

**CYNGOR GWLEDIG LLANELLI**  
Adeiladau Vauxhall, Vauxhall, Llanelli, SA15 3BD  
Ffôn: 01554 774103

**PWYLLGOR POLISI AC ADNODDAU**  
I'w cynnal yn Siambr y Cyngor a thrwy bresenoldeb o bell ar,  
ddydd Mercher, 17 Mehefin, 2026, am 4.45 y.p.

  
CLERC y CYNGOR

11 Mehefin, 2026.

**AGENDA**

1. Derbyn ymddiheuriadau am absenoldeb.
2. Derbyn Datganiad o Fuddiannau gan Aelodau mewn perthynas â'r busnes i'w drafod.
3. Dweud Eich Dweud ar Wasanaethau Fferyllol y Dyfodol - ystyried dogfen ymgynghori gan Fwrdd Iechyd Prifysgol Hywel Dda a chytuno ar ymateb y cyngor.
4. Ysgol Heol Goffa – ystyried dogfen ymgynghori gan Gyngor Sir Caerfyrddin ar y cynnig i adleoli Ysgol Heol Goffa i safle newydd a chynyddu ei chapasiti i 150 o ddisgyblion a chytuno ar ymateb y cyngor.
5. Deddf Cyrff Cyhoeddus (Mynediad i Gyfarfodydd), 1960 – ystyried eithrio aelodau'r cyhoedd pan ystyrir y materion canlynol oherwydd natur gyfrinachol y busnes a drafodir.
6. Adroddiad Dynol – Materion Staffio – dderbyn adroddiad y Rheolwr Llywodraethu a Phrosiectau.

**Aelodau'r Pwyllgor:**

Cyng. A. J. Rogers (Cadeirydd y Pwyllgor), N. Evans (Is-Gadeirydd y Pwyllgor),  
T. M. Donoghue (Cadeirydd y Cyngor) S. R. Bowen, D. M. Cundy, R. E. Evans, S. M. T.  
Ford, J. P. Hart, J. Lovell, W. E. Skinner, A. G. Stephens a O. Williams.

**LLANELLI RURAL COUNCIL**  
Vauxhall Buildings, Vauxhall, Llanelli. SA15 3BD  
Tel: 01554 774103

**POLICY AND RESOURCES COMMITTEE**  
To be hosted at the Council Chamber and via remote attendance on  
Wednesday, 17 June, 2026, at 4.45 p.m.

  
CLERK to the COUNCIL

11 June, 2026.

**AGENDA**

1. To receive apologies for absence.
2. To receive Members Declarations of Interest in respect of the business to be transacted.
3. Have your Say on Future Pharmacy Services – to consider a consultation document from Hywel Dda University Health Board and to agree the council's response.
4. Ysgol Heol Goffa – to consider a consultation document from Carmarthenshire County Council on the proposal to relocate Ysgol Heol Goffa to a new site and increase its capacity to 150 pupils and to agree the council's response.
5. Public Bodies (Admission to Meetings) Act, 1960 – to consider excluding members of the public during consideration of the following matter owing to the confidential nature of the business to be transacted.
6. Human Resources – Staffing Matters – to receive the report of the Governance and Projects Manager.

**Members of the Committee:**

**Cllrs.** A. J. Rogers (Chairman of Committee), N. Evans (Vice Chairman of Committee),  
T. M. Donoghue (Chairman of Council), S. R. Bowen, D. M. Cundy, R. E. Evans, S. M.  
T. Ford, J. P. Hart, J. Lovell, W. E. Skinner, A. G. Stephens and O. Williams.

**Subject:** Dweud eich dweud ar wasanaethau fferyllol y dyfodol / Have your say on future pharmacy services

## **Have your say on future pharmacy services**

People across Carmarthenshire, Ceredigion and Pembrokeshire are being invited to share their views on community pharmacy services to help shape how they are delivered in the future.

Since October 2021, health boards in Wales have been required by Welsh Government publish a Pharmaceutical Needs Assessment (PNA). This assessment explains which services pharmacies already have, any that are missing, and what services may be needed in the future to meet the needs of local communities.

The assessment must be updated every five years and helps inform decisions about how services are developed and improved.

Hywel Dda University Health Board has prepared an updated draft of its PNA. This draft is supported by recent engagement with community pharmacy contractors and members of the public that took place in February this year. The health board is now inviting feedback on the draft.

The survey opens on 18 May and closes on 17 July 2026. You can get involved by:

- Reading the draft PNA document, summary document or Easy Read online at:  
<http://www.haveyoursay.hduhb.wales.nhs.uk/have-your-say-on-future-pharmacy-services>
- Completing the survey online at [www.haveyoursay.hduhb.wales.nhs.uk/have-your-say-on-future-pharmacy-services](http://www.haveyoursay.hduhb.wales.nhs.uk/have-your-say-on-future-pharmacy-services)
- Or picking up a paper copy of the survey at [your local pharmacy](#)
- Requesting a paper copy by emailing: [communitypharmacy.hdd@wales.nhs.uk](mailto:communitypharmacy.hdd@wales.nhs.uk) or calling 0300 303 8322 and selecting option 5 ('other services')

A final Pharmaceutical Needs Assessment will be published by 1st October 2026 on the health board's website.

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GIG  
CYMRU  
NHS  
WALES

Bwrdd Iechyd Prifysgol  
Hywel Dda  
University Health Board

# Pharmacy services in Carmarthenshire, Ceredigion and Pembrokeshire What do you think?



easy  
read

# Introduct on



Hywel Dda University Health Board provides healthcare services in Carmarthenshire, Ceredigion and Pembrokeshire.



We are writing a report about **pharmacy** services in our area called a 'Pharmaceutical Needs Assessment (PNA)'.



A **pharmacy** is a shop or place that provides:

- medicines and health equipment
- advice about health
- other health services.



The final report will explain which pharmacy services we already have, any that are missing and what we may need in the future.

# What do you think?



This is an Easy Read version of what we think should be included in the final report.



But before we make a decision, we want to know what you think.



To tell us what you think please read this information and then answer the questions in our online survey:

[www.haveyoursay.hduhb.wales.nhs.uk/have-your-say-on-future-pharmacy-services](http://www.haveyoursay.hduhb.wales.nhs.uk/have-your-say-on-future-pharmacy-services)



If you would prefer a paper copy of the survey to fill in and post back to us, please email:

**[communitypharmacy.hdd@wales.nhs.uk](mailto:communitypharmacy.hdd@wales.nhs.uk)**



We need your answers back by Friday, 17th July 2026

# Pharmacy services



We have 2 types of pharmacy in our area:

- Community pharmacies.

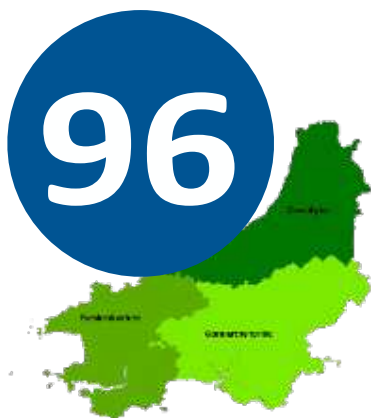


- Local doctor's surgeries that provide medicines and health equipment. These are called 'dispensing GP practices'.



## Community pharmacies

A **community pharmacy** is a shop that sells medicine to people in the local area.



There are 96 community pharmacies across Carmarthenshire, Ceredigion and Pembrokeshire.

## Community pharmacies offer 3 levels of services:



1. Essential services - these are services which every community pharmacy must provide, including:



- providing medicine



- helping people live healthily



- helping people take care of themselves



- throwing away medicine that patients don't want.



- All 96 community pharmacies offer these services.



2. Clinical services - these are services that community pharmacies can provide if they have a consultation room. They are available in all 96 Community Pharmacies:



- meeting with patients who have just left hospital to review their medicine.



- advice and treatment for common illnesses.



- providing medicines in an emergency.



- contraception help and advice - this is for females over age 13.



3. Additional services - these are extra services that a few pharmacies provide, like:



- giving people a flu jab - this is an injection that helps to stop you catching the flu



- some help for people who misuse drugs:



- 42 pharmacies provide drug users with clean needles to inject themselves



- 73 pharmacies provide patients with medicine to treat a drug problem.



- 2 levels of help, to stop people smoking. Level 2 provides medicine and level 3 provides medicine and someone to talk to. 88 pharmacies offer level 2 and 67 pharmacies offer level 3.



- Just in Case packs - this is medicine that can ease pain for patients with very serious illnesses. 87 pharmacies offer this service.



- safely getting rid of needles that patients have used. 94 pharmacies offer this, but we would like it to be all of them.



- offering certain prescription medicines without a doctor having to do it. There are 47 pharmacies that do this and this is expected to increase in the future.



- testing people for blood borne viruses such as an illness called hepatitis C. There are 7 pharmacies offering this service.



- INR Monitoring - this is a test to see how fast a patient's blood clots. It is important for people taking certain medicines. Only 1 pharmacy provides this service.



- Urgent Medication Service  
- some pharmacies provide medicines to health care professionals to help them treat patients who are at the end of their lives. 16 pharmacies provide this service.



Many additional services need a private consultation room. 95 of the pharmacies have one.

## Dispensing GP practices



Dispensing GP practices help to provide pharmacy services in the countryside where it might be difficult for patients to get to a pharmacy.



4 of the 47 GP practices in our area are allowed to provide medicine to certain patients.



To use this service, a patient must live:

- in the countryside, and
- more than 1.6km or 1 mile away from a pharmacy.



Sometimes a patient might also be able to use the service if it is very difficult for them to access pharmacy services.

## Opening hours of pharmacies and dispensing GP practices



Pharmacies are open at different times but normally need to be open at least 40 hours a week.



Normal opening times are 9am to 5.30pm Monday to Friday. 90 of the 96 pharmacies are open during these times.



47 pharmacies open on Saturdays. 25 of these open for the full day, and 22 for half a day.



9 pharmacies open on a Sunday. This is normally 10am - 4pm or 10.30am - 4.30pm.



The 4 dispensing GP practices provide medicine in 5 different places.



3 are open from 8am or 8.30am to 6pm or 6.30pm because they are at main doctor's surgeries.



The other 2 are at branch surgeries which means they are open for less time.

# How long it takes to get to a pharmacy



Just about everyone in our area lives within 30 minutes' drive of a pharmacy or local doctor who can provide medicines.



Most people who don't have a car can walk to a pharmacy or dispensing GP practice.



## What people said

To help us write the report, we have spoken to lots of people to ask what they know about pharmacies in our area:



- Most people knew that pharmacies offered additional services.



- Most people knew that pharmacies could give certain medicines without involving a doctor



- Most people knew that you can get a flu jab at your local pharmacy.



- The best day for people to visit a pharmacy is Friday, and the worst is Sunday.



- The best time for people to visit a pharmacy is between 9am and 12pm.



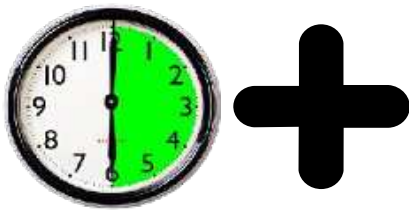
- Nearly three quarters of people travel to pharmacies by car.



- Nearly three quarters of people always use the same pharmacy.



- Over a quarter of people said they use different pharmacies but would prefer to visit 1 more often.



- A very few people always use different pharmacies or rarely use pharmacies.
- People chose pharmacies that were close to their home, or local doctor's surgery.
- Only a very few people had to travel for longer than 30 minutes to get to a pharmacy. Most people only had to travel for 5 to 15 minutes.

Many people said the staff:

- Friendly and knowledgeable
- Kind and compassionate
- Made them feel known and supported

Some people said:



- pharmacies shouldn't be closed at lunchtime



- pharmacies aren't open late enough or on the weekend for people that work



- some pharmacies don't give you a good service



- some pharmacies don't have the things you want



- some pharmacies don't have enough staff.

## What pharmacies said



- All pharmacies had a private room to talk to patients.



- Most pharmacies said they were big enough to provide more services.



- Some pharmacies said they weren't big enough but could make changes that would help.



- Some pharmacies said they weren't big enough and would find it hard to provide more services.

