



Wrexham County Borough Council

Post Consultation Document

**Proposal to establish a new specialist provision for pupils with Additional Learning Needs (ALN) in Hampden Way, Plas Madoc, Wrexham**

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## **Introduction**

Wrexham County Borough Council has recently completed a period of public consultation in relation to the proposal to establish a new specialist provision called 'Copa' for pupils with Additional Learning Needs (ALN).

The public consultation period began on **24 March 2025** and ended on **11 May 2025**.

The consultation has been carried out in accordance with the School Standards and Organisation (Wales) Act 2013 which requires the School Organisation Code 2018 to be adhered to and gives guidance to relevant bodies (Local Authorities, Governing Bodies). This document sets out the steps taken during the formal consultation period, refer to findings obtained during the consultation and aim to answer queries that have been put to the Local Authority.

## **Publication of Consultation**

The consultation began with the bilingual publication of the Consultation Document on 24 March 2025 on the Council's website and the Council's online consultation platform 'Your Voice'. Links to the documents were emailed to the full list of consultees. The detail below sets out the list of recipients, as guided by the School Organisation Code (2018), who received a copy of, or were directed to the Consultation Document during the consultation period.

## **List of Consultees**

A range of individuals were asked for their views about the proposal including:

- Elected Members of Wrexham County Borough Council
- The Church in Wales and Catholic Dioceses
- Other Local Authorities: Flintshire County Council, Shropshire County Council, Denbighshire County Council, Powys County Council, Cheshire West and Chester Council
- The Governing Body of Rhosymedre Primary School
- Wrexham School Governing Bodies
- All Wrexham Primary and Secondary Schools, including Welsh medium schools, English medium schools, Faith schools and Special schools.
- Parents/Carers (and prospective parents/carers) of the new provision and Rhosymedre Primary School
- Rhosymedre Primary School
- Cefn Community Council
- The Welsh in Education Forum, including Menter Iaith Fflint a Wrecsam, RhAG and Mudiad Meithrin

- Welsh Ministers and Senedd Members: Lesley Griffiths MS, Ken Skates MS, Llyr Gruffydd MS, Mark Isherwood MS, Carolyn Thomas MS, Sam Rowlands MS
- Local Members of Parliament: Andrew Ranger MP, Gill German MP, Becky Gittins MP
- Estyn and GwE
- Trade unions representing teachers and staff
- Wrexham Council's School Transport Department
- The Police and Crime Commissioner
- Local Communities First Partnerships
- Local Independent Nursery Providers, Playgroups, Childminders and Flying Start Providers
- The Children and Young People's Partnership
- The Early Years Development and Childcare Partnership
- Little Sunflowers Childcare
- The Association of Voluntary Organisations (AVOW)
- SNAP Cymru
- Senedd Yr Ifanc
- Education Psychology Service
- Health, including Speech and Language Service, Occupational Therapy Service, Physiotherapy Service, Pre-School Development Service, Paediatrics
- North East Wales Sensory Support Service
- Early Entitlement/Flying Start Service
- Out of County Schools

The above list is not exhaustive and the consultation was open to all who wished to take part.

In undertaking the consultation, we used a range of methods to engage with people. We collected both quantitative and qualitative data. Consultees were invited to respond to the consultation by completing an online survey, a hard copy consultation form or by emailing or writing to the Education & Early Intervention Department. Responses could be submitted electronically or in hard copy paper format.

The consultation document was available in languages other than Welsh or English upon request. It was also available in accessible formats such as large print, Braille, BSL DVD and audio-CD upon request.

## **Communications Campaign**

The consultation was widely promoted throughout the consultation period using a variety of methods which included:

- A 'Your Voice' banner on the WCBC website
- QR codes provided to access the survey
- Information circulated via WCBC's social media platforms
- Information circulated via Wrexham Council News blog
- Information circulated via WCBC's Involvement Bulletin
- A local area poster campaign
- Distribution of Consultation Booklets
- The School Bulletin

There were a number of ways in which people could respond to the public consultation:

- A survey (online and paper).
- A number of drop-in sessions at the school and within the community.
- A designated email account was established for people to raise any queries / submit their views.
- Virtual sessions for those who could not attend face to face sessions.
- A specific session with members of the Senedd yr Ifanc.

