

**Bridgend County Borough Council**

Proposal to change the provision for pupils with additional learning needs (ALN) at Pencoed Primary School

Consultation document

**Date of issue**: **9 February 2015**

**Action required:** Responses by **24 March 2015**

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**Web:** www.bridgend.gov.uk/consultation



**www.bridgend.gov.uk**

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## Overview

The consultation is to invite your views on the proposal to cease one moderate learning difficulties learning resource class for 15 pupils with Moderate Learning Difficulties (MLD) at Pencoed Primary School

The MLD provision at Pencoed Primary School comprising of two learning resource centres for 30 pupils with MLD.  This would reduce to one class for 15 pupils. Currently, there are 15 pupils taught by two MLD teachers.

## How to respond

This consultation period will begin on the **9 February** and close the **24 March 2015.**

You can respond or ask further questions in the following ways;

Tel:(01656) 815 253

Email: Anne.Whittome@bridgend.gov.uk

Online: [Click here](https://www.snapsurveys.com/wh/s.asp?k=142185735644) or visit [www.bridgend.gov.uk/consultation](http://www.bridgend.gov.uk/consultation)

Post: Children’s Directorate, Bridgend County Borough Council, Angel Street, Bridgend, CF31 4WB.

Alternative formats are also available upon request.

## Data protection

How we use the views and information you share with us

All responses received by Bridgend County Borough Council will be seen in full by its staff members involved in the consultation process. The information may also be seen by other departments within the council or local service board members to help improve upon the services provided.

The council may also use the information gathered to publish subsequent documents both directly and indirectly linked to this consultation, however the Council will never disclose any personal information such as names or addresses that could identify an individual.

If you do not wish for your opinions to be publicised, please state so in your response.

## Related documents

For more information on consultations in Bridgend County Borough or how to join our Citizens’ Panel.

Visit: [www.bridgend.gov.uk/CitizensPanel](http://www.bridgend.gov.uk/CitizensPanel)

## Background and information

In order to meet the growth in the incidence of pupils with autistic spectrum disorders (ASD) including the need for specialist provision for high-functioning pupils with autistic spectrum disorders at Key Stage 2, 3 and 4, it is proposed that there is realignment of services due to the reducing numbers of pupils requiring moderate learning difficulties (MLD) specialist provision. The consultation is to invite your views on the proposal to cease one moderate learning difficulties learning resource class for 15 pupils with Moderate Learning Difficulties at Pencoed Primary School.

The consultation exercise will seek the views of staff, parents, pupils, interested parties and the governing body as the first step in the statutory process. If the proposals are supported they would come into effect on 1 September 2015.

## The proposal

This is a proposal to change the provision for pupils with additional learning needs (ALN) at Pencoed Primary School.

## Why has this proposal been brought forward?

In September 2006, the authority adopted a policy document which set out five key principles to inform the organisation and modernisation of our schools:

* Commitment to high standards and excellence in provision;
* Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend;
* Inclusive schools, which cater for the learning needs of all their pupils;
* Community focused schools, where the school actively engages with its local community;
* Value for money.

The proposals relate, in particular, to principle two and three. The Education Inclusion Strategy was agreed by the council’s Cabinet in March 2009.

In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with additional learning needs (ALN).

In October 2013, Cabinet received a report seeking approval to consult formally with the parents, staff, and governing bodies of Blaengarw and Plasnewydd primary schools and other interested parties to close the learning resource centres for pupils with moderate learning difficulties. The consultation papers outline the proposal to realign services in order to meet the demand of the increasing number of pupils being diagnosed with autistic spectrum disorders within the local authority demonstrating the increase in demand on SEN provision.

## What the proposal means in practice

The proposal if approved would mean that:

* The MLD provision at Pencoed Primary School comprising of two learning resource centres for 30 pupils with MLD. This would reduce to one class for 15 pupils taught by one MLD teacher.
* Currently, there are 15 pupils in two classes taught by two MLD teachers.
* From the pupils point of view there would still be a provision for 15 pupils with MLD in one learning resource centre at Pencoed Primary School. No children who are currently pupils in the MLD learning resource centre at Pencoed will be affected as there is enough space in the one learning resource centre, which will be retained, for all current pupils.
* The proposal is to close the one learning resource centre from 1 September 2015.
* There would only be one MLD teacher required for the one remaining learning resource centre.

## What are the advantages if the proposal goes ahead?

* The pupils who are currently in the MLD class at the school will continue to access the MLD provision in the 1 learning resource centre for 15 pupils.
* Recognising financial savings and making the best use of the resources available.