## What doctors that provide medicines said



Most of the doctor's surgeries that provide medicines are open between 8.30am to 6pm on weekdays.



Some are open part-time.



2 said they were big enough to provide more services.



2 said they could provide more services by making changes.



1 said they weren't big enough and would find it hard to provide more services.

# The need for pharmacy services in the future



We looked at changes that might be needed in the next 5 years.



The number of people living in our area should not increase very much.



The number of people aged over 65 years in the area is going to rise.



This means that more people will need pharmacy services.



This will be fine because most pharmacies said they could cope with this.



We think there are enough services to cope for the next 5 years.

# Gaps in pharmacy services

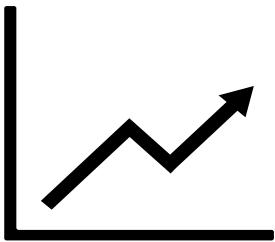


We looked to see if there are any services that should be being provided by pharmacies.

We found that:



- pharmacies are in good locations and close to GP surgeries
- no services that should be provided, are not being provided



- one gap was identified in Tywi Taf Cluster to meet the need of an increasing number of people living in the area



- the number of pharmacies providing additional services meets the needs of the population for the next five years



- There are enough local doctors surgeries that provide medicines. They are providing enough services to people.

# How to tell us what you think



To tell us what you think please read this information and then answer the questions in our online survey:

[www.haveyoursay.hduhb.wales.nhs.uk/have-your-say-on-future-pharmacy-services](http://www.haveyoursay.hduhb.wales.nhs.uk/have-your-say-on-future-pharmacy-services)



If you would prefer a paper copy of the survey to fill in and post back to us, please email: [\*\*communitypharmacy.hdd@wales.nhs.uk\*\*](mailto:communitypharmacy.hdd@wales.nhs.uk)



We need your answers back by Friday, 17<sup>th</sup> July 2026

# Have your say!



## Tell us what you think about our plans for pharmacy services in Carmarthenshire, Ceredigion and Pembrokeshire

To tell us what you think please read the information in the Easy Read document and answer the questions below. We need your answers back by Friday, 17 July 2026.

If you would like more information about the consultation or you would like another copy of the Easy Read document or questions, please email: [CommunityPharmacy.HDD@wales.nhs.uk](mailto:CommunityPharmacy.HDD@wales.nhs.uk)

***Thank you. Your views are important to us.***

### Easy Read Consultation Questions

Q1. Do you know why we've written this document?

Yes       No       Don't know

Why do you say this?

Q2. After reading the Easy Read consultation document do you now know what is available from our pharmacies?

- Yes       No       Don't know

If "No", please tell us what we need to make clearer.

Q3 Is there anything that pharmacies in our area do that isn't in this document?

- Yes       No       Don't know

If "Yes", please tell us what this is.

Q4 Is there anything you think our pharmacies could help with that isn't in this document?

- Yes       No       Don't know

If "Yes" please let us know what that is.

Q5 Do you think we're right about the gaps in what is available at our pharmacies?

- Yes  No  Don't know

If "No", please let us know why.

Q6 Is there anything else you would like to say about our pharmacies?

- Yes  No

If "Yes", please tell us in the box below.

## About you

For us to know that what we are doing is meeting the needs of everyone, it would be really helpful if you could answer the questions below. You don't have to do this, but if you do we promise only to use your information for this reason and not to share it with anyone else.

Q14 What is the first part of your postcode? (For example SA64)

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Q15 Which county do you live in?

Carmarthenshire / Ceredigion / Pembrokeshire (please circle one)

Q16 How old are you?

- |               |                          |                   |                          |
|---------------|--------------------------|-------------------|--------------------------|
| 18 – 24 years | <input type="checkbox"/> | 55 – 64 years     | <input type="checkbox"/> |
| 25 – 34 years | <input type="checkbox"/> | 65 – 74 years     | <input type="checkbox"/> |
| 35 – 44 years | <input type="checkbox"/> | 75 and above      | <input type="checkbox"/> |
| 45 – 54 years | <input type="checkbox"/> | Prefer not to say | <input type="checkbox"/> |

Q17 What is your gender?

- |       |                          |                              |                          |
|-------|--------------------------|------------------------------|--------------------------|
| Man   | <input type="checkbox"/> | Gender variant or Non-binary | <input type="checkbox"/> |
| Woman | <input type="checkbox"/> | Prefer not to say            | <input type="checkbox"/> |

Q18 Is this the same as the sex you were assigned at birth?

- Yes    No    Prefer not to say

Q19 Are you currently pregnant or have you given birth within the last year?

- Yes    No    Not applicable    Prefer not to say

Q20 Do you have a disability?

- Yes    No    Prefer not to say

Q21 What is your ethnicity?

Arabic	<input type="checkbox"/>	Mixed Race : Asian & White	<input type="checkbox"/>
Asian/British Asian: Bangladeshi	<input type="checkbox"/>	Mixed Race : Black & Asian	<input type="checkbox"/>
Asian/British Asian: Chinese	<input type="checkbox"/>	Mixed Race : Other	<input type="checkbox"/>
Asian/British Asian: Indian	<input type="checkbox"/>	Traveller: Gypsy or Roma	<input type="checkbox"/>
Asian/British Asian: Pakistani	<input type="checkbox"/>	Traveller: Irish	<input type="checkbox"/>
Asian/British Asian: Other	<input type="checkbox"/>	White: British	<input type="checkbox"/>
Black/British Black: African	<input type="checkbox"/>	White: Irish	<input type="checkbox"/>
Black/British Black: Caribbean	<input type="checkbox"/>	White: European	<input type="checkbox"/>
Black/British Black: Other	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
Mixed Race : Black & White	<input type="checkbox"/>	Another race or ethnicity – please identify _____	<input type="checkbox"/>

Q22 What is your sexual orientation?

- |                      |                          |                          |                          |
|----------------------|--------------------------|--------------------------|--------------------------|
| Asexual              | <input type="checkbox"/> | Heterosexual or Straight | <input type="checkbox"/> |
| Bisexual             | <input type="checkbox"/> | Prefer not to say        | <input type="checkbox"/> |
| Gay man              | <input type="checkbox"/> | Other                    | <input type="checkbox"/> |
| Gay woman or lesbian | <input type="checkbox"/> |                          |                          |

Q23 What is your religion?

- |           |                          |             |                          |                   |                          |
|-----------|--------------------------|-------------|--------------------------|-------------------|--------------------------|
| Buddhist  | <input type="checkbox"/> | Jewish      | <input type="checkbox"/> | Sikh              | <input type="checkbox"/> |
| Christian | <input type="checkbox"/> | Muslim      | <input type="checkbox"/> | Other religion    | <input type="checkbox"/> |
| Hindu     | <input type="checkbox"/> | No religion | <input type="checkbox"/> | Prefer not to say | <input type="checkbox"/> |

Q24 Do you provide unpaid care by looking after someone (a family member, friend or neighbour) who is older, disabled or seriously ill?

- Yes     No     Prefer not to say

Q26 Please tell us the total annual income of your household (before tax and deductions, but including any benefits and allowances) Tick 1 box only:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Below £20,000     | <input type="checkbox"/> £20,001 – £35,000 | <input type="checkbox"/> £35,001 – £50,000 |
| <input type="checkbox"/> £50,001 - £65,000 | <input type="checkbox"/> Over £65,001      | <input type="checkbox"/> Prefer not to say |

Q27 What language do you prefer to receive letters and emails in?

- English     Welsh     Prefer not to say

Other  (Please tell us what this is – including British Sign Language \_\_\_\_\_)

## Thank you for completing this consultation questionnaire.

When the consultation ends on the 17th July 2026, we will look at all of the responses and see if we need to change anything in the document before we publish the final version on the 1<sup>st</sup> October 2026.

If you've filled in a paper copy please send it back to: **FREEPOST HYWEL DDA HEALTH BOARD.**

Dear Consultee,

Please find attached, important detail for your information, with regards to the consultation process for the proposal to relocate Ysgol Heol Goffa to a new site and increase its capacity to 150.

Detail on how to access the consultation document for the proposal and how to submit observations on the proposal can be found in the table below.

<b>Important Information: Consultation Process</b>	
<b>Proposal to relocate Ysgol Heol Goffa to a new site and increase its capacity to 150</b>	
<b>Link to Consultation Document</b>	<a href="http://www.carmarthenshire.gov.wales/consultations">http://www.carmarthenshire.gov.wales/consultations</a>
<b>Consultation Period Start</b>	9 June 2026
<b>Consultation Period End</b>	21 July 2026
<b>Deadline for observations</b>	21 July 2026
<b>Link to submit online observations</b>	<a href="#">SNAP SURVEY</a>
<b>Address for written observation submissions</b>	Mr Owain Lloyd, Director of Education & Leisure County Hall, Castle Hill, Carmarthen, Carmarthenshire SA31 1JP

<b>LLANELLI RURAL COMMUNITY COUNCIL</b>	
<b>DATE</b>	09 JUN 2026
<b>FILE REF.</b>	
<b>PASSED TO</b>	PR

<p><b>Email Address for email observation submissions</b></p>	<p><a href="mailto:MEPConsultations@carmarthenshire.gov.uk">MEPConsultations@carmarthenshire.gov.uk</a></p>
<p><b>Please contact Sharon James on the contact details provided if you have any queries.</b></p>	<p><b>Sharon James</b> School Development Project Officer <a href="mailto:MEPConsultations@carmarthenshire.gov.uk">MEPConsultations@carmarthenshire.gov.uk</a></p>
<p>Your Sincerely,  Owain Lloyd Director of Education &amp; Leisure</p>	

Diolch / Thank you

**Tîm Rhaglen Moderneiddio Ysgolion / Modernising Education Programme Team**

Adran Addysg a Hamdden  
Department of Education and Leisure

**E-bost | E-mail: [RhMYMgynghoriadau@sirgar.gov.uk](mailto:RhMYMgynghoriadau@sirgar.gov.uk) / [MEPConsultations@carmarthenshire.gov.uk](mailto:MEPConsultations@carmarthenshire.gov.uk)**

Mae croeso i chi gysylltu â ni yn Gymraeg neu Saesneg /  
You are welcome to contact us in Welsh or English



Cyngor Sir Gâr  
**Carmarthenshire**  
County Council



# Proposal to relocate Ysgol Heol Goffa to a new site and increase its capacity to 150

## Consultation Document



[sirgar.llyw.cymru](http://sirgar.llyw.cymru)  
[carmarthenshire.gov.wales](http://carmarthenshire.gov.wales)

Cyngor Sir Gâr  
Carmarthenshire  
County Council



## **Carmarthenshire's Modernising Education Programme**

If you require this information in large print, Braille or on audiotape please contact the Department for Education & Children

**Email: [MEPConsultations@carmarthenshire.gov.uk](mailto:MEPConsultations@carmarthenshire.gov.uk)**

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## Introduction

Carmarthenshire County Council has a legal responsibility to review the number and type of schools it maintains in the area and whether or not it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary and secondary schools in the County and this includes consulting on the future shape of Additional Learning Needs education in the Llanelli area.

This consultation document outlines current provision and options to determine the optimum solution for meeting future need.

## School subject to proposal – Ysgol Heol Goffa

		<b>Ysgol Heol Goffa</b>
<b>School Location</b>		Heol Goffa, Llanelli, SA15 3LS
<b>Age Range</b>		3-19
<b>School Category</b> (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Special School
<b>Language Category</b>		English Medium
<b>Number of pupils registered (Jan 2026 PLASC)</b>	<b>Nursery</b>	-
	<b>Primary</b>	32
	<b>11 to 16</b>	71
	<b>Post-16</b>	29
	<b>Total</b>	132
<b>Number of pupils previously on the register</b>	<b>January 2025</b>	127
	<b>January 2024</b>	123
	<b>January 2023</b>	120
	<b>February 2022</b>	111
<b>Pupil Projections (From PLASC 2026)</b>	<b>January 2027</b>	N/A
	<b>January 2028</b>	N/A
	<b>January 2029</b>	N/A
	<b>January 2030</b>	N/A
	<b>January 2031</b>	N/A
<b>Capacity (including nursery age)</b>		118
<b>Cost per pupil (2026/27)</b>		£29,595
<b>School Budget (2026/27)</b>		£3,492,232
<b>Estyn Inspection Result</b>		Not in follow up <a href="#">ESTYN - Ysgol Heol Goffa</a>
<b>Building Condition Category</b>		C

## **Background**

### **Ysgol Heol Goffa**

Carmarthenshire County Council makes primary and secondary SLD/PMLD provision in the East and West of the county through specialist settings attached to mainstream schools however Ysgol Heol Goffa is the only standalone special school for PMLDs / SLD within Carmarthenshire.