## **Consultation Sessions**

As part of the public consultation process, 4 face-to-face engagement sessions (drop-ins) were held by Education Officers: 2 sessions at Plas Madoc Leisure Centre and 2 sessions at The Kettle Club, Plas Madoc. Stakeholders, including parents and members of the community, were invited to attend the sessions. All attendees received information about the proposal, had the opportunity to ask questions and were asked to provide feedback to the consultation. There were several ways in which this communication could be made. The engagement sessions were well attended. 2 virtual drop in sessions were also offered during the consultation, however there was no take up for these.

### Timetable of Drop-In Sessions

Date	Time	Type of Session	Venue
Tuesday 1 April 2025	9:30am-11:00am	Drop-In Session	Plas Madoc Leisure Centre
Wednesday 2 April 2025	9:30am-11:00am	Drop-In Session	The Kettle Club, Plas Madoc
Thursday 3 April 2025	10:30am-12:00pm	Drop-In Session	The Kettle Club, Plas Madoc
Thursday 3 April 2025	1:00pm-3:00pm	Drop-In Session	Plas Madoc Leisure Centre
Thursday 1 May 2025	5:00-5:30pm	Virtual Session	Online
Friday 2 May 2025	9:00am-9:30am	Virtual Session	Online

### Consultation Feedback

During the public consultation period Wrexham County Borough Council received the following responses:

Format of Response	Number of Responses Received
Online Responses (Adult Survey)	29
Online Responses (Children and Young People Survey)	16
Senedd Yr Ifanc	6
Letters from Groups received by email	1 Estyn, 1 RhAG
Emails received from individuals	11
<b>Total Responses Received</b>	<b>64</b>

## Respondents

A breakdown of respondents to the adult online survey is set out below:

<b>Who Responded</b>	<b>Number of Respondents</b>
Member of Staff	2
Member of the Wider Community	2
Parent/Carer/Guardian	11
Relative of Pupil	0
Member of the Local Community	6
Prospective Parent/Carer/Guardian	2
Prospective Relative of Pupil	1
Governor	0
No Association	3
Other/Organisation	2
No Answer	0
<b>Total</b>	<b>29</b>

### Online Survey Responses from Adults

In response to the question 'Do you support the proposal to establish a new specialist provision called 'Copa' for pupils with additional learning needs? **22** out of 29 respondents to the adult survey were in favour of the proposal, **2** out of 29 respondents were not in favour of the proposal and **5** out of 29 respondents said they didn't know how they felt about the proposal.

### Online Survey Responses from Children and Young People

In response to the question 'How do you feel about our ideas to open Copa?' **15** out of 16 children and young people were in favour of the proposal and **1** out of 16 children and young people said they didn't know how they felt about the proposal.

We also asked children and young people to provide comments if they wished to do so. Comments are included below:

- By opening this provision it would decrease the strain on budgets. But more importantly be better for the children that need to access ALN provision. Travelling to and from schools outside of Wrexham must be stressful for the children Also this will help towards becoming carbon zero.
- There should something for 18-25?
- I'm not sure what it is
- I would like to go to this school
- We do need this new school. I work in school transport, and I do a St Christopher's run, and there are lots of young people who need support at St Christopher's
- Please ensure you have Welsh speaking staff to help accommodate those Welsh speaking children that may attend the provision. Hearing the language and encouraging its use is vital to those of us who speak it, value it and feel more at ease speaking it.

### Senedd yr Ifanc

During the consultation Local Authority Officers met with the Senedd yr Ifanc to discuss the proposal. The Senedd yr Ifanc is a Youth Parliament, made up of volunteers aged between 11 and 25 who have a connection with Wrexham. The Senedd yr Ifanc consults with other young people aged 11-25 and then promotes positive change within Wrexham.

Date	Type of Session	Venue	No. of Consultees
28 April 2025	Senedd yr Ifanc	The Guildhall	14 Young People

During the Senedd yr Ifanc meeting, the young people were asked if they had seen copies of the consultation document. Officers explained what the consultation was about and talked through a presentation. The young people were encouraged to ask any questions and share ideas that they may have.

### **Feedback from Senedd yr Ifanc-28 April 2025**

In response to the question ‘Do you understand the proposal?’ 6 young people from the Senedd y Ifanc who completed a hard copy of the survey said that they did understand the proposal.

In response to the question ‘How do you feel about our idea?’ 6 young people from the Senedd y Ifanc who completed a hard copy of the survey said they liked the idea.

