school sites to now include the playing of rugby for use by schools and the wider community. The Council will also look to establish the viability, benefits and drawbacks of progressing Fields in Trust protection in perpetuity for the retained pitches. Relevant stake holders and elected members will be consulted on the findings and feedback will be reported to Cabinet for further instruction.

➤ **Alternative options that have been discounted**

The following options were considered and scored: -

Option	Description
Option 1	Do Nothing
Option 2	Further reconfiguration of the existing school
Option 3	Build a new primary school provision on another site
Option 4	Build a new extension onto the existing school to accommodate an additional 80 places
Option 5	Build a new school on another site to accommodate all identified provision and full cohort of 260 pupils (existing plus additional)

Each option was initially discussed between a selection of Council Officers from across multiple-departments and then a score allocated to each option against the following Critical Success Factors:

- Building Bulletin compliant school
- Low carbon, low energy eco-friendly environment
- Building suited to local environment and acceptable to planning Council
- Education facility that is acceptable to stakeholders
- Delivered within budget and within required timescales
- Agreement of the proposal by Welsh Government

As well as considering the Critical Success Factors, the Officers also considered the Strategic Fit, Educational Fit, Accessibility, Financial Fit and Environmental Impact as key Investment Objectives.

The Investment Objectives were weighted based on the current priority areas for the Council. Priority Investment areas were given a 5 (High) to 1 (Low).

Each option was then scored against the criteria outlined above

5 exceeds the criteria

4 meets the criteria

3 neither meets/does not meet the criteria

2 partially meets the criteria, and,

1 does not meet the criteria

The score was then multiplied by the weighting for each section and an overall total for each option.

Option	Score
Option 1 – Do Nothing	52
Option 2 – Further reconfiguration of the existing school	50
Option 3 - Build a new primary school provision on another site	72
Option 4 - Build a new extension onto the existing school to accommodate an additional 80 places	101
Option 5 - Build a new school on another site to accommodate all identified provision and full cohort of 260 pupils (existing plus additional)	87

The outcome of the options analysis resulted in the highest 2 scoring options being taken forward to a shortlist, where the benefits if the options were considered. The tables below illustrate this based on comparative analysis:

Option 4 – Build a new extension onto the existing school to accommodate an additional 80 places

- A new extension onto the existing school offering high quality, modern educational facilities fit for the 21st Century
- New build would be able to accommodate additional pupils
- A better use of resources and economy of scale by improving the existing estate of the school and its operational cost effectiveness
- Minimises any geographical displacement of existing cohort who are identified as vulnerable learners
- Maximises significant investment already made to the existing site via Band A
- Provides continuity of provision on one site for Health care and Education
- Increased and enhanced community use and income generation opportunities#

Option 4	
Build a new extension onto the existing school to accommodate an additional 80 places	
BENEFITS	DISBENEFITS
<ul style="list-style-type: none"> • New extension building • Provides an adequate and equitable teaching environment to meet Building Bulletin requirements • Complies with all National and Local policies • Improved accessibility • Improves the outside learning space • Improve the learning outcomes for pupils • Continuity of provision from one location meeting the needs of the ALN cohort • Increases capacity within strategic allowance • Caters for the Educational needs and preferences of the Local Community and provide and provide sufficient, permanent, fit for purpose and sustainable accommodation • Authority is already in ownership of adjacent viable land and minimal delay • Current location is geographically central to the local authority boundary • Delivery of project within identified investment envelope 	<ul style="list-style-type: none"> • Extension proposal only, existing building would remain in place • Need to minimise any disruption to site whilst existing build is still in operation • Compromising access routes into the existing site would also need to be monitored and minimised

Option 5 - Build a new school on another site to accommodate all identified provision and full cohort of 260 pupils (existing plus additional)

- A new school offering high quality, modern educational facilities fit for the 21st Century
- Meeting the recommendations of BB 104
- Potential to achieve better educational outcomes for pupils currently at the school through enhancing their learning environment
- Improved access to outdoor learning facilities
- A school building that will be more energy efficient, reduce the backlog maintenance and ensure compliance with Equality Act 2010
- Facility with an ability to meet community need

Option 5	
Build a new school on another site to accommodate all identified provision and full cohort of 260 pupils (existing plus additional)	
BENEFITS	DISBENEFITS
<ul style="list-style-type: none"> • Brand new fit for purpose building • Provides an adequate and equitable teaching environment to meet Building Bulletin requirements 	<ul style="list-style-type: none"> • New build to be located on site away from existing school site

<ul style="list-style-type: none"> • Complies with all National and Local policies • Improved accessibility • Improves the outside learning space • Improve the learning outcomes for pupils • Continuity of provision from one location meeting the needs of the ALN cohort • Caters for the Educational needs and preferences of the Local Community and provide and provide sufficient, permanent, fit for purpose and sustainable accommodation 	<ul style="list-style-type: none"> • Disruption to existing cohort identified as vulnerable learners through transplantation process • Identifying viable land in the Authority and costs and time associated with purchasing this • Increases capacity would be outside of strategic allowance • Development would require significant spend profile reconfiguration at the detriment of mainstream provision
---	--

Taking the appraisals together delivers the conclusion that the new build replacement schemes provide the best balance of costs, benefits and risks, with the remodel and limited rebuild options offering poor value for money and high risk. Consequently, **Option 4** is confirmed as the preferred option for the Council.