Ysgol Heol Goffa is a special school located in Llanelli and is maintained by Carmarthenshire County Council. The school caters for pupils between the ages of 3-19 years old who have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). All pupils have a Local Authority maintained Individual Development Plan (IDP). Ysgol Heol Goffa is the only special school within Carmarthenshire and it serves learners from across the entire county.

Learners are taught in 10 class groups and a typical class would have one teacher and three teaching assistants for seven to ten pupils depending on need and age however the school has to be flexible to meet the needs of the children. The adult/pupil ratio ensures that the individual care and educational needs of the pupils can be met. The school is supported by the physiotherapy, occupational therapy service and the speech and language therapy service. The Local Authority's sensory impairment team, educational and child psychologist and central specialist advisory teams also work with the school. The school facilities include a purpose built PMLD classroom, sensory rooms, a soft play area, outdoor sensory gardens, rebound therapy facilities, an adventure play area and outdoor learning areas.

### **Rationale for Change**

Ysgol Heol Goffa is currently over-subscribed and this trend is likely to continue for the foreseeable future. There is increased demand for places which is putting significant pressure on the Local Authority to place pupils. The current capacity of Ysgol Heol Goffa is 118 with 132 pupils on roll as at January 2026 PLASC.

As a result, the Local Authority are currently developing a scheme to increase the capacity of Ysgol Heol Goffa to 150 places for pupils aged 3-19 who have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) by providing a new school with facilities fit for the 21<sup>st</sup> Century on a new site which can be shared with the community.

The proposed new site is located next to the recently completed Ysgol Pen Rhos which is approximately 3 miles from the current school site. The site is within the ownership of Carmarthenshire County Council.

The current site and layout of Ysgol Heol Goffa is poor, this is highlighted by the overcrowded minibus collection and drop off at the start and end of each school day and the lack of sufficient car parking at the front of the school.

A more recent Estyn inspection completed in November 2025 reported accommodation shortcomings at the current school due to the growing pupil population. The report noted that several areas were no longer fit for purpose such

as classrooms being too small which restricted pupils' movement particularly for wheelchair users, outdated facilities and the absence of dedicated rebound spaces and therapeutic provision.

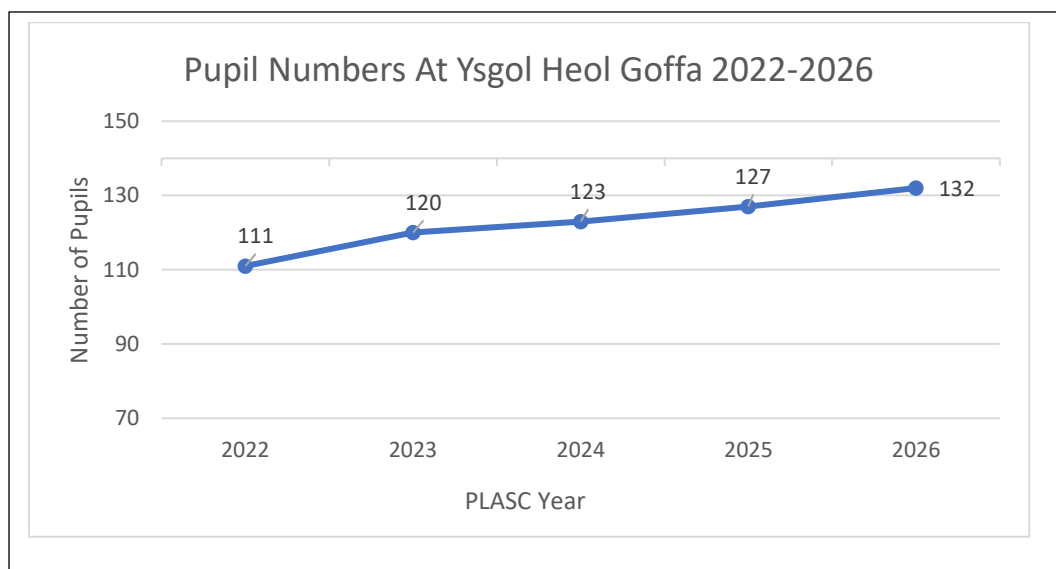
The proposed new school building would overcome these difficulties noted by Estyn by providing 21<sup>st</sup> Century facilities to meet the needs of children with more complex needs and profound additional learning needs. The proposed development would provide additional space and better provision for teaching post 16 pupils with life skills and vocational skills as well as more space and better play provision on the proposed new school site.

The proposed investment will be funded through a 75% grant contribution from Welsh Government subject to full business case approval with the Local Authority contributing the remaining 25%.

The new school will have the following benefits:

- Increased places available for pupils in the area with complex and profound additional learning needs;
- 21<sup>st</sup> Century school facilities to meet the needs of children with more complex needs and profound additional learning needs.
- New facilities with the required resources such as sensory rooms, specialist therapy rooms, therapeutic external learning environments etc.
- Better learning environment for the children and young people attending the new school;
- More space and better play provision on the school site;
- More space and better provision for teaching young people life skills and vocational skills;
- Specialist provision and specialist resources with therapy rooms available at the new school site;
- A range of learning experiences to develop independence and life skills in preparation for adulthood; and
- Opportunity to share resources with Ysgol Pen Rhos adjacent to the proposed new site.
- Opportunity to share resources with the local community.

The graph below shows pupil numbers at the school over the last five years.



As can be seen from the graph, the number of pupils attending Ysgol Heol Goffa have steadily risen over the past five years to a high of 132 by 2026.

## Capacity Information

	Feb 22	Jan 23	Jan 24	Jan 25	Jan 26
<b>Ysgol Heol Goffa</b>	85	118	118	118	118
Total Capacity					
Pupil Numbers	111	120	123	127	132
Surplus	0	0	0	0	0
Over capacity	+26	+2	+5	+9	+14

As can be seen from the table, Ysgol Heol Goffa has been over capacity during the last 5 years and this trend is expected to continue.

Pupil projections are not produced for special school learners because national and local forecasting methods are designed for mainstream pupils of statutory school age. These models do not take account of the highly individualised and complex needs of pupils in special schools, nor the significant year on year variation in referrals and admissions. Projections would therefore not provide reliable or meaningful forecasts.

## The Proposal

Due to the increase in demand for pupil places the proposal is to:

Relocate Ysgol Heol Goffa to a new site and increase its capacity to 150 from September 2029 when occupation of the new school building is proposed.

### Location of new school building

As part of Carmarthenshire's Modernising Education Programme, a preferred site has been identified for the new school building. The proposed location sits adjacent to the recently completed Ysgol Pen Rhos, approximately 3 miles from the current school site, and is owned by Carmarthenshire County Council.

### Transport

A detailed assessment of transport implications has been undertaken. Most pupils attending Ysgol Heol Goffa require specialist transport due to the nature of their additional learning needs. While the proposed location may result in increased journey times for some learners, this will be offset by:

- improved access to main transport routes

- reduced need for out-of-county placements
- opportunities for more efficient route planning

The Local Authority will continue to meet its statutory duties in respect of learner transport and will ensure that all arrangements are appropriate to the needs of individual pupils.

## **Land and Buildings**

If the proposal is approved, the existing Ysgol Heol Goffa building will become a redundant school site. The property will then be transferred to the Corporate Property Division within the Place, Infrastructure and Economic Development Department, who will implement the processes set out in the Future Use/Disposal of Redundant Land and Buildings arising from the Modernising Education Programme policy.

This policy ensures that the community is given the first opportunity to express interest in taking on the site before it is placed on the open market.

## **Advantages and Disadvantages of the proposal**

### **Advantages**

- New build school with 21<sup>st</sup> Century facilities
  - Purpose built facilities
    - Specifically designed spaces for pupils with PMLD / SLD
    - Enhanced accessibility, wider corridors, sensory rooms, therapy spaces, quiet zones
    - Modern classrooms with improved technology
    - Dedicated spaces for therapeutic and specialist interventions
- Increase capacity to 150 places
  - More places to provide provision locally
  - Reduces waiting lists and out of county placements
  - Keeps pupils closer to their families and communities
- Better working environment for staff
  - Staff benefit from modern facilities and resources that support effective teaching and learning
  - Increased space allows for better collaboration between teaching, support and healthcare professionals
  - Improved staff morale and retention
- More space and better outdoor play provision on the new school site
- Opportunity to share resources with Ysgol Pen Rhos adjacent to the proposed new site.
- Opportunity to share resources with the local community.

### **Disadvantages**

- Requires a statutory process to instigate change.

- Dependent on business case approval to secure 75% Welsh Government grant funding for investment.
- Increased travelling time for some pupils.

## Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement process.	- Follow guidelines as set out in the School Organisation Code 2026.
2.	Failure to gain approval of business cases	- Follow guidelines as set out in the Sustainable Communities for Learning business case guidance.
3.	An unsatisfactory consultation with the community	- Develop communication strategy and consult on a regular basis to address concerns.
4.	Demand for provision decreases	- Unlikely as the demand for places outweigh the number of places currently available.
5.	Integration of pupils into the new school building.	- The Authority will work with the school and pupils to ensure smooth transition and integration into the new school.

## School Catchment Area

Ysgol Heol Goffa does not have a designated catchment area. As the only Local Authority special school in Carmarthenshire, it serves learners from across the entire county.

## Staffing

Staffing implications will be addressed in accordance with the County Council's Policy and Procedures.

## Welsh in Education Strategic Plan (WESP)

Ysgol Heol Goffa has been categorised as an English medium language category special school (category 1).

The Local Authority is committed to providing a bilingual service to Carmarthenshire's learners. The Authority recognises that bilingual provision in

our Special Schools and Units is limited. We will work with these settings in developing bilingual provision to ensure that learners with complex additional needs can access bilingual provision and support in their chosen language.

The majority of pupils respond appropriately to Welsh greetings and can use common greeting words in the correct context. Nearly all pupils develop their understanding of the culture and heritage of Wales effectively.

The school plans suitably to develop pupils' Welsh language skills. There are many opportunities for pupils to develop their understanding of Welsh culture and heritage, for example, pupils access authentic contexts at Llangrannog and Bluestone to use Welsh in real life. Annual cultural events include Eisteddfod celebrations, Dydd Miwsig Cymru, Urdd activities, St David's Day, Goldies Cymru, and school initiatives such as "Y Canwr Cudd" and "Pwy wyt ti?". Future after-school clubs are planned once the new premises open, expanding opportunities to use Welsh socially.

The proposal supports Carmarthenshire's WESP, especially Outcome 5 (increasing the use of Welsh socially), by increasing opportunities for progression in Welsh within a large special-school cohort and through enhanced community use.

The new school building will standardise corporate bilingual signage and create additional teaching/ancillary spaces suitable for clubs, events and family learning. Proximity to beach, café and Health & Well-being Centre (within walking distance) adds frequent, real life contexts for pupils to practise Welsh in the community; on-site community café and eco-shop will extend these interactions. Relocation is expected to increase learners' opportunities to use Welsh through improved facilities, expanded enrichment and stronger community interfaces.

## **Financial Implications - Revenue**

Ysgol Heol Goffa is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on the new school's pupil numbers and facilities.

## **Capital Expenditure**

The capital investment will be subject to full business case approval by Welsh Government. Currently the Welsh Government grant intervention rate for special school capital schemes is 75% of their cost with the Local Authority funding the remaining 25%.

## **Capital Receipts**

Any capital receipts received as a result of this proposal will be re-invested into the MEP programme.

## Transitional Arrangements

During the transitional period pupils will remain on the existing school site until the new school building is ready for occupation.

As many pupils at Ysgol Heol Goffa have complex learning, communication, sensory or physical needs, the Local Authority will work closely with the school to ensure that the move is carefully planned and sensitive to each child's individual needs.