### **Written Comments from the Senedd yr Ifanc**

- *“it is a good idea! The ALNs are quite small and some schools don’t have one”*
- *“I agree that the percentage of children who might have ALN is getting higher. It would be good. As long as it is accessible”*
- *“I love the idea however I am concerned about the number of pupils (18). I think this is too small. Could you have the children on a rota? Or could you have 10 children in 3 classes (example) to ensure that more children get the help they need?”*
- *“it would really benefit pupils who are on the spectrum.”*
- *“I think it’s a good idea”*
- *I think the idea for the new school is great. Since existing ALN provisions are reaching capacity, could you consider reviewing each primary school to see if any of their classrooms could be repurposed as school resource provision units? This could help meet the growing demand, while still keeping a few spare classrooms available in case of a sudden increase in pupil numbers.*

### **Feedback from RhAG**

A response to the consultation, received from Parents for Welsh Medium Education (RhAG), was given detailed consideration by Officers. The Council has provided a written response regarding the comments made. The proposal recognises the national and local shortfalls in Welsh-medium provision for pupils with additional learning needs. The Local Authority is committed to offering Welsh in this valuable new setting, in line with learners’ needs. Where possible, we will seek to appoint bilingual staff members and Welsh speakers within leadership roles. Inclusive practices will be at the forefront of this specialist setting. It will mean that our learners will remain in Wales for their education, where the Welsh language, Welsh curriculum, Welsh culture and Welsh heritage are made readily accessible to them.

## Consultation Themes

Feedback from comments to the online survey, emails and drop-in sessions have been analysed. The following **15** themes were identified:

Theme
1. The provision is much needed and will be positive for pupils with additional learning needs
2. The proposal should include a bilingual offer / Welsh medium education
3. Impact on Welsh language, Welsh culture and heritage
4. Welsh language should be optional
5. Concern about budget pressures and financial impact on other schools / resource provisions
6. Concern about the outdoor space / the site
7. Impact on the community/consider community needs
8. Traffic/parking/safety concerns
9. Shorter journeys and travel time for learners
10. Staffing Structure/Job Security
11. Concern regarding pupil capacity at the site
12. The curriculum offer

13. Post 16 should be considered
14. Questions regarding the name of the provision
15. There should be a 3-11 primary version created

## Feedback from Estyn

### Introduction:

This report has been prepared by His Majesty’s Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer:

### The Proposal:

Establish a new specialist provision called ‘Copa’ for pupils with additional learnings needs with a specific focus on pupils in key stages 3 and 4 who present as neuro-diverse with autism.

### Conclusion:

Overall, Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the local authority.

### Description and Benefits:

The local authority has set out a comprehensive and clear rationale for establishing a new specialist provision for pupils within Wrexham local authority. The proposal recognises the rising demand for special school places. It also recognises the increasing demand for specialist teaching provision for pupils who present as neuro-diverse, with autism as their primary area for support. The local authority anticipates that this specialist provision will provide educational placements for 18 pupils in key stages 3 and 4. The local authority identifies clearly the need for a suitable provision where pupils’ environmental and sensory needs can be met within an autism-friendly, inclusive learning environment. However, in general, special schools provide for pupils up to the age of 19. The proposer is not clear about what will happen to pupils after key stage 4.

### Estyn Feedback (continued)

The local authority has clarified the benefits of establishing this new provision, which mean that pupils who present as neuro-diverse will be educated closer to home and have their learning and well-being needs met within the county. The timetable for implementation is clear and sensible. The proposal includes a detailed consideration of the potential benefits and disadvantages of the new specialist provision. The potential benefits are wide-reaching. The few potential disadvantages are minimal and are outweighed by benefits. However, there is the potential issue of traffic congestion around the site at the start and end of the day. The mitigations against this, and the very few other potential disadvantages appear clear and sensible. The proposal identifies the need to create a new governing body and staffing structure. This structure will consider the needs of the pupils and will inform staffing ratio and multi-disciplinary working.