## What are the potential disadvantages if the proposal goes ahead?

* Any such changes can cause anxiety for some people, especially where they are happy with the current arrangements.
* The reduction of 1 MLD teacher from 2 MLD teachers. 1 MLD teacher is required for a class of 15 pupils.

## Impact of the proposals

### Quality and standards in education;

* Impact of the proposals on the ability of schools to deliver the full curriculum at foundation and each key stage of education.

### Outcomes (standards and wellbeing);

**Provisional results 2014**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Literacy | Numeracy | PSD/Science | FPOI/CSI |
| FPO5+ | 91% | 91% | 96% | 88% |
| FPO6+ | 31% | 24% | 25% | - |
| L4+ | 95% | 94% | 98% | 94% |
| L5+ | 30% | 46% | 28% | - |

Based on 2013 benchmark data which may change:

Foundation phase outcome 5+ (FPO5+) performance has risen in all core areas to move into Free School Meals (FSM) benchmark quarter 2 in all indicators.

Foundation phase outcome 6 (FPO6+) performance has risen in all core areas to move into F SM benchmark quarter 2 in Language Literacy Communication (LLC), although lying in the 3rd quarter for Mathematical Development (MD) and the 4th quarter for Personal Social Development (PSD).

KS2 level 4+ (L4+) performance has risen in all core areas to move into FSM benchmark quarter 1 in English and the Core Subject Indicator (CSI), the 2nd quarter for science and close to quarter 1 for mathematics.

KS2 level 5+ (L5+) performance has risen in mathematics to move into FSM benchmark quarter 1. Performance has fallen in English and science which now lie in quarter 3.Nearly all pupils with additional learning needs, including those with moderate learning difficulties, achieve in line with their ability.

**Progress across key stage two:**

|  |  |  |  |
| --- | --- | --- | --- |
| KS1 to KS2 | Percentage of pupils making: | | |
| Subject | **Two or more levels of progress** | **Three or more levels of progress** | **Less than two levels of progress** |
| English | 96% | 28% | 3% |
| Mathematics | 96% | 36% | 3% |
| Science | 90% | 20% | 10% |

Very sound progress made in science, good progress in English and excellent progress in mathematics.

Attainment for pupils at expected levels who are not in the learning resource base at key stage 2 is above the family, the local authority and the Wales averages for English, mathematics and science. Compared with schools with a similar percentage of pupils with free school meals, the school is in the top 50% in English, mathematics, science and the core subject indicator.

Attainment for the more able pupils who are not in the learning resource base at key stage 2 is below the family, the local authority and the Wales averages for English and science. It is above the family, the local authority and the Wales averages in mathematics. Compared with schools with a similar percentage of pupils with free school meals, the school is below the median in English and science and in the top 25% of schools in mathematics.

Pupils in a learning resource base do not mirror the attainment of others but most pupils are achieving at least 2 levels of progress albeit from a lower starting point.

The school improvement plan takes good account of this data in framing appropriate priorities.

**Progress against the statement of action**

The school has made good progress in achieving all of the priority targets in the statement of action.

**In detail:**

**Priority 1** – To raise standards in literacy in the foundation phase so that LLC outcome 5+ rise from 79 per cent to 88 per cent.

The final figure of 91 per cent is well above the ambitious target of 88 per cent. Therefore, progress against this priority has been **good.**

**Priority 2** – To improve the performance of more able and talented pupils in mathematics so that L5+ mathematics in 2014 rises from 25 per cent to 35 per cent.

The final figure of 46 per cent is well above the ambitious target of 35 per cent. Therefore, progress against the priority has been **good**.

**Priority 3** *-* To improve attendance so that it will rise from 93.4% to 94.3% in 2014.

The current figure for attendance from September 2013 until June 2014 is 94.7%. This is above the target figure. Therefore, the school has made **good** progress in this priority.

### Provision (learning experiences, teaching, staffing, care support and guidance, and learning environment);

Clear policy guidelines and detailed programmes of learning ensure that statutory regulations for the provision of learning experiences in the foundation phase are fulfilled. National Curriculum (NC) requirements are met and religious education is taught in line with the locally agreed syllabus. The curriculum is broad and balanced within an adequate amount of time. Learning experiences are planned through a themed, topic approach to respond to pupils’ interests and to engage all abilities, as well as through discrete subjects.

The curriculum builds systematically on knowledge and skills as pupils move from the Foundation Phase to KS2. Effective curriculum teams have organised learning experiences to reflect the areas of learning in the Foundation Phase and the introduction of Curriculum 2008.

School leaders are progressing well in developing a peer coaching model for teacher’s continuing professional development. This is aimed at further improving the predominantly good teaching within the school towards excellence.