A phased transition programme will be put in place, which will help ensure that pupils experience a smooth, well supported transition and feel safe, confident and prepared as they settle into the new school environment.

## Admissions Arrangements

Admission to Ysgol Heol Goffa is via an inclusion panel made up of Headteachers and representatives of the Local Authority. Referrals to the admissions panel are made by the Education Department via the placement panel following assessment and consultation with representatives from Education, Health and Social Services Departments and are subject to meeting evidenced entry criteria.

## Alternative Options Considered

In developing a preferred option, the Authority considered a range of alternative options.

Option 1	Status Quo – Pupils remain in their current school.	Discounted due to insufficient capacity for current number on roll, confined site.
Option 2	Refurbish / Remodel current school site to increase capacity.	Insufficient outdoor area to develop current school site to increase capacity and provide sufficient outdoor space in line with building bulletin requirements.
Option 3 (Preferred)	New build 150 capacity school providing 21 <sup>st</sup> Century facility for SLD and PMLD pupils.	An achievable and affordable option to provide the pupils of Ysgol Heol Goffa with a school of capacity required with facilities fit for the 21 <sup>st</sup> Century for the medium to long term.
Option 4	New build 250 capacity school providing 21 <sup>st</sup> Century facility for SLD, PMLD and ASC provision.	Discounted due to budget constraints.

## School(s) affected by this proposal

Ysgol Heol Goffa does not have a designated catchment area. As the only Local Authority special school in Carmarthenshire, it serves learners from across the entire county, therefore all schools will be notified of the proposal.

## Additional factors to be taken into account in preparing, publishing, approving or determining proposals for the reorganisation of additional learning provision

### Standards of provision

- ***Whether proposals will improve standards of accommodation for pupils with ALN, including building accessibility***

Proposals will provide:

- Specifically designed spaces for pupils with PMLD / SLD
- Enhanced accessibility, wider corridors, sensory rooms, therapy spaces, quiet zones
- Modern classrooms with improved technology
- Dedicated spaces for therapeutic and specialist interventions.

- ***How proposals will address any health, safety and welfare issues***

Proposals will provide:

- Improved medical and core facilities such as medical rooms, hoists and other 21<sup>st</sup> Century modern facilities
- Modern building standards to ensure fire safety and security
- Clear evacuation routes with accessible fire exits and areas for pupils with mobility needs
- Calm low stimulation environments to help reduce anxiety
- Quiet rooms, sensory spaces and therapeutic areas to support wellbeing
- Natural lighting and calming colours with acoustics designed to reduce stress.

- ***How proposals, where appropriate, will support increased inclusion***

A new purpose built special school will promote inclusion by creating an environment where all pupils feel valued, supported and given equal opportunities to thrive by:

- Design will:
  - ensure the school is accessible to all pupils by providing wide doorways, ramps and sensory friendly spaces
  - provide multi-sensory learning spaces ensuring that all pupils can participate fully.

- ***The impact of proposals on other ALP within the immediate and wider local authority area including out of county where appropriate.***

Ysgol Heol Goffa is the only special school in Carmarthenshire therefore we don't expect the proposals to have a negative impact on other provision within the area.

## **Need for places and the impact on accessibility of schools**

The School Organisation Code (2026) requires relevant bodies to take into account the following points in relation to the need for places and impact on accessibility of schools:

- ***Whether there is a need for a particular type of ALP within the area***

Ysgol Heol Goffa is the only special school in Carmarthenshire. Numbers on roll have increased significantly over the last 10 years to a high of 132 by January 2026 PLASC figures.

All specialist settings across Carmarthenshire are currently full, and there is no surplus ALN capacity within the county. These pressures are expected to continue due to the increasing number of pupils requiring complex specialist support, alongside more accurate early identification of additional learning needs. The proposed new 150 capacity special school is intended to meet this need sustainably for the medium and long term.

- ***Whether there is surplus ALP in the area***

There is no surplus capacity in ALN in Carmarthenshire, all specialist settings are full.

- ***Whether ALP would be more effective or efficient if regional provision were made***

In most cases there is a presumption that local provision in the local school in the community in which the learner lives is the best. However, for certain high complexity, low incidence needs regional planning for regional provision is recommended.

- ***The impact of proposals on the transportation of learners with ALN.***

By increasing the capacity of Ysgol Heol Goffa it will provide more places to provide provision locally whilst:

- Reducing waiting lists and out of county placements
- Keeps pupils closer to their families and communities

## Quality and Standards in Education

The School Organisation Code (2026) requires an analysis of the likely impact of the proposals on the quality and standards of education in the school, taking into account the relevant Estyn inspection areas, which are outlined in the following section.

The school will relocate to a purpose-built, modern facility with increased capacity and enhanced resources, designed to better meet the current and future needs of pupils. The Local Authority considers that, if implemented, this option would not have a negative impact on overall standards of education or on pupil progress.

Ysgol Heol Goffa was last inspected by Estyn in November 2025, the report findings are noted below:

### **Learning - standards and progress overall:**

It is noted in the school ESTYN inspection report that:

- Pupils make steady and purposeful progress across a wide range of skills appropriate to their individual needs.
- Many develop early reading, writing and communication skills successfully and become increasingly confident readers and communicators using a variety of methods.
- Pupils apply literacy, numeracy and digital skills in meaningful real-life contexts, such as creating posters, interpreting simple data and contributing to multimedia projects.
- Overall, pupils progress well across key skill areas and engage confidently in a broad and enriching curriculum.
- Physical development is supported effectively through onsite and offsite activities that build strength, resilience and confidence, while social skills are a significant strength with pupils interacting positively and communicating confidently with peers and adults.

### **Impact of the Proposal**

The proposal is expected to have a positive impact on pupils' learning and progress. A new purpose built school with enhanced facilities will provide improved learning environments, greater access to specialist spaces and resources, and increased opportunities to support communication, independence and physical development. This is likely to further strengthen pupil engagement, wellbeing and overall educational outcomes.

### **Wellbeing and attitudes to learning:**

- The school is an inclusive, supportive community where pupils feel safe, welcome and respected.
- Strong relationships between staff and pupils underpin confidence, emotional regulation and willingness to engage in learning.
- Nearly all pupils demonstrate highly positive behaviour and many make strong improvements in self-regulation and communication over time.

- A dedicated wellbeing team provides valuable therapeutic and sensory support, and well-structured routines contribute to a calm, nurturing environment.
- Enriching activities such as enterprise projects, residential experiences and cultural visits help pupils develop resilience, independence and emotional regulation in real-life contexts.
- However, shortcomings in accommodation negatively impact pupils' wellbeing, independence and access to the curriculum, as many classrooms are too small and facilities to support independent living are outdated.

### **Impact of the Proposal**

The proposal, if adopted, is expected to have a positive impact on pupils' wellbeing and attitudes to learning. A new purpose built school with enhanced accommodation and specialist facilities will address the limitations of the current building, providing more appropriate space to support independence, therapeutic interventions and emotional regulation. This is likely to further strengthen the school's nurturing environment and support continued positive behaviour, engagement and overall wellbeing.

### **Teaching and learning experiences (the breadth, balance and appropriateness of the curriculum, and teaching and assessment):**

- Teaching is generally calm, purposeful and well structured, with predictable routines supporting pupils' readiness to learn.
- Staff have a secure understanding of pupils' needs and plan clear, well-sequenced activities that include sensory exploration, outdoor learning, group work and creative tasks to maintain engagement and reinforce key concepts.
- Where teaching is strongest, staff model language skilfully using a total communication approach and question pupils effectively to support independence.
- Assessment practices are meaningful, with staff providing immediate feedback and adapting teaching in response to ongoing observation.
- The curriculum is broad and ambitious, aligned with Curriculum for Wales, and learning outside the classroom is a particular strength that enhances independence and life skills.
- In a very few cases, the pace of lessons is less effective, classroom acoustics hinder attention, and whole-class formats reduce opportunities for targeted interaction.

### **Impact of the Proposal**

The proposal, if adopted, is expected to have a positive impact on teaching and learning experiences. A new purpose built school with enhanced learning environments, improved acoustics and access to specialist teaching spaces will better support a range of pedagogical approaches, including targeted group work and sensory learning. This is likely to further strengthen the delivery of

the broad and ambitious curriculum and improve engagement and progress for all learners.

**Care, support and guidance (personal development and safeguarding):**

- Safeguarding arrangements ensure pupils are protected, and staff understand their responsibilities and report concerns appropriately.
- Leaders work positively with partners to promote pupils' understanding of staying safe.
- The school works closely with families and the community, supporting pupils' sense of belonging and helping them develop communication and empathy.
- Staff make purposeful adjustments to meet pupils' sensory and feeding needs, broadening dietary experiences over time.

**Impact of the Proposal**

The proposal is expected to have a positive impact on care, support and guidance. A new purpose built school with enhanced facilities will provide improved spaces for therapeutic support and personalised interventions, enabling staff to meet pupils' complex needs more effectively. This is likely to strengthen safeguarding practices, support closer multi-agency working and enhance pupils' personal development, health and overall wellbeing.

**Leadership (quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, and professional learning):**

- Leaders at Ysgol Heol Goffa provide assured and dedicated leadership.
- The headteacher offers measured and purposeful direction, strongly supported by senior leaders. Together, they have built a highly committed staff team and place equal importance on the well-being of both pupils and staff, ensuring that care, safety and emotional support sit at the heart of the school's work. This contributes to a positive school culture in which pupils feel secure, valued and able to make purposeful progress.
- The leadership structure supports teaching, learning, wellbeing and day-to-day operations appropriately.
- Leaders work together effectively to maintain a school where pupils are happy, attend well and make strong progress in their learning and well-being. Middle leaders are growing in confidence as they develop their roles within this structure.
- Governors provide effective support and challenge. They have a secure understanding of the school's strengths, areas for development and financial constraints.

**Impact of the Proposal**

The proposal, if adopted, is expected to have a positive impact on leadership and management. A new purpose built school will support leaders in strengthening strategic planning and operational effectiveness by providing accommodation that aligns with the school's long-term vision and capacity requirements. Increased pupil numbers are likely to support the more efficient

deployment of staffing and resources, contributing to greater sustainability and enabling leaders to further enhance quality assurance processes, professional learning and whole-school improvement.

**Vulnerable groups including learners with ALN and learners from economically deprived backgrounds:**

- The school provides placements for pupils aged 3–19 with overlapping additional learning needs, with 100% of pupils identified as having ALN, including severe learning difficulties, speech, language and communication needs, profound and multiple learning difficulties, and significant physical and medical needs.
- Many pupils are autistic or experience behavioural, emotional and social difficulties, while a minority have sensory impairments, demonstrating the school's role in supporting learners with highly complex needs.
- Nearly all pupils have an individual development plan, ensuring provision is closely tailored to their developmental and learning requirements.
- Just under half of pupils are eligible for free school meals, indicating that the school supports a notable proportion of learners from economically disadvantaged backgrounds.
- Staff show a particularly strong understanding of pupils' needs and provide warm, dignified support, with positive relationships underpinning confidence, emotional regulation and engagement in learning.
- Leaders ensure that pupils with profound and multiple learning needs access adapted and meaningful experiences that broaden horizons and support resilience, independence and emotional regulation.
- Staff make purposeful adjustments to meet pupils' sensory and feeding needs, helping pupils explore new foods and broaden dietary experiences over time.
- The school works closely with families and the community, supporting communication, empathy and a strong sense of belonging for vulnerable learners.

**Impact of the Proposal**

The proposal, if adopted, is expected to have a positive impact on vulnerable learners. A new purpose built school with enhanced specialist facilities will provide improved accessibility, therapeutic spaces and learning environments better suited to pupils with complex additional learning needs. This is likely to support more effective delivery of personalised interventions, promote greater independence and inclusion, and help reduce barriers to learning for pupils, including those from economically disadvantaged backgrounds, thereby improving equity and educational outcomes.

**Current school priorities / Estyn recommendations:**

Ysgol Heol Goffa was last inspected by Estyn in November 2025 and currently is in No Follow Up.

Estyn Recommendations:

R1 Address the concerns identified in the safeguarding letter

R2 Strengthen quality assurance systems and provide clearer accountability across leadership roles.

## **The Consultation Process**

The consultation on the proposals within this consultation document will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2026).