The proposal mentions that there will be a planned comprehensive induction programme for staff to ensure they have the necessary skills. However, there is insufficient consideration of the proposed leadership structure, including the appointment of a Headteacher, additional learning needs coordinator and chair of governors. The proposer is not clear about staff requiring any specialisms, such as in the areas of neurodiversity, autism or complex needs. These aspects require clarification. The proposal has considered a number of alternative options. The local authority presents an appropriate case for their preferred option. The current local authority policy on home to school transport for pupils with additional learning needs (ALN) is unchanged. The proposal identifies a national and local shortfalls in Welsh-medium provision for pupils with ALN. The local authority considers that the proposal supports its Welsh in Education Strategic Plan objectives and will seek to minimise and mitigate any potential impact. The local authority has provided a Welsh Language Impact Assessment as part of this proposal. The local authority has provided a Community Impact Assessment as part of this proposal.

### **Educational Aspects of the Proposal**

The consultation considers the educational impact of the proposal suitably. This proposal seeks to build upon current standards with a view to strengthening and improving educational provision for pupils. The new provision will seek to ensure that there are positive teaching and learning experiences and a nurturing environment of care, support and guidance which is tailored to meet the needs of pupils with complex neuro-diverse and autism as their primary area for support. The proposed provision appears to aim to meet the sensory and social needs of its pupils including providing specialist resources and rooms. The local authority identifies a few other independent special schools that may be impacted by the proposal, but states only that 'It is anticipated that there will be minimal impact on these provisions.' However, the consultation does not identify or explain what the impact on other provision might be, sufficiently.

## Treating Everybody Fairly

In addition to asking whether people supported or did not support the proposal, we asked questions about how fair people thought the proposal was. Not all respondents chose to answer the 'treating everybody fairly' section in the survey.

Do you think this proposal could disadvantage or make things unfair for any groups of people or individuals?	Number of Respondents (who answered this question)
Yes	6
No	17
Not sure/don't know	4
<b>Total</b>	<b>27</b>

11 respondents chose to answer the free text question 'If you think this proposal could disadvantage or make things unfair for any groups of people or individuals, which groups or individuals do you think may be disadvantaged and why?' Comments are included below:

- Lots more training needs to be done by staff and experience for aln learners. Staff should be highly experienced and knowledgeable. The children would need to be accommodated accordingly
- None
- it could potentially disadvantage those that do not qualify for the new school but have ALN if funding of this has a negative effect on funding already provided to schools.
- No
- ALN children could miss out on specialist subject areas
- If a child suspected ASD and has no diagnosis or IDP will not meet the criteria to attend. If only 18 places could be full, thus denying others
- I feel it would only be unfair on the children left without support, those who cannot cope in mainstream but are missing out on specialist places. There are not enough places for all the children who need support.
- None Welsh speakers
- This proposal will use a building that could otherwise be used for people that actually live on the estate and surrounding area! As usual the cou cul are probably getting more mo ey for using the building for children from away from here!

- *Nodwyd eisoes - Y rhai sydd eisiau eu haddysg, a'u cefnogaeth arbenigol trwy gyfrwng y Gymraeg / Already noted – Those who want their education, and their specialist support through the medium of Welsh.*

6 respondents chose to answer the free text question 'Do you think there is any potential in the way we deliver this proposal to make things fairer for the groups or individuals you have identified?' Comments are included below:

- Ensure specialist subject area teaching provided
- Look at the middle group more, the children who are academically bright but emotionally cannot cope in mainstream even with support, these children often are not given a place in specialist schools as it's wrongly perceived that they will be ok in mainstream due to being bright, this is not the case and many are left without support with families being forced into home schooling.
- Yes offering specialist provisions will help otherwise disadvantaged children
- Extra support
- English should come before Welsh
- *Nodwyd eisoes/Already noted.*

### **Welsh Language**

We also asked people for their ideas to promote the use of the Welsh language and ensure it is treated no less favourably than the English language in the delivery of the proposal. Not all respondents chose to answer the Welsh Language section in the survey.

12 respondents chose to answer the free text question 'In your opinion, what positive effects would the policy decision under consideration have on opportunities for persons to use the Welsh language and treating the Welsh language no less favourably than the English language. Comments are included below:

- It should allow Welsh language teaching at an appropriate level for the students
- *Darpariaeth i ddisgyblion ADY cyfrwng Cymraeg yn eu iaith dewisol. Cyfleoedd gwaith hefyd i staff sy'n rhugl yn y Gymraeg a'r Saesneg / Provision for Welsh-medium ALN pupils in their chosen language. Also, job opportunities for staff who are fluent in Welsh and English.*
- Welsh language should be available for all pupils, however, it should not be mandatory for aln learners as they can struggle enough
- I found with my autistic children that because welsh is a descriptive language they found it easier to express
- I think all schools in Wales should be Welsh speaking with English as second language as that's the only way to keep the language alive.