Next Steps

➤ Consultation Period and key dates

The formal consultation process begins on Monday 14th September 2020

This consultation document is available electronically on the Council website. For further information, please visit:

www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools

A Children and Young People's Everyday Summary Version of this consultation has also been produced. Both this and the full version are available via the Caerphilly County Borough Council website and printed copies are also available on request.

If you would like this information in any other format, for example large print, or help with interpretation in a different language, please contact us on 01443 864817 so that the necessary arrangements can be made to provide this service.

The closing date for responses to this consultation is midnight on Monday 26th October 2020

Unfortunately, we will not be able to consider any responses received after this date.

➤ Statutory Notices, Reporting and Decision Making

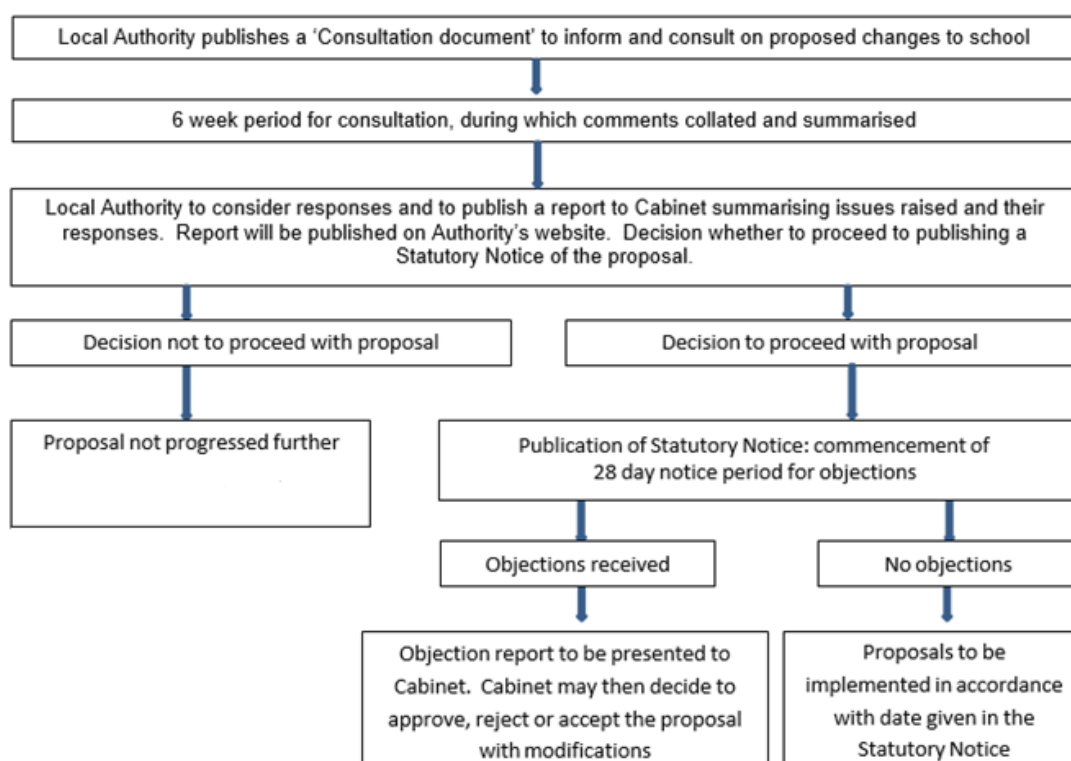
Following consultation, Caerphilly's Cabinet will receive a Consultation Report which will outline the proposal and all the comments received from the public during the consultation period. At this stage, the members can decide whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal.

Should Cabinet decide to proceed with the proposal, a Statutory Notice will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing and sent to the Council within the 28-day period.

Cabinet will then consider the outcome of the Statutory Notice at a future meeting and determine whether to implement the proposal having given due consideration to all the information provided.

In the event of objections, the Council will publish an objection report providing a summary of the objections and Cabinet's response to those objections within 7 days or the day of the determination of the proposal consideration. This report will be available for all persons to view on the Council website and paper copies will be available on request.

Should Cabinet approve the proposal, a full Business Case will be submitted to the Welsh Minister for final approval and the works will commence.



➤ Have your say

Your views matter and we want you to tell us what you think about the changes we have proposed in this document. We would like you to consider the information contained within the document and to hear your views as to whether or not you support the proposal. All views are welcomed in support of or opposed to the proposal. This is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

For further information, please visit:

www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools

For this proposal, we will be undertaking a paper consultation exercise. Due to the current implications of COVID-19 we will refrain from undertaking any face-to-face consultation sessions to support social distancing and maintain safe working practices for all.