### **Who will be consulted?**

A link to the Consultation Document will be provided to the following stakeholders (as determined by the School Organisation Code (2026)):

- parents (and where possible prospective parents), carers and guardians of learners currently attending schools which are the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals;
- in the case of proposals affecting secondary provision, parents, carers and guardians of learners attending primary schools from which learners normally transfer to that secondary school;
- staff members of schools which are the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals;
- the maintaining or proposed maintaining authority for schools which are the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals (including relevant transport and highways teams);
- any other local authority (including those in England, where appropriate) the proposer considers is likely to be affected by the proposals, including in the case of dedicated ALP any authority placing or likely to place learners with ALN in the school which is subject to the proposals;
- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school which is the subject of the proposals and any other schools the proposer considers are likely to be affected by the proposals are located;
- any other appropriate religious body for any school which is the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals and any other school the proposer considers is likely to be affected by the proposals;
- the Welsh Ministers;

- Members of the Senedd (MS) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals;
- the relevant school improvement services;
- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by or intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- the local authority family information service, any independent or voluntary providers who are likely to be affected and the national umbrella organisations supporting them, Mudiad Meithrin, NDNA Cymru, Clybiau Plant Cymru, Early Years Wales, PACEY Cymru and Play Wales;
- in the case of proposals affecting ALP, any relevant health or third sector bodies that the proposer considers have an interest;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school which is the subject of the proposals;
- in the case of proposals affecting school sixth forms, Medr; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner and Mentrau Iaith.

### **Consultation with Pupils**

Pupils will be provided with a copy of a Children and Young People Consultation Document.

Additionally, there will be an opportunity for the pupils (School Council as a minimum) of the schools subject to the proposals to participate in the consultation process during a session which will be undertaken by an Education Support Advisor.

The information gathered from the consultation with pupils will form part of the Consultation Report which will be submitted to the Cabinet for consideration following the consultation period.

## The Statutory Process

### Stage 1. Consultation Period

The consultation period for the proposals starts on 9 June 2026 and ends on 21 July 2026

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period.

#### **Considering your views**

During the consultation period you can ask questions, express your views or provide alternative options for consideration by no later than 21 July 2026 through one of the following methods:

- Completing an online survey using the following link: [SNAP SURVEY](#)
- Sending an email to: [MEPConsultations@cararthenshire.gov.uk](mailto:MEPConsultations@cararthenshire.gov.uk)
- Writing a letter to the following address: Mr Owain Lloyd, Director of Education & Leisure, County Hall, Castle Hill, Carmarthen, Carmarthenshire, SA31 1JP
- Or completing a paper copy response for (Appendix A) and returning to Mr Owain Lloyd, Director of Education & Leisure, County Hall, Castle Hill, Carmarthen, Carmarthenshire, SA31 1JP or [MEPConsultations@cararthenshire.gov.uk](mailto:MEPConsultations@cararthenshire.gov.uk)

Please note that you only need to submit your response through **one** communication method only.

Comments submitted during the consultation period will be recorded and summarised in a Consultation Report.

Following the consultation period, a Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a Statutory Notice.

The Cabinet of Carmarthenshire County Council will consider the Consultation Report and decide whether or not to proceed with the proposal.

## **Stage 2. Statutory Notice Objection Period**

If the Cabinet decides to continue with the proposal Carmarthenshire County Council must publish a Statutory Notice.

The Statutory Notice will be published on Carmarthenshire County Council's website and posted at the schools subject to proposals. Copies of the notice will be made available to the schools to distribute to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email).

The Statutory Notice will set out the details of the proposal and invite anyone who wishes to object or support to do so in writing within a period of 28 days.

If objections are received an Objection Report will be published on Carmarthenshire County Council's website. Hard copies of the report will also be available on request. The report will summarise the issues or supportive comments raised and provide Carmarthenshire County Council's response.

If no objections are received, the proposal moves straight to determination.

## **Stage 3. Determination**

Carmarthenshire County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

All stakeholders will be notified of the County Council decision and publication of the Objection Report within 7 days of the determination.

## **Statutory Process Timeline**

An indicative statutory process timeline is shown below:

<b>Stage</b>	<b>Description</b>	<b>Duration</b>
1	<b>Consultation</b> Issue of this consultation document to identified and other interested parties.	<b>June 2026 – July 2026</b>  At least 42 days (including at least 20 school days)
2	<b>Consultation Report</b>	<b>October 2026</b>

	<p>A Consultation Report will be taken to the Cabinet for a decision on whether or not to proceed to publish a statutory notice.</p> <p>OR alternatively proposal ends.</p>	<p>The Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a statutory notice</p>
3	<p><b>Statutory Notice</b></p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p>	<p><b>November 2026 – December 2026</b></p> <p>Minimum 28 days (including at least 15 school days)</p>
4	<p><b>Objection Report</b></p> <p>If objections are received an Objection Report will be published on the Carmarthenshire County Council's website. Hard copies of the report will also be available on request. The report will summarise the issues or supportive comments raised and provide Carmarthenshire County Council's response.</p> <p>If no objections are received, the proposal moves straight to determination.</p>	<p><b>March 2027</b></p> <p>Published within 28 days of the end of the objection period</p>
5	<p><b>Determination</b></p> <p>County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections received.</p> <p>Following determination of proposals all interested parties will be informed and</p>	<p><b>March 2027</b></p> <p>Decision made within 16 weeks of the end of the objection period</p>

	advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.	
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## **Integrated Impact Assessment**

An initial integrated impact assessment (IIA) has been undertaken to help us to ensure we have considered how different groups and services could be affected by our proposals, enabling us to strengthen positive aspects and mitigate any potentially negative impacts. Should the proposal proceed, this assessment will be reviewed and updated at key points as necessary.

The integrated impact assessment incorporates the requirements of the following Acts into one Impact Assessment:

- Well-being of Future Generations (Wales) Act 2015
- Public Sector Equality Duty and the Equality Act 2010
- Socio-Economic Duty 2021
- Welsh Language Measure 2011 and Welsh Language Standards
- United Nations Convention on the Rights of the Child (UNCRC) & Rights of Children and Young Persons (Wales) Measure 2011
- Environment (Wales) Act 2016 – biodiversity and ecosystem resilience
- General Data Protection Regulation.

## Appendix A - Response Form

Carmarthenshire County Council is consulting on the proposal to:

- Relocate Ysgol Heol Goffa to a new site and increase its capacity to 150

The following response form allows you to comment on the proposal, the alternative options and to suggest other alternative options.

You can submit your views in favour of or against the proposal.

Responses received during the consultation period will not be treated as statutory objections. If you wish to object, you will need to do so in writing during the statutory objection period.

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1. Are you responding as a:

Parent/ carer or guardian

Prospective parent/ carer or guardian

Governor

Staff

Member of the community

Community Council

Other: Please specify \_\_\_\_\_

2. Do you support the proposal?

Yes

No

3. Please feel free to share any comments or reasons for your answer including any impacts that you think the proposal may have (optional).

4. Are there any other options that you think the Local Authority should be considering for Ysgol Heol Goffa?

Yes

No

If yes, please outline the alternative option(s):

5. We are required by the Welsh Language Standards to consider the effects of any policy decisions on the Welsh Language.

a. In your opinion, what positive or adverse effects would this proposal have on opportunities for persons to use the Welsh language and to treat the Welsh language no less favourably than the English language?

b. How do you think the proposal could be formulated or revised so that it would have positive or more positive effects on opportunities for persons to use the Welsh language and to treat the Welsh language no less favourably than the English language?

c. How do you think the proposal could be formulated or revised so that it would not have adverse effects or have less adverse effects on opportunities for persons to use the Welsh language and to treat the Welsh language no less favourably than the English language?

6. At the end of the consultation period, a Consultation Report will be published summarising the issues raised by consultees and the Local Authority's response to those issues.

Would you like to be informed of the publication of the Consultation Report:

Yes

No

If yes, please provide an e-mail address or postal address and language preference (English/Welsh):

Thank you for completing the response form.

Completed response forms should be sent to:

Mr Owain Lloyd,  
Director of Education & Leisure,  
County Hall,  
Castle Hill,  
Carmarthen,  
SA31 1JP

or be emailed to [MEPConsultations@carmarthenshire.gov.uk](mailto:MEPConsultations@carmarthenshire.gov.uk)

Alternatively, you can complete this form online [SNAP SURVEY](#)

# Impact Assessment Pack

To be read in conjunction with the  
Ysgol Heol Goffa Consultation Document



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**All impact assessments will be revised and updated accordingly at relevant points during the statutory process namely after the formal consultation period and after the objection period (if applicable).**

# 1. Community Impact Assessment

An initial community impact assessment has been undertaken. This assessment will be reviewed and updated at key points should the proposal proceed.

**• Information on the proportion of pupils from the catchment area that attend the school**

This data is not collected, Ysgol Heol Goffa does not have a designated catchment area.

**• Information on the proportion of pupils from outside the catchment area that attend the school**

This data is not collected, Ysgol Heol Goffa does not have a designated catchment area.

**• Information about any other facilities the school accommodates e.g. youth club/play group**

The school hosts summer and Easter holiday clubs for social services and youth services. Ty Hafan uses the school premises for meetings and clubs with parents and children on weekends and during holidays.

**• Information about any other facilities or services the school provides e.g. after school clubs, community library**

There are currently no after school clubs, but it is the intention of the school to start once the school moves to their new bigger school building which would provide more opportunities. The school currently host transition carers and other roadshows, Goldies Cymru singing events, pre-school sensory sessions and workshops for parents and carers among other things.

**• Impact on health and wellbeing e.g. if pupils would be less able to walk or cycle to school**

Most pupils attending Ysgol Heol Goffa have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD), many of whom require specialised transport, mobility support or wheelchair accessible vehicles. As a result, the majority of pupils do not walk or cycle to school, and therefore the proposal is not expected to negatively impact their ability to travel safely.

**• Information about any wider implications the changes would have on public transport provisions**

The current Ysgol Heol Goffa site is not served directly by public transport. The nearest bus stops are located on Felinfoel Road and Corporation Avenue, both approximately a quarter of a mile from the school. The site is also some distance from wider transport links, being around 1.5 miles from Llanelli Railway Station and 0.8 miles from the town's bus station.

In contrast, the proposed new location would be situated directly on a bus route, significantly improving accessibility for staff and visitors. The site is within very close proximity to Llanelli Railway Station, and the bus station remains within a reasonable walking distance, similar to the current school site. In addition, a new bus interchange is planned for the railway station area, which is expected to further enhance connectivity and increase bus movements. Transport for Wales has also indicated its intention to improve local bus services as part of its ongoing transition to a franchised bus network, which should provide further long-term benefits.

### **Proposed community impact of the new school building**

The proposed new Ysgol Heol Goffa site will provide significantly greater benefits to the community compared with the existing school. The current school is located away from direct public transport routes, with the nearest bus stops and rail links some distance away, limiting accessibility for families, visitors and community partners. In contrast, the new site will be situated directly on a bus route and in close proximity to Llanelli Railway Station, making the school more accessible for staff, visitors and wider community use.

Additionally, the move to a modern, purpose built facility enables the continuation and expansion of the community activities already hosted by the school such as holiday clubs, workshops, sensory sessions and events delivered with partner organisations while providing higher quality, more flexible spaces for future community engagement and support services. Overall, the new school will strengthen the school community relationship, improve accessibility, and enhance opportunities for inclusive community use.

## 2. Welsh Language Impact Assessment



### **Welsh Language Impact Assessment Proposed New Build at Ysgol Heol Goffa, Llanelli**

Prepared by: Carmarthenshire County Council

This WLIA is undertaken in accordance with the Welsh Language (Wales) Measure 2011, the Welsh Language Standards (including Policymaking Standards 88–93), and the School Organisation Code (2026), which explicitly links statutory school organisation proposals to Welsh Language Impact Assessments and the policy-making standards consultation process.

This proposal is especially important within Llanelli’s linguistically vulnerable urban areas, where Welsh language transmission and community use are under sustained pressure. The new build is therefore framed as an intentional linguistic intervention designed to expand structured, accessible opportunities for Welsh use rather than a neutral infrastructure improvement.