- Potential fewer children attending out of county English placements, so can access incidental Welsh in the school, and Welsh cultural and heritage opportunities
- There is a lack of suitable Welsh language education specialist opportunities all over north Wales
- Not sure
- Very positive to enhance use of Welsh
- Would keep the Welsh language going
- Nothing really around here as normally the kids this sort of thing helps are from somewhere else.
- *Dwi ddim yn gweld o'r ddogfennaeth, unrhyw gyfleon yn y ddarpariaeth newydd ar gyfer disgyblion ADY i dderbyn addysg trwy gyfrwng y Gymraeg* / I don't see from the documentation any opportunities in the new provision for ALN pupils to receive education through the medium of Welsh.

6 respondents chose to answer the free text question 'In your opinion, what adverse effects would the policy decision under consideration have on opportunities for persons to use the Welsh language and treating the Welsh language no less favourably than the English language. Comments are included below:

- *Dim, oni bai bod diffyg darpariaeth Cymraeg ar gael o ganlyniad i gyflogi staff uniaith Saesneg/None*, unless there is a lack of Welsh language provision available as a result of employing monolingual English speaking staff.
- In all honesty, it's great to learn Welsh if you're interested enough but could cause more harm than good within an aln classroom as many struggle to comprehend english
- There is a lack of suitable Welsh language education specialist opportunities all over north Wales
- Parents may need support with Welsh
- Difficulty understanding of the Welsh language to none speakers
- *Dwi ddim yn gweld cyfle yn y cynnig hwn sydd yn rhoi mynediad i ddisgyblion cyfrwng Cymraeg sydd angen darpariaeth arbenigol megis niwroamrywiaeth. Dwi ddim yn teimlo bod darpariaeth cyffredinol yn ddigonol. Canlyniad hyn yw bod y Gymraeg yn cael ei drin yn llai ffafriol yng nghyd destun yr unigolion hyn* / I don't see an opportunity in this proposal that gives access to Welsh-medium pupils who need specialist provision such as neurodiversity. I don't feel that a general provision is efficient. As a result of this the Welsh language is treated less favourably in the context of these individuals.

5 respondents chose to answer the free text question 'How do you think the policy under consideration could be formulated or revised so that it would have positive effects, or more positive effects on opportunities for persons to use the Welsh language and treating the Welsh language no less favourably than the English language. Comments are included below:

- *Dylai bod pob swydd yn cael ei hysbysebu fel bod y gallu i addysgu trwy'r Gymraeg yn ddymunol, ond bod rhai swyddi yn dweud bod y Gymraeg yn orfodol. Dim ond trwy wneud hyn y gellir sicrhau bod y ddarpariaeth Gymraeg ar gael ac yn ddigonol / All posts should be advertised so that the ability to teach through the medium of Welsh is desirable, but that some posts say Welsh is compulsory. Only by doing this can we ensure that Welsh language provision is available and adequate.*
- If the child wants to learn Welsh, great. If they don't, then time could be better managed than learning another language
- Unsure
- Bilingual settings
- *Ystyriaeth i staffio'r adnodd hwn. e.e. tim arwain sy'n siarad Cymraeg, tim o staff dwyieithog fel y gellir bod llawer iawn mwy hyblyg wrth ymateb i anghenion sy'n ymddangos dros y blynyddoedd nesaf. Ystyriaeth i agor dosbarth cymraeg o fewn yr adnodd / Consideration of staffing this resource e.g. a Welsh-speaking leadership team, a team of bilingual staff so that they can be much more flexible in responding to emerging needs over the next few years. Consideration to open a Welsh class within the resource.*

4 respondents chose to answer the free text question 'How do you think the policy under consideration could be formulated or revised so that it would not have adverse effects, or less adverse effects on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language'. Comments are included below:

- *Dylai bod pob swydd yn cael ei hysbysebu fel bod y gallu i addysgu trwy'r Gymraeg yn ddymunol, ond bod rhai swyddi yn dweud bod y Gymraeg yn orfodol. Dim ond trwy wneud hyn y gellir sicrhau bod y ddarpariaeth Gymraeg ar gael ac yn ddigonol / All posts should be advertised so that the ability to teach through the medium of Welsh is desirable, but that some posts say Welsh is compulsory. Only by doing this can we ensure that Welsh language provision is available and adequate.*
- Give the opportunity but don't force
- Unsure
- Gweler uchod / See above.