In all classes relationships between adults and pupils are positive. This is a particularly strong feature in the resource bases.

The provision for ALN is good. Difficulties are identified early and are catered for well through child friendly individual education plans (IEP) and a number of interventions. The resource base pupils integrate well where appropriate and all ALN pupils play a full part in the life of the school. The school works closely with the LA services to enable provision to be carefully focused for ALN learners. The school has an appropriate policy and has procedures for safeguarding.

The school is an inclusive community, where pupils receive equal access to all areas of the school’s provision.

### Leadership and management (leadership, improving quality, partnership working and resource management);

The senior leadership has had a demonstrably good impact on performance in all targeted areas and the overall rate of improvement is predominantly positive. Therefore leadership and capacity to improve are clearly good at this stage.

Governors are well informed and actively engage through curriculum teams in evaluating the on-going work of the school. Their role as a critical and yet supportive friend is well established. Governors have been involved in self-evaluation and improvement planning due to regular progress checks against the statement of action.

Teachers, governors and support staff work well in teams not only to identify school improvement targets, but also to plan towards achieving the targets set against challenging success criteria.

Particularly strong partnerships with parents and carers, including highly effective communication channels, lead to nearly all parents having positive attitudes towards all aspects of the life of the school. Staff work very closely with the LA’s children’s services and other agencies to ensure suitable learning experiences impact positively on pupils’ standards and wellbeing. This is a particularly strong feature.

The school has appropriate levels of well qualified, skilled, new and experienced staff and, along with good levels of resources, ensures this is appropriate to support learning improvement. The school deploys teaching and support staff to good effect to cover all aspects of the school’s curriculum. The impact of resources on learning and teaching is kept under review and spending is closely linked to the school’s priorities. The school gives good value for money.

### Other considerations

Summaries of Her Majesty’s Inspectorate for Education and Training in Wales (Estyn) inspection reports relating to Pencoed Primary School are included at appendix A.

### Quality and standards in education;

### Travel arrangements and accessibility impact

* The proposal would have no impact on the current travel arrangement as the pupils who currently access the MLD learning resource centre will continue to do so in the same way.

### ****Land and buildings****

* The proposal will have not feature any potential transfer or disposal of land; nor is there any planned building associated with the proposal.

## Impact Assessments

### Community Impact Assessment

There is no significant negative impact on the community.

Please see appendix.

Equality Impact Assessment

As part of the overall process, the council has a duty to consider the implications of any proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out.

An initial impact screening assessment has been undertaken (see appendix). The outcomes and actions identified by this assessment will be included in a report to Cabinet on the consultation process and will help to create a full equality impact assessment (EIA).

If you have any views on the potential of this proposal to affect any groups or individuals either positively or adversely, then we would welcome your comments as part of this consultation.

Please see appendix.

## Risks

* There is a risk that if this proposal is introduced, there may not be sufficient places for MLD learners in the future. Historical data can be used to estimate the future enrolment figures as well as parents stating an interest for enrolment for new pupils with MLD a year before the place is required. This gives the council a sufficient period of time to potentially make the alternative arrangements. Currently, there are 15 pupils in two classes taught by two MLD teachers.
* As the pupil to teacher ratio will increase, there could potentially be a fall in the levels of attainment for the 15 pupils. The pupil teacher ratio in other MLD classes is 15 to 1.
* Certain pupils may have a better relationship with one MLD teacher over another. As all teachers are qualified for their position the teacher should have the necessary expertise to improve their teacher and pupil relationship.

The full EIA will assess any potential impacts associated with the protected characteristic of ‘disabled’ pupils.

## Alternatives

* There are 3 KS2 MLD learning resource centres in the East locality namely Pencoed Primary School, Llangewydd Junior School and Litchard Primary School. There is 1 MLD class at Llangewydd Primary School; 1 MLD class at Litchard Primary School and 2 MLD classes at Pencoed Primary School.
* Currently there are no places available at Litchard Primary School and no places at Llangewydd Junior School and 15 places available at Pencoed Primary School.

## Details of the affected school(s)

Pencoed Primary School.

Penprysg Road,

Pencoed,

Bridgend.

CF33 6AB.