#### **1. Introduction and Purpose**

This Welsh Language Impact Assessment (WLIA) evaluates the likely impact of the proposed new build for Ysgol Heol Goffa, Llanelli (maintained special school for ages 3–19) on opportunities to use the Welsh language and on treating Welsh no less favourably than English. It draws on Estyn inspection findings (November 2025), Census 2021 Welsh language data, and evidence supplied by the school.

This proposal demonstrates clear due regard to the Welsh Government School Organisation Code by assessing in detail the potential impacts on Welsh-language use and by identifying meaningful opportunities for learners, families and the wider community to use Welsh more frequently. The WLIA also specifies appropriate mitigation measures, ensuring that the Welsh language will continue to be treated no less favourably than English throughout the implementation of the new build.

The proposal aligns with the Welsh Language Standards by ensuring that public-facing communication, signage, documentation and services associated with the new build will be available in Welsh and English. The school and Local Authority will maintain and develop operational capacity for delivering services in Welsh, strengthening the visibility and accessibility of Welsh across the new school setting.

This proposal also contributes to the Well-being of Future Generations (Wales) Act 2015, particularly the goal of ‘a *Wales of vibrant culture and thriving Welsh language*’. The decision-making processes underpinning the new build reflect the sustainable development principle by considering long-term linguistic benefits, preventing further decline in Welsh use, integrating cultural well-being within educational planning, and engaging collaboratively with pupils, families, staff and community partners throughout the consultation and implementation phases.

## 2. Methodology and Evidence Base

Evidence sources include: (a) Estyn inspection report for Heol Goffa (inspection November 2025, published January 2026); (b) Information received from various Carmarthenshire County Council teams (c) Census 2021 Welsh language bulletins and datasets (ONS, Stats Wales/NOMIS); (d) information provided by Ysgol Heol Goffa including Siarter Iaith Cymraeg Campus status and enrichment; and (e) relevant Welsh Government policy (School Organisation Code, Welsh Language Standards and WESP).

As this is a special school proposal, the Council has had due regard to the Public Sector Equality Duty in assessing this proposal, ensuring that actions to promote Welsh remain inclusive for learners with complex communication needs. The symbol supported bilingual approach, including AAC (Augmentative and Alternative Communication) where required, will help maintain equitable language access and supports equality of opportunity for all pupils.

## 3. Context: Ysgol Heol Goffa and Proposal

Ysgol Heol Goffa is a maintained special school in Llanelli catering for learners with severe and profound and multiple learning difficulties, with many presenting significant speech, language and communication needs. The school has 132 pupils on roll and identifies strong relationships, a broad Curriculum for Wales offer, and extensive enrichment, while noting that the current building is no longer fit for purpose in several key areas. The Council has progressed plans towards a new 150 place school (subject to approvals).

## 4. Welsh Language Impact Assessment (Table 1)

This section assesses the proposal against the Welsh Language Standards (No.1 Regulations 2015), specifically the Policy-making Standards (Standards 88–93), Service Delivery Standards (Standards 1–83), and Operational Standards (Standards 127–135).

Impact Criteria	Description	Status of the impact	Potential Mitigation / Measures to enhance positive impact	Final impact (following mitigation)
<b>Informal use of Welsh at the school (greetings, signage, routines, general communication)</b>	Informal, day-to-day use of Welsh is embedded through bilingual greetings, signage and daily routines. For accessibility, the school complements Welsh/English with symbols and augmentative systems	Positive	Ensure new-build, classroom signage and digital displays are consistently bilingual and symbol-supported with Welsh and English signage issued simultaneously;	Positive - improved consistency and visibility of bilingual environment in a fit-for-purpose building.

	(including Signalong/"SingalONG" approaches, visual symbols and Body Signs) to ensure all learners can participate in a bilingual ethos.		refresh a whole-school informal-Welsh framework (greetings, transitions, playtimes) for the new site; build in pupil voice via Criw Cymraeg to monitor informal use.	
<b>Current Welsh language standards and provision (curriculum, staffing, monitoring)</b>	Staff mainly communicate through English, with incidental Welsh used to support instructions and learning. Welsh is delivered through the Languages, Literacy and Communication (LLC) Area, embedded across routines, songs and prayers. Social media outputs are often bilingual. There are 32 staff including 9 teachers with Welsh-medium skills contributing to practice. The School Development Plan prioritises cross-curricular skills, including Welsh, with monitoring systems in place.	Neutral to Positive	Map incidental Welsh across phases; extend Welsh oracy objectives into therapy/sensory programmes; expand staff professional learning for Welsh in ALN contexts; formalise internal tracking of Welsh language progress in IDPs and class profiles; increase proportion of bilingual outward-facing communications.	Positive - capacity and systems strengthen with targeted professional learning and monitoring.
<b>After-school and enrichment opportunities (Welsh-medium/bilingual)</b>	Pupils access authentic contexts at Llangrannog and Bluestone to use Welsh in real life. Annual cultural events include Eisteddfod celebrations, Dydd Miwsig Cymru, Urdd activities, St David's Day, Goldies Cymru, and school initiatives such as "Y Canwr Cudd" and "Pwy wyt ti?". Future after-school clubs are planned once the new premises open, expanding opportunities to use Welsh socially.	Positive	Use additional space to schedule bilingual after-school clubs (e.g. Criw Cymraeg club, music, sensory story, coding with Welsh commands); partner with Urdd and Menter Iaith for staffing and transport; timetable family Welsh sessions termly.	Positive - increased frequency and range of bilingual enrichment.
<b>Community opportunities (support for parents/carers and wider community)</b>	The school hosts roadshows, coffee mornings and drop-in sessions, enabling	Positive	Publish a bilingual community-use policy; partner with local Welsh-medium	Positive - strengthened family and intergeneratio

	families to engage with services often available bilingually. The new build intends to open spaces for courses, training and community get-togethers, with a community café and eco-shop providing authentic public interaction through Welsh.		providers (Menter Cwm Gwendraeth Elli, Coleg Sir Gŵr – community learning) to deliver sessions bilingually; promote volunteer Welsh conversation sessions led by Criw Cymraeg and/or parents/guardians	nal use of Welsh.
<b>Opportunities created by the new school (spaces, signage, events, family learning)</b>	The new building will standardise corporate bilingual signage and create additional teaching/ancillary spaces suitable for clubs, events and family learning. Proximity to beach, café and Health & Well-being Centre (within walking distance) adds frequent, real-life contexts for pupils to practice Welsh in the community; on-site community café and eco-shop will extend these interactions.	Positive	Adopt a bilingual environmental print plan with Welsh and English signage issued simultaneously; design spaces for community Welsh sessions; incorporate Welsh prompts into enterprise (menus, labels, greetings); schedule calendared community events bilingually. ( <i>Service Delivery Standards 61–63</i> )	Positive - enhanced authentic use and visibility of Welsh.
<b>Overall impact of relocation/new build on Welsh language use</b>	Relocation is expected to increase learners' opportunities to use Welsh through improved facilities, expanded enrichment and stronger community interfaces. Real-world contexts (beach, café, health and well-being centre) and onsite enterprises will provide repeated, purposeful chances to use Welsh with the public.	Positive	Risk: reliance on incidental Welsh could limit progression.  Mitigation: set measurable targets for Welsh oracy exposure across phases; include Welsh prompts in enterprise/customer interactions; monitor uptake of Welsh community sessions and Urdd membership.	Positive - provided targets and monitoring are implemented.
<b>Support for Welsh cultural participation (Urdd, Mentrau Iaith, eisteddfodau, heritage)</b>	Pupils participate in the Urdd Eisteddfod, Welsh heritage projects, Siarter Iaith Cymraeg Campus,	Positive	Increase Urdd membership subsidies; consider creating a transport	Positive - broadened reach and inclusion.

	and local sporting/cultural events. The school collaborates on residential/day visits and competitions with local schools and special schools across Wales, reinforcing identity and oracy.		bursary; co-plan accessible categories for learners with complex needs; embed local heritage bilingual sensory stories and museum outreach in the curriculum.	
<b>Additional evidence (School/Local Authority/Estyn)</b>	Bronze Siarter Iaith Cymraeg Campus Award achieved; co-written Welsh song with Mei Gwynedd; supported Welsh Government research on delivering Welsh education in special schools. Estyn (Nov 2025) praises leadership roles (Ciw Cymraeg, school council, eco committee), strong community connections and regular bilingual events (Sing and Smile, storytelling, reading), which build communication, confidence and cultural identity.	Positive	Continue to develop and embed use of Welsh across the school as part of school improvement.  Consider maintaining an evidence portfolio (videos, photos, planning); expand Siarter Iaith Cymraeg Campus progress towards Silver and beyond.	Positive - strong platform for further improvement.
<b>Alignment with WESP and Welsh Government School Organisation Code</b>	The proposal supports Carmarthenshire's WESP, especially Outcome 5 (increasing the use of Welsh socially), by increasing opportunities for progression in Welsh within a large special-school cohort and through enhanced community use.  Consultation and documentation will be bilingual and will have due regard to the effect on the Welsh language in line with the Code and Welsh Language Measure. <i>(Policy-making Standards 88–93)</i>	Positive	Ensure Code-compliant bilingual consultation; include WLIA update at each gateway; monitor equality of access to Welsh activities for all ALN profiles.	Positive
<b>Treating the Welsh language no less</b>	All public-facing materials, signage and engagement	Positive	Adopt bilingual corporate	Positive

<p><b>favourably than English</b></p> <p>This requirement aligns directly with the Service Delivery Standards (Standards 1–83), which require that all public-facing services and communications are available in Welsh and English to an equal standard.</p>	<p>for the project will be bilingual; service delivery and community use of the facility will reflect Carmarthenshire’s Welsh Language Standards. (<i>Service Delivery Standards 61–63</i>)</p> <p>Operational policies (admissions, communications, complaints) will be available in Welsh and English.</p>		<p>templates; audit response times in both languages; consider providing reception and telephone Welsh-speaking capacity.</p> <p>Ensure the availability of Welsh-medium signs, policies and documents at the new site. (<i>Service Delivery Standards 61–63</i>)</p>	
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## 5. Welsh Language Standards (Table 2)

This assessment considers the impact of the proposal against the Welsh Language Standards (No.1 Regulations 2015), including the Policy-making Standards (88–93), Service Delivery Standards (1–83), and Operational Standards (127–135).

Requirement	Does the proposal impact these Standards?	What evidence has been used to support this view?	Positive/Negative impacts
<p><b>Opportunities for persons to use the Welsh language</b></p>	<p>Yes – increased through improved facilities, bilingual environmental print, community café/eco-shop, and enhanced enrichment in partnership with Urdd/Menter Iaith.</p>	<p>Estyn notes breadth of enrichment and community links; Council progressing new-build options after 2024–25 review; Census 2021 indicates need to bolster use among children/young people, supporting focus on informal use and family learning.</p>	<p>Positive – greater frequency and authenticity of use; mitigations ensure inclusion for learners with complex communication needs.</p>
<p><b>Treating Welsh no less favourably than English</b></p>	<p>Yes – all consultation and documentation bilingual; corporate signage and customer interfaces to be bilingual; staffing model to include</p>	<p>Welsh Language Standards; bilingual consultation practice; school’s existing bilingual social media and events. (<i>Policy-making Standards 88–93</i>)</p>	<p>Positive.</p>

	Welsh-speaking reception and communications capacity.		
<b>Policy Making Standards – due regard to the Welsh language</b>	Yes – WLIA undertaken at proposal stage and to be updated at all stages.	This is WLIA; Estyn context; Council cabinet decisions/options; Census evidence for trends and local need.	Positive – evidence-led with explicit mitigations.
<b>Service Delivery Standards – public-facing services in Welsh</b>	Yes – front-of-house and published information in Welsh and English; consistent bilingual branding across the site.	Council corporate standards and templates; school’s existing bilingual outputs.	Positive.
<b>Operational Standards – internal use of Welsh by staff</b>	Yes – targeted professional learning and recruitment to strengthen Welsh-medium capacity; promote use of Welsh in meetings and internal systems where practicable.	Workforce data (32 staff incl. 9 teachers with Welsh skills); training plan. <i>(Operational Standards 127–135)</i>	Positive – incremental growth in internal capability.