## Carbon

We asked people whether they thought the proposal would have any long lasting positive or negative impacts on reducing carbon in our environment. Not all respondents chose to answer the carbon section in the survey.

Do you think this proposal will have any long lasting positive or negative impacts on reducing carbon in our environment?	Number of Respondents (who answered this question)
Long lasting positive impact	3
Long lasting negative impact	1
Both long lasting positive and negative impacts	1
No impact	4
Don't know/not sure	10
<b>Total</b>	<b>19</b>

2 respondents chose to answer the free text question 'If you have identified any long lasting negative impacts, please describe these below, along with any ideas to reduce them'. The following comments were received:

- Less use of transport so reducing carbon monoxide
- Less travelling to out of county placements of up to 60 minutes every day, 5 days a week x 38 weeks. But only for 18 students

## Equality Monitoring Data-‘About You’

We asked a number of equality monitoring questions in the survey under the heading ‘About You’. Not all respondents chose to answer the ‘about you’ section of the survey. Protected characteristics under the Equality Act 2010 are:

- Age
- Sex
- Gender Reassignment
- Race-including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and Maternity
- Sexual Orientation
- Religion or Belief-including lack of belief
- Marriage and Civil Partnership

In addition, the socio-economic duty requires Local Authorities in Wales when taking strategic decisions, to have due regard to the need to reduce the inequalities outcome resulting from socio-economic disadvantage.

**Age**-24 respondents chose to answer this question.

What is your age?	Number of Respondents (who answered this question)
Under 11	0
11-15 years	0
16-24 years	0
25-34 years	1
35-44 years	8
45-54 years	9
55-64 years	3
65-74 years	2
75 and above	1
Prefer not to say	0
<b>Total</b>	<b>24</b>

**Gender**-24 respondents chose to answer this question.

What is your gender?	Number of Respondents (who answered this question)
Male	3
Female	21
Other	0
Prefer not to say	0
<b>Total</b>	<b>24</b>

**Gender Reassignment**-24 respondents chose to answer this question.

Has your gender identity changed from that assigned at birth?	Number of Respondents (who answered this question)
Yes	1
No	23
Prefer not to say	0
<b>Total</b>	<b>24</b>

**Race-National Identity**-20 respondents chose to answer this question.

How would you describe your national identity?	Number of Respondents (who answered this question)
Welsh	8
English	2
Scottish	0
Northern Irish	0
British	10
Other	0
Prefer not to say	0
<b>Total</b>	<b>20</b>

**Disability**-21 respondents chose to answer this question.

Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?	Number of Respondents (who answered this question)
Yes, limited a lot	2
Yes, limited a little	2

No	16
Prefer not to say	1
<b>Total</b>	<b>21</b>

**Carer-21** respondents chose to answer this question.

Do you look after, or give help or support to family members, friends, neighbours or other because of long-term physical or mental ill health/disability or problems related to old age	Number of Respondents (who answered this question)
Yes	13
No	7
Prefer not to say	1
<b>Total</b>	<b>21</b>

**Language-21** respondents chose to answer this question.

What is your preferred language?	Number of Respondents (who answered this question)
English	18
Welsh	2
Other	0
Prefer not to say	1
<b>Total</b>	<b>21</b>

**Race-Ethnicity**-21 respondents chose to answer this question

What is your ethnic group?	Number of Respondents (who answered this question)
White (Welsh, English, Scottish, Northern Irish or British)	19
Irish	0
Gypsy or Irish Traveller	0
Roma	0
Any other White background	2
Asian-Indian	0
Asian-Pakistani	0
Asian-Bangladeshi	0
Asian-Chinese	0
Asian-any other Asian background	0
Black-Caribbean	0
Black-African	0
Black-any other Black, Black British, or Caribbean background	0
Mixed-White and Black Caribbean	0
Mixed-White and Black African	0
Mixed-White and Asian	0
Any other Mixed or multiple ethnic background	0
Arab	0
Any other ethnicity	0
Prefer not to say	0
<b>Total</b>	<b>21</b>

**Religion or Belief (including lack of belief)**-21 respondents chose to answer this question.

What is your religion or belief?	Number of Respondents (who answered this question)
No religion	12
Christian (all denominations)	8
Muslim	0
Buddhist	0
Hindu	0
Jewish	0
Sikh	0
Atheist	0
Other	0
Prefer not to say	1
<b>Total</b>	<b>21</b>