If you would like to comment on the proposal, you can do this by:

- Completing the online response form on the Council's website
- Complete a response pro forma attached to this document and return it to the 21st Century School Team at Caerphilly
- Email your comments to the 21st Century Schools Team at Caerphilly

Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



Consultation Response 'Trinity Fields'
c/o 21st Century Schools Team
Directorate of Education and Corporate Services
Caerphilly County Borough Council
Penallta House
Tredomen Park
Ystrad Mynach
CF82 7PG

21stCenturySchools@caerphilly.gov.uk

www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools



Ysgolion yr 21ain Ganrif
21st Century Schools



Please note that we are only able to receive comments in writing, either via the online form, pro forma or via email. You must include your full name and postal address as part of the information provided.



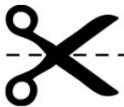
Supporting Information

➤ Frequently Asked Questions

The Council and the 21st Century Schools Team have a history of delivering innovative and transformational projects as part of the Band A 21st Century Schools Programme and beyond.

From the 21st September 2020 until the 28th September 2020, the 21st Century Schools Team will be collating a list of your queries in the form of an 'Frequently Asked Questions' document that will be updated at the end of that week and posted on the website.

➤ Feedback Form



21st Century Schools Consultation Document 2020

TRINITY FIELDS SCHOOL AND RESOURCE CENTRE

CONSULTATION RESPONSE FORM

Here in Caerphilly we have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high-quality teaching and learning environments as part of our 21st Century Schools programme.

In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place or meet pupil demand. In such cases we might propose new schools or changes to existing schools.



Ysgolion yr 21ain Ganrif
21st Century Schools



The Council wishes to make a 'regulated alteration' to a Special school.

This response relates to:

The expansion of the existing Trinity Fields School and Resource Centre to provide additional classrooms and specialist intervention areas via a new building and outdoor play space

The closing date for responses is 26th October 2020.

It is recommended that you read the background information before completing this questionnaire.

You can also visit our website and complete the survey online by going to:

www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools

We are collecting this information as part of our obligation under the Welsh Government's [School Organisation Code \(November 2018\)](#).

How we use your personal information:

The information you provide will be used by the service area relevant to the consultation / survey within Caerphilly County Borough Council. Views expressed will be collated together and used to produce a summary report. Depending on scope / nature of the survey / consultation, the summary report will be used to evaluate and remodel services / priorities etc. We will not keep your views in a way that will identify you for longer than is necessary.

You have a number of rights in relation to the information we hold about you, including the right of access to your information and the right of complaint if you are unhappy with the way your information is processed. For further information on how we process the information and your rights please follow this link:

www.caerphilly.gov.uk/CaerphillyDocs/FOI/PrivacyNotices/Privacy-Notice-Consultations-Surveys.aspx

About You:

I am responding to this survey as:

A Pupil ☐ A Parent ☐ A Staff Member ☐ A School Governor ☐

of the school affected by this proposal / or

An Elected Member ☐ Other (please give details)

Print Name:

Address:

Postcode:

E-mail:

All Consultation Documentation will be made available on the Council's website.

If you wish to be notified of the publication of the consultation report using the email provided, please tick here: ☐

Please note that all comments made as part of this consultation will be considered by Cabinet as part of the first phase of the process. Formal Responses can only be registered following the publication of a statutory notice. Full details of the Consultation Process can be found in the full Consultation Document.

Your views matter.

Please complete this questionnaire and return via post or email to:

Rhaglen Ysgolion yr 21ain Ganrif **Cyngor Caerffili** **Caerphilly Council's** 21st Century Schools Programme



Consultation Response 'Trinity Fields'

c/o 21st Century Schools Team
Directorate of Education and Corporate Services
Caerphilly County Borough Council
Penallta House
Tredomen Park
Ystrad Mynach
CF82 7PG

21stCenturySchools@caerphilly.gov.uk

www.caerphilly.gov.uk/Services/Schools-and-learning/21st-Century-Schools



Ysgolion yr 21ain Ganrif
21st Century Schools



Please indicate which of the following most accurately reflects your views about the proposal:

I do not feel strongly one way or the other ☐

I support the proposal ☐

I do not support the proposal ☐

Please provide your comments on the proposal:

Equalities Monitoring:

Are you ...	Male <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>
	Female <input type="checkbox"/>	
	Other (please write in)	

Age	Under 16 <input type="checkbox"/>	40-65 <input type="checkbox"/>
	16-25 <input type="checkbox"/>	Over 65 <input type="checkbox"/>
	26-39 <input type="checkbox"/>	Unwilling to declare <input type="checkbox"/>

Disability	I am not Disabled <input type="checkbox"/>	Learning Difficulties <input type="checkbox"/>
	Physical / Mobility Impaired <input type="checkbox"/>	Visually Impaired <input type="checkbox"/>
	Hearing Impaired <input type="checkbox"/>	Speech Impaired <input type="checkbox"/>
	Other (please write in)	

Welsh Language Skills		A Little	Moderately	Quite Well	Fluently
	Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No Welsh Language Skills <input type="checkbox"/> Unwilling to Declare <input type="checkbox"/>				

If you feel that your response to this survey has been influenced (positively or negatively) because of any of the following: your ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality or responsibility for any dependents, please give details below.