## 6. Community Impact

The new location and design will embed frequent, meaningful interactions with the local community in Llanelli. Within walking distance of amenities, learners can practice everyday Welsh in supported scenarios (shopping, greetings, requesting services). On-site community offers (café/eco-shop) will bring Welsh-medium interactions to the school, while roadshows, family coffee mornings and drop-ins extend bilingual engagement. These arrangements have measurable commitments (e.g., termly bilingual family sessions, Urdd membership targets, and enterprise-based Welsh prompts).

### Linguistic Profile of Llanelli and surrounding areas

Llanelli forms part of a wider linguistic landscape that has experienced a measurable reduction in Welsh-language ability. Census 2021 data shows that Carmarthenshire has seen the largest percentage-point fall in Welsh speakers in Wales, falling from 43.9% in 2011 to 39.9% in 2021, with notable reductions among children and young people. These trends are particularly pronounced in the more urban communities surrounding Llanelli, where Welsh-language use in homes and community settings is under greater pressure. This vulnerability reinforces the importance of ensuring the new school builds strong, visible and accessible Welsh-language experiences for pupils, families and the wider community.

Given the linguistic vulnerability of Llanelli’s urban communities, Ysgol Heol Goffa has an important role in fostering positive attitudes towards Welsh and supporting accessible bilingual experiences for pupils with complex communication needs. The new build provides an opportunity to enhance this role through improved bilingual signage, symbol-supported Welsh, community-facing activities and structured enrichment that reinforces the presence of Welsh in everyday contexts.

The Llanelli urban wards of Glanymor, Tyisha and Bigyn fall within some of the most linguistically vulnerable areas in Carmarthenshire. While Carmarthenshire as a whole retains a comparatively high proportion of Welsh speakers, recent analysis shows significant variation at Lower Super Output Area (LSOA) level, with urban LSOAs typically demonstrating markedly lower rates of Welsh-language ability than rural parts of the county. Prosiect BRO’s Census 2021 compendium highlights substantial differences in Welsh-language incidence between LSOAs within Carmarthenshire, illustrating a clear pattern in which Welsh-language proficiency declines in densely populated or socio-economically pressured areas—patterns consistent with the linguistic profile of the Glanymor, Tyisha and Bigyn wards. (*Prosiect BRO Census 2021 compendium – LSOA variation in Carmarthenshire*).

Taken together, this demonstrates that the linguistic environment of Glanymor, Tyisha and Bigyn requires active intervention to maintain and strengthen opportunities for Welsh-language use. This reinforces the importance of embedding strong bilingual practice in the new special school, supporting families and pupils in an area where Welsh is under increasing pressure.

## 7. Risks and Mitigations

Risk	Mitigation
Incidental Welsh remains ad hoc and uneven across classes.	Map exposure and set minimum daily Welsh interaction opportunities by phase; monitor via learning walks and Criw Cymraeg.
Accessibility – some learners require AAC/symbol support.	Continue symbol-supported bilingual signage and integrate AAC in Welsh prompts.
Community use is under-attended.	Co-design with families, flexible timings, potential transport bursaries, and co-delivery with Urdd/Menter Iaith.
Staffing capacity in Welsh.	Welsh language professional learning, recruitment, and potential bilingual service for reception/public areas.

## 8. Monitoring and Evaluation

KPIs will include: (1) proportion of bilingual outward-facing posts; (2) attendance at bilingual family sessions; (3) number of community Welsh events per academic year; (4) percentage of staff undertaking Welsh language professional learning; (5) learners’ Welsh oracy targets recorded in IDPs; and (6) Urdd membership/participation rates. Data will be reviewed termly and reported through governance.

The Local Authority will continue to monitor the impact of the proposal on the Welsh language throughout implementation, ensuring that emerging evidence, community feedback and statutory responsibilities are fully reflected in ongoing decision-making.

#### **Continuous improvement mechanisms:**

This proposal demonstrates clear due regard to the Welsh Government's School Organisation Code and the Welsh Language Standards, and the Local Authority will monitor Welsh-language outcomes throughout design, construction and operation, reviewing evidence annually and refining actions so that Welsh is consistently promoted and treated no less favourably than English.

### **9. Conclusion and Summary**

Overall, the proposal is assessed as having a Positive impact on opportunities to use Welsh and on treating Welsh no less favorably than English. With the mitigations and monitoring set out above, the new build at Ysgol Heol Goffa will strengthen informal and formal Welsh use, deepen community connections and align with the School Organisation Code and the Welsh Language Standards.

The proposal will be informed through ongoing engagement with parents/guardians, staff, community organisations, Menter Iaith, the Urdd and wider stakeholders, ensuring that their views are meaningfully considered and incorporated into the final design and operational arrangements of the new school.

Ongoing monitoring will ensure continued compliance with the Welsh Language Standards, including the Policy-making Standards (88–93), Service Delivery Standards (1–83) and Operational Standards (127–135), as required of the Local Authority.

Without the new build, opportunities for Welsh use would remain limited by the constraints of the existing site. This proposal therefore represents an active enhancement of Welsh medium opportunities in an area of recognised linguistic pressure, not merely statutory compliance.

**This Welsh Language Impact Assessment will be reviewed and updated at appropriate stages throughout the process, incorporating any further feedback received from stakeholders and consultees.**

### 3. Integrated Impact Assessment

#### Carmarthenshire County Council Integrated Impact Assessment

<b>PROPOSAL DETAILS</b>			
<b>Service &amp; Department:</b>	<b>Completed by (lead officer):</b>	<b>Date of initial assessment:</b>	<b>12/01/26</b>
<b>Education &amp; Children Services</b>	<b>MEP Team</b>	<b>Version number:</b>	1
		<b>Revision Date:</b>	After the formal consultation period
<b>What is the proposal to be assessed?</b>	Proposal to relocate Ysgol Heol Goffa to a new site and increase its capacity to 150		
<b>Who will be directly affected by this proposal?</b>	Parents and pupils of Ysgol Heol Goffa Ysgol Heol Goffa school staff Prospective pupils of Ysgol Heol Goffa Other local schools with ALN provision		

As you complete the assessment, you will be required to identify all sources of evidence. This includes referencing to other documents, data etc and be completed through hyperlinks

**WELL-BEING OF FUTURE GENERATIONS (WALES) ACT FIVE WAYS OF WORKING**  
*(also known as the sustainable development principle. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)*

The sustainable development principle is: ‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’

<b>Ways of Working</b>	<b>How does the proposal demonstrate that it has taken this into account?</b>	<b>What evidence has been used to support this view?</b>
<b>Long-term</b>  <b>Balancing short term need with the long term and planning for the future</b>	Increased capacity for the new build special school offering more places to 3-19 year olds with PMLD and SLD to meet current and future demand.	Welsh Government – Area Guidelines for Schools in Wales, Building Guidance (March 2025)  Local demographic trends
<b>Prevention</b>  <b>Preventing problems occurring or getting worse</b>	Increased pupil places to meet demand. The school will be designed to allow future expansion should the need arise in the future. Minimise the need to have to send pupils out of county for their education.	PLASC published pupil numbers  Evidence gathered from discussion with the school and Governing Body
<b>Integration</b>  <b>Recognising relationships and interdependencies with other well-being goals and objectives of other service areas and partners.</b>	Aligns with health and social care services for children with complex needs. Enhances community cohesion through shared use of facilities.	ALN transformation programme CCC strategic outline programme

<p><b>Collaboration</b></p> <p><b>Delivered by working with other internal and external partners (public, private or voluntary sector) to find shared sustainable solutions</b></p>	<p>This proposal has been developed in collaboration with key officers to ensure that it meets with the aspirations of the Local Authority and recent County Council Cabinet approvals.</p> <p>Engagement with ALN specialists, school and members of the governing body.</p>	<p>Meetings undertaken with the school, governing body, staff and parents.</p>
<p><b>Involvement</b></p> <p><b>Involving those with an interest and seeking their views in decisions that affect them</b></p>	<p>Consultation with stakeholders will be conducted in line with the guidance set out in the <a href="#">School Organisation Code (2026)</a>.</p> <p>The School Organisation Code (2026) requires the Local Authority to consult with specific stakeholders relevant to the proposal.</p> <p>This ensures that we seek the views of those with an interest in decisions that may affect them.</p>	<p>Consultation Document</p> <p>Pupil Consultation Document</p>

**What action can be taken to mitigate any negative impacts or support any positive impacts?**

<p><b>1. Long Term</b></p>	<p>Ensure the new school design incorporates flexibility for future expansion to meet evolving needs.</p> <p>Embed sustainable building practices to reduce long term environmental impact and operational costs.</p>
<p><b>2. Prevention</b></p>	<p>Design the school to accommodate anticipated growth in pupil numbers, reducing the risk of future capacity issues.</p> <p>Include therapeutic and sensory spaces to support early intervention and reduce escalation of complex needs.</p> <p>Minimise the need for out-of-county placements by ensuring the provision is comprehensive and locally accessible.</p>

<b>3. Integration</b>	Align the school's development with wider strategic goals such as the ALN transformation programme and local wellbeing objectives. Promote community use of facilities to strengthen ties between the school and local community/residents. Link services such as health and social care to provide wraparound support for pupils and families.
<b>4. Collaboration</b>	Ensure communication with Cabinet and elected members to ensure political support and accountability.
<b>5. Involvement</b>	Implement the consultation as set out in the School Organisation Code (2026) to ensure the views of those with an interest in decisions that may affect them are collated, including the pupil's consultation document.

<b>EQUALITIES ( the Public Sector Equality Duty requires the Council to have “due regard” to the need to: eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups)</b>		
<b>Protected Characteristics</b>	<b>Does the proposal impact on any of the protected characteristics?</b>	<b>What evidence has been used to support this view?</b>
<b>Age</b>	Yes	The school will cater for children and young people aged 3–19 with PMLD/SLD. The design and provision are age appropriate and inclusive.
<b>Disability</b>	Yes	The proposal directly supports pupils with profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD). The new build will be fully accessible and include therapeutic spaces.
<b>Gender reassignment</b>	No	No specific impact identified. The school will follow inclusive policies.

<b>Marriage and Civil Partnership</b>	No	No specific impact identified.
<b>Race</b>	No specific impact identified.	The school will follow inclusive practices and policies.
<b>Religion/Belief</b>	No specific impact identified.	The school will respect diverse beliefs and follow inclusive policies.
<b>Pregnancy and maternity</b>	No	N/A
<b>Sexual Orientation</b>	No	No specific impact identified.
<b>Sex</b>	No	The proposal does not differentiate based on sex.

**What action can be taken to mitigate any negative impacts or support any positive impacts?**

<b>1. Age</b>	Ensure the design are tailored to meet the developmental needs of children and young people aged 3–19. Include age appropriate learning, play, and therapeutic spaces.
<b>2. Disability</b>	Incorporate fully accessible design features (e.g. hoists, wide corridors, sensory rooms). Provide specialist staff training and ensure therapeutic provision is embedded.
<b>3. Gender reassignment</b>	Adopt inclusive policies and ensure staff receive equality and diversity training. Create a safe and supportive environment for all pupils regardless of gender identity.
<b>4. Marriage and Civil Partnership</b>	While not directly relevant to pupils, maintain equality in employment practices.

<b>5. Race</b>	Promote cultural awareness and diversity through curriculum and school ethos. Ensure inclusive recruitment and engagement practices.
<b>6. Religion/Belief</b>	Provide quiet spaces for reflection or prayer. Respect dietary and religious observances in school policies and catering.
<b>7. Pregnancy and maternity</b>	Ensure staff policies support maternity leave and return-to-work flexibility.
<b>8. Sexual Orientation</b>	Foster an inclusive school culture through anti-bullying policies and staff training.
<b>9. Sex</b>	Ensure equal access to all facilities and opportunities regardless of sex. Monitor for gender based disparities in attainment or participation.

<b>WELSH LANGUAGE (the Welsh Language Measure 2011 and Welsh Language Standards require the Council to have “due regard” for the positive or negative impact a proposal may have on opportunities for persons to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language)</b>			
<b>Requirement</b>	<b>Does the proposal impact on the following Standards?</b>	<b>What evidence has been used to support this view?</b>	<b>Does the proposal have any positive or negative impacts?</b>
<b>Opportunities for persons to use the Welsh language</b>	Yes – increased through improved facilities, bilingual environmental print, community café/eco-shop, and enhanced enrichment in partnership with Urdd/Menter Iaith.	Estyn notes breadth of enrichment and community links; Council progressing new-build options after 2024-25 review; Census 2021 indicates need to bolster use among children/young people, supporting focus on informal use and family learning.	Positive – greater frequency and authenticity of use; mitigations ensure inclusion for learners with complex communication needs.