**Marriage and Civil Partnership**-21 respondents chose to answer this question.

Are you married or in a civil partnership?	Number of Respondents (who answered this question)
Yes	13
No	6
I am a young person aged under 18	0
I am a widow/widower	0
Prefer not to say	2
<b>Total</b>	<b>21</b>

**Pregnancy and Maternity**-21 respondents chose to answer this question.

Are you currently pregnant or have you been pregnant, or taken maternity leave in the last year?	Number of Respondents (who answered this question)
Yes	0
No	21
Prefer not to say	0
<b>Total</b>	<b>21</b>

**Sexual Orientation**-20 respondents chose to answer this question.

Which of the following best describes how you think of yourself?	Number of Respondents (who answered this question)
Heterosexual or straight	18
Gay man	0
Gay woman/Lesbian	0
Bisexual	1
Other	0
Prefer not to say	1
<b>Total</b>	<b>20</b>

**Socio-Economic Deprivation-Means Tested Benefits**-21 respondents chose to answer this question.

Do you or your household receive any means tested benefits (For example: Universal Credit, Pension Credit, Job Seekers Allowance, Tax Credits, Carers Allowance, Council Tax Reduction Scheme)?	Number of Respondents (who answered this question)
Yes	7
No	13
Prefer not to say	1
<b>Total</b>	<b>21</b>

**Socio-Economic Deprivation-Disability Benefits**-21 respondents chose to answer this question.

Do you or anyone living in your household receive disability benefits (For example: Disability Living Allowance, Attendance Allowance, Personal Independence Payment, Armed Forces Independence Payment, Constant Attendance Allowance, War Pension Mobility Supplement)?	Number of Respondents (who answered this question)
Yes	10
No	10
Prefer not to say	1
<b>Total</b>	<b>21</b>

**Electoral Ward**-20 respondents chose to answer this question.

Electoral Ward	Number of Respondents (who answered this question)
Acrefair North	0
Acton and Maesydre	2
Bangor-is-y-Coed	0

Borras Park	0
Bronington and Hanmer	0
Brymbo	1
Bryn Cefn	1
Brynffynnon	0
Cartrefle	0
Cefn East	0
Cefn West	0
Ceiriog Valley	0
Chirk North	0
Chirk South	0
Coedpoeth	1
Dyffryn Ceiriog	1
Erddig	1
Esclusham	1
Garden Village	0
Gresford East/West	0
Grosvenor	0
Gwenfro	0
Gwersyllt East	0
Gwersyllt North	0
Gwersyllt South	0
Gwersyllt West	0
Hermitage	0
Holt	1
Little Acton	1
Llangollen Rural	0
Llay	1

Marchwiell	1
Marford and Hoseley	0
Minera	0
New Broughton	0
Offa	1
Overton and Maelor South	1
Pant and Johnstown	0
Pen-y-cae	0
Pen-y-cae and Ruabon South	0
Ponciau	0
Queensway	0
Rhos	1
Rhosnesni	0
Rossett	1
Ruabon	1
Smithfield	0
Stansty	1
Whitegate	1
Wynnstay	0
I do not live in Wrexham	1
Prefer not to say	0
<b>Total</b>	<b>20</b>

### Survey Quality Monitoring Questions

At the end of the survey, we asked three questions about people's experiences of completing the survey. Not all people chose to answer the survey quality monitoring questions.

In response to the question 'How easy did you find this survey to complete?' 27 respondents chose to answer.

How easy did you find this survey to complete?	Number of Respondents (who answered this question)
Very easy	13
Quite easy	12
Quite difficult	2
Very difficult	0
Don't know/Not sure	0
<b>Total</b>	<b>27</b>

In response to the question 'In your view did we ask the right questions about the subject of this survey?' 24 respondents chose to answer.

In your view did we ask the right questions about the subject of this survey?	Number of Respondents (who answered this question)
Yes	7
No	7
Not sure	10
<b>Total</b>	<b>24</b>

8 respondents chose to answer the free text question ‘If you answered ‘No’ or ‘Not Sure’ for the last question, are there any other questions you think we should have asked?’ Comments are included below:

- Questions should be about the educational impact rather than environmental but I understand that councils have legal obligation re. Carbon emissions etc.
- I don't know how this works but I have a lot to say on the matter
- How travel would be impacted and health care
- Questions are far too generic and not relating to the details of the proposal
- Could have done with questions on the Educational Offer at COPA. Yes a asd school, but is the pupils with a delay, or academic or both. The educational offer is not described in any detail
- Yes! What would benefit this estate??
- Not sure
- Give the people of Wrexham the chance to vote on what language comes 1st

In response to the question ‘When we asked a question was it clear what we were asking?’ 26 respondents chose to answer.

When we asked a question was it clear what we were asking?	Number of Respondents (who answered this question)
Yes	24
No	1
Not sure	1
<b>Total</b>	<b>26</b>

3 respondents chose to answer the free text question ‘If you answered ‘No’ or ‘Not Sure’ for the last question, please could you provide some more information about which questions were not clear and why?’ Comments are included below:

- The Welsh language
- No
- Well let us face facts, you already make life more difficult for non welsh speakers by sending letters in welsh 1st (so much for treating everyone equally), and even when we phone you we have to listen to some fool talking in welsh before we are then asked would we like to speak in english, why not immediately ask welsh or english ?,

## **Welsh Language Impact Assessment**

The Welsh Language Impact Assessment was available to view/download from the [Consultation: New Specialist Provision 'Copa' for Pupils with Additional Learning Needs](#) webpage on the Council's website. Hard copies were made available on request.

## **Frequently Asked Questions**

Frequently asked questions were captured during the public consultation. A designated 'Frequently Asked Questions' section with responses could be found on the council's involvement platform Your Voice and was uploaded to the [Consultation: New Specialist Provision 'Copa' for Pupils with Additional Learning Needs](#) webpage on the Council's website.

## **Overall Summary of Findings**

### **In support of the proposal:**

**22** out of 29 responses to the adult survey were in support of the proposal.

**15** out of 16 responses to the children and young people survey were in support of the proposal.

**6** out of 6 paper responses from the Senedd Yr Ifanc were in support of the proposal.

**5** out of 11 emails from individuals were in support of the proposal.

### **Not in support of the proposal:**

**2** out of 29 responses to the adult survey did not support the proposal.

**0** out of 16 responses to the children and young people survey did not support the proposal.

**0** out of 6 paper responses from the Senedd Yr Ifanc did not support the proposal.

**0** out of 11 emails from individuals did not support the proposal.

### **Unsure:**

**5** out of 29 responses to the adult survey said they didn't know how they felt about the proposal.

**1** out of 16 responses to the children and young people survey said they didn't know how they felt about the proposal.

**0** out of 6 paper responses from the Senedd Yr Ifanc said they were not sure if they liked the idea.

**6** out of 11 emails from individuals did not state whether or not they were in support of the proposal.

## **Conclusion**

Upon review of the consultation documentation, Estyn have stated that the proposal includes a detailed consideration of the potential benefits and disadvantages of the new specialist provision. Estyn recognise that the potential benefits are wide-reaching and the few potential disadvantages are outweighed by benefits.

If a decision is taken not to proceed with the current proposal and the status-quo is maintained, it is likely that the Local Authority will be unable to meet a rising demand in places for pupils with additional learning needs. The Local Authority believes that despite some concerns raised, the proposal to establish a new specialist provision in Plas Madoc for pupils with additional learning needs within the County Borough of Wrexham is much needed.

Following the public consultation, the local authority recognises that the proposed name of the school 'Copa', the Welsh word for Summit, and the meaning behind it, is not easily understood. In order to address this, the Council will work with the Senedd yr Ifanc Wrexham's Youth Parliament, to assist us in choosing a new name for the school. The Senedd yr Ifanc is made up of volunteers aged between 11 and 25 who have a connection to Wrexham.

## **Executive Board Decision**

Wrexham County Borough Council Executive Board will meet on **8 July 2025** to discuss the consultation in relation to the proposal to establish a new specialist provision in Plas Madoc for pupils with additional learning needs. The Executive Board will be asked for approval to continue to the Statutory Notice stage in establishing the new specialist provision. This consists of a 28 day formal Objection Period whereby any objections to the proposal must be made in writing. Following this the Local Authority will return to the Executive Board to determine the final decision.

**We would like to thank everyone who responded to the consultation and to those who helped us to arrange and promote engagement with the community and the local primary school.**