<p><b>Treating the Welsh language, no less favourably than the English language</b></p>	<p>Yes – all consultation and documentation bilingual; corporate signage and customer interfaces to be bilingual; staffing model to include Welsh-speaking reception and communications capacity.</p>	<p>The WESP highlights the importance of ensuring all learners become confidently bilingual, even in English-medium schools, by embedding Welsh language learning from age 3 onwards.</p> <p>Welsh Language Standards; bilingual consultation practice; school’s existing bilingual social media and events. <i>(Policy-making Standards 88-93)</i></p>	<p>Positive: Promotes bilingualism through signage, communication, and cultural activities.</p> <p>Ensures inclusive access to Welsh-medium resources and support staff where appropriate.</p> <p>Adopt bilingual corporate templates; audit response times in both languages; consider providing reception and telephone Welsh-speaking capacity.</p> <p>Ensure the availability of Welsh-medium signs, policies and documents at the new site. <i>(Service Delivery Standards 61-63)</i></p>

**SOCIO-ECONOMIC DUTY** (*The Socio-Economic Duty requires us, when making strategic decisions, to consider how our decisions might help reduce the inequalities associated with socio-economic disadvantage. Inequality of outcome relates to any measurable differences in outcome between those who have experienced socio-economic disadvantage and the rest of the population. It also requires us to understand the views and needs of those impacted by the decision, particularly those who face economic disadvantage*)

Requirement	
<b>What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to this decision?</b>	<p>Data from PLASC and local demographic trends show a growing need for accessible, high-quality ALN provision within Carmarthenshire.</p> <p>Out of county placements are costly and can disrupt family stability, disproportionately affecting low-income families.</p> <p>The current school building limits capacity and accessibility, which may restrict opportunities for pupils from disadvantaged backgrounds to access appropriate education locally.</p>
<b>Have you engaged with those effected by the decision?</b>	<p>Consultation with stakeholders will be conducted in line with the guidance set out in the <a href="#">School Organisation Code (2026)</a>.</p>
<b>Have you considered communities and places of interest?</b>	<p>Yes. The proposal is expected to have positive impacts on the local community by:</p> <ul style="list-style-type: none"> <li>• Reducing travel distances for some families</li> <li>• Creating opportunities for community use of facilities</li> <li>• Supporting local employment and service</li> </ul> <p>The new school will be designed to integrate with local services, including health and social care, enhancing community cohesion.</p>

<p><b>What are the main impacts of the proposal?</b></p>	<p><b>Positive impacts:</b></p> <ul style="list-style-type: none"> <li>• Increased access to specialist education for children with ALN in the area.</li> <li>• Reduced reliance on out of county placements.</li> <li>• Improved educational outcomes through modern, inclusive facilities.</li> <li>• Enhanced support for families experiencing socio-economic disadvantage.</li> </ul>
<p><b>How could the proposal be improved so it reduces inequalities of outcome as a result of socio-economic disadvantage?</b></p>	<ul style="list-style-type: none"> <li>• Ensure the school includes wrap around services (e.g. health, therapy, family support) to address wider barriers to learning.</li> <li>• Provide accessible transport options for pupils from low-income households.</li> <li>• Embed inclusive recruitment practices to support employment opportunities for local residents.</li> <li>• Offer outreach and engagement activities to ensure families from disadvantaged backgrounds are involved in the school community.</li> </ul>
<p><b>What is the likely impact on those sharing protected characteristics and further impacts regarding intersectionality?</b></p>	<ul style="list-style-type: none"> <li>• The proposal positively impacts pupils with disabilities and those of school age, who may also experience socio-economic disadvantage.</li> <li>• Intersectional benefits include:</li> <li>• Improved access to education for children who are both disabled and from low-income households</li> <li>• Inclusive design and policies that support diverse racial, religious, and gender identities</li> <li>• Enhanced support for families with multiple vulnerabilities (e.g. single parents, carers, low-income backgrounds).</li> </ul>

<b>THE RIGHTS OF THE CHILD</b> <i>(In this section, we need to consider whether the proposal has any direct or indirect impact on children and young people).</i>			
<b>Requirement</b>		<b>What evidence has been used to support this view?</b>	<b>What action can be taken to mitigate any negative impacts or support any positive impacts?</b>
<b>Will the proposal have any impact (direct or indirect) on children and young people?</b>	<b>Yes</b> – the proposal will have a direct and positive impact on children and young people aged 3-19 with profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD). It will improve access to specialist education, provide inclusive and therapeutic learning environments, and support their overall development and well-being.	<p><a href="#"><u>Why early childhood care and education matters   UNESCO</u></a></p> <p>The School Organisation Code (2026)</p> <p>The current school building has limitations in capacity and accessibility, which restricts opportunities for pupils with ALN to access appropriate education locally.</p>	<p>If approved, in line with the School Organisation Code (2026) pupils will be consulted during the consultation period. There will be an opportunity for the pupils (school council as a minimum) to participate in the consultation process during a session which will be undertaken by an Education Support Advisor.</p> <p>Additionally, all pupils will be provided with a copy of a Children and Young People Consultation Document.</p> <p><b>Design in the Best Interests of the Child:</b></p> <p>The new school will be designed to meet the developmental, emotional, and educational needs of children and young people. This includes:</p> <ul style="list-style-type: none"> <li>• Age-appropriate learning and play spaces</li> <li>• Therapeutic and sensory rooms</li> </ul>

			<ul style="list-style-type: none"> <li>• Accessible facilities that promote independence and dignity</li> </ul> <p><b>Safeguarding and Inclusion:</b> Staff will be trained to safeguard and support children with diverse needs, ensuring a safe and nurturing environment.</p> <p><b>Wraparound Support:</b> Integration with health and social care services will provide holistic support for pupils and their families, addressing wider barriers to learning and well-being.</p>
<p><b>Is the initiative designed / planned in the best interests of children and young people?</b></p>	<p><b>Yes</b> – the proposal to build a new 150 capacity special school for Ysgol Heol Goffa is explicitly designed in the best interests of children and young people aged 3–19 with profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD). The initiative prioritises their educational, emotional, and developmental needs.</p>	<p>The new school will include sensory rooms, therapeutic spaces, and accessible facilities tailored to the developmental stages of children and young people.</p> <p>Pupils will be involved in the consultation process, including through the school council and a dedicated Children and</p>	<p>Ensure the new school includes age-appropriate learning and play spaces, therapeutic and sensory rooms, and accessible facilities that promote independence and dignity.</p> <p>Actively involve pupils in the consultation process, including through the school council and a dedicated Children and Young People Consultation</p>

		Young People Consultation Document.	Document, in line with the School Organisation Code (2026).
<p><b>ENVIRONMENT (WALES) ACT &amp; NET ZERO CARBON</b> Section 6 of the duty requires that public authorities “<i>must seek to maintain and enhance biodiversity so far as consistent with the proper exercise of their functions and in doing promote the resilience of ecosystems</i>”. To comply with the S6 duty public authorities should embed the consideration of biodiversity and ecosystems into their early thinking and business planning, including policies, plans, programmes, and projects, as well as their day to day activities.”</p> <p><i>Carmarthenshire County Council is committed to tackling climate change and acknowledge that we have a significant role to play in both further reducing our own greenhouse gas emissions and providing the leadership to encourage residents, businesses and other organisations to take action to cut their own carbon footprint.</i></p>			
<b>Requirement</b>			
<b>Does the proposal impact on the county’s Biodiversity and ecosystem resilience?</b>		<p>Yes, the proposal has the potential to impact biodiversity and ecosystem resilience.</p> <p>Carmarthenshire County Council has a statutory duty to maintain and enhance biodiversity and promote ecosystem resilience in all its functions, including school development projects.</p> <p>All planning proposals are expected to demonstrate a Net Benefit for Biodiversity, including the use of green infrastructure and mitigation strategies such as habitat creation, native planting, and ecological corridors.</p>	
<b>Does the proposal have a positive or negative impact on the CCC commitment to be a net zero carbon local authority by 2030?</b>		<p>The proposal has the potential to positively contribute to Carmarthenshire County Council’s commitment to becoming a net zero carbon local authority by 2030, provided that the new school is designed and constructed in line with current sustainability standards and guidance.</p> <p>Welsh Government’s Sustainable Communities for Learning Programme mandates that all new school buildings must be net zero carbon in operation from 2022 onwards.</p>	
<b>Does the proposal have a positive or negative impact on the County’s resilience to the</b>		<p>The proposal has the potential to positively impact Carmarthenshire’s resilience to climate change, provided that the new school is designed and constructed with climate adaptation and sustainability principles in mind.</p>	

existing and future impacts of climate change?	Welsh Government's Sustainable Communities for Learning Programme mandates that new school buildings be net zero carbon in operation, which inherently supports climate resilience through reduced emissions and energy-efficient infrastructure.		
<b>DATA PROTECTION</b> ( <i>Data Protection legislation includes a legal requirement to undertake Data Protection Impact Assessments in order to identify and reduce the privacy risks of a project at an early stage. In this section, we need to establish whether the proposal requires this assessment needs to be completed. There are also specific requirements around using third parties to process personal data on the Council's behalf, which must be covered by a legally binding Data Processing Agreement</i> ).			
Does the proposal involve the collection/use of personal data (information relating to an identified or identifiable person)?	<table border="1"> <tr> <td data-bbox="1173 528 2094 568"><b>If yes, please provide information on the type of data</b></td> </tr> <tr> <td data-bbox="1173 568 2094 751">E-mail address or postal address is requested should consultees wished to be informed of the publication of the consultation report.  Consultation responses will remain anonymous.</td> </tr> </table>	<b>If yes, please provide information on the type of data</b>	E-mail address or postal address is requested should consultees wished to be informed of the publication of the consultation report.  Consultation responses will remain anonymous.
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Does the proposal require the use of new technologies and be likely to result in a high risk to the rights and freedoms of the individuals?	<table border="1"> <tr> <td data-bbox="1173 751 2094 826"><b>If yes, please provide information on the type of new technologies</b></td> </tr> <tr> <td data-bbox="1173 826 2094 938">No</td> </tr> </table>	<b>If yes, please provide information on the type of new technologies</b>	No
<b>If yes, please provide information on the type of new technologies</b>			
No			
Does the proposal involve a third party collecting, being provided with, or otherwise having access to personal data controlled by the Council?	<table border="1"> <tr> <td data-bbox="1173 938 2094 978"><b>If yes, please provide information on what this will entail</b></td> </tr> <tr> <td data-bbox="1173 978 2094 1161">No</td> </tr> </table>	<b>If yes, please provide information on what this will entail</b>	No
<b>If yes, please provide information on what this will entail</b>			
No			
<b>If you have answered yes to any of these considerations, please consult the Data Protection Officer to initiate a Data Protection Impact Assessment and/or discuss whether a Data Processing Agreement is required.</b>			

<b>IMPLICATIONS ( Please consider any additional implications and ensure that any arising implications have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below)</b>	
	<b>Are there any direct implications that need to be considered as part of this proposal?</b>
<b>1. Legal and Risk Management</b>	If approved, consultation will be initiated in accordance with the relevant statutory procedures.
<b>2. Finance, Procurement, ICT and Physical Assets</b>	Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme. As a result of the scheme to provide Ysgol Heol Goffa with a new school building, the school will re-locate to a new building with a capacity of 150 places.
<b>3. Staffing</b>	Staffing implications will be addressed in accordance with the County Council's Policy and Procedures.
<b>4. Marketing &amp; Media</b>	If approved, the consultation will need to be marketed through the County Council website and social media accounts. All required stakeholders in accordance with the School Organisation Code (2026) will be notified accordingly.
<b>5. Crime and Disorder</b>	No implications are anticipated.

**Thank you for completing this assessment. All assessments will be published as part of the Council's decision-making process in order to support Councillors to consciously consider and act on any possible impacts of proposals.**