The table below provides details of the January 2014 numbers on roll at Pencoed Primary School and the figures recorded for the previous four annual censuses.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Jan-2010** | | **Jan-2011** | | **Jan-2012** | | **Jan-2013** | | **Jan-2014** | |
|  | F/T | P/T | F/T | P/T | F/T | P/T | F/T | P/F | F/T | P/T |
| Pencoed Primary | 38N  &  415 | 44N | 35N  &  463 | 38N | 61N &  464 | 17N +1R | 59N &  465 | 14N | 66N &  468 | 4N |

The following table provides a five year projection of pupil population for Pencoed Primary School which is an English medium primary school with an age range of four to 11 and a pupil capacity of 479 with 68 nursery places. The quality of the accommodation is graded as condition C (Infants), B (Juniors), B (Heol-y-Cyw). C means it is exhibiting major defects and/or not operating as intended and B means it is performing as intended but exhibiting minor deterioration. Sufficiency is graded B (Infants), B (Juniors), B (Heol-y-Cyw) which means it is not completely sufficient, minor problems but allows service delivery and can be improved.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Nursery 1&2** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Total** |
|  | 2-4 | 4 - 5 | 5 - 6 | 6 - 7 | 7 - 8 | 8 - 9 | 9 - 10 | 10 - 11 | 2-11 |
| 2015 | 76 | 67 | 62 | 68 | 68 | 70 | 68 | 63 | 542 |
| 2016 | 76 | 63 | 67 | 62 | 71 | 68 | 70 | 69 | 546 |
| 2017 | 76 | 66 | 63 | 67 | 64 | 71 | 68 | 71 | 546 |
| 2018 | 76 | 63 | 66 | 63 | 70 | 64 | 71 | 68 | 541 |
| 2019 | 76 | 65 | 63 | 66 | 66 | 70 | 64 | 71 | 541 |

Litchard Primary School,

Garfield Avenue,

Litchard,

Bridgend.

CF31 1QB.

The table below provides details of the January 2014 numbers on roll at Litchard Primary School and the figures recorded for the previous four annual censuses.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Jan-2010** | | **Jan-2011** | | **Jan-2012** | | **Jan-2013** | | **Jan-2014** | |
|  | F/T | P/T | F/T | P/T | F/T | P/T | F/T | P/F | F/T | P/T |
| Litchard Primary | 43N  &  378 |  | 51N  &  357 |  | 49N &  355 |  | 54N &  341 |  | 62N &  347 |  |

The following table provides a five year projection of pupil population for Litchard Primary School which is an English medium primary school with an age range of four to 11 and a pupil capacity of 395 with 60 nursery places. The quality of the accommodation is graded as condition B satisfactory. B means it is performing as intended but exhibiting minor deterioration. Sufficiency is graded A which means entirely suitable/sufficient.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Nursery 1&2** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Total** |
|  | 2-4 | 4 - 5 | 5 - 6 | 6 - 7 | 7 - 8 | 8 - 9 | 9 - 10 | 10 - 11 | 2-11 |
| 2015 | 59 | 56 | 47 | 45 | 52 | 50 | 60 | 45 | 414 |
| 2016 | 59 | 55 | 58 | 47 | 46 | 54 | 52 | 60 | 431 |
| 2017 | 59 | 53 | 57 | 57 | 49 | 48 | 56 | 51 | 430 |
| 2018 | 59 | 50 | 55 | 56 | 59 | 51 | 50 | 56 | 436 |
| 2019 | 59 | 54 | 52 | 54 | 58 | 62 | 53 | 50 | 442 |

LLangewydd Junior School,

Llangewydd Road,

Cefn Glas,

Bridgend.

CF31 4JT.

The table below provides details of the January 2014 numbers on roll at Llangewydd Junior School and the figures recorded for the previous four annual censuses.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Jan-2010** | | **Jan-2011** | | **Jan-2012** | | **Jan-2013** | | **Jan-2014** | |
|  | F/T | P/T | F/T | P/T | F/T | P/T | F/T | P/F | F/T | P/T |
| Llangewydd Juniors | 325 |  | 308 |  | 313 |  | 315 |  | 308 |  |

The following table provides a five year projection of pupil population for Llangewydd Primary School which is an English medium primary school with an age range of 7 to 11 and a pupil capacity of 289 with no nursery places. The quality of the accommodation is graded as condition B satisfactory. B means it is performing as intended but exhibiting minor deterioration. Sufficiency is graded B which means mostly suitable/sufficient with some minor issues.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Total** |
|  | 7 - 8 | 8 - 9 | 9 - 10 | 10 - 11 | 7-11 |
| 2015 | 83 | 77 | 83 | 74 | 317 |
| 2016 | 72 | 87 | 77 | 85 | 321 |
| 2017 | 89 | 75 | 87 | 79 | 330 |
| 2018 | 102 | 93 | 75 | 89 | 359 |
| 2019 | 97 | 106 | 93 | 77 | 373 |

## Finance

7.1 There are projected full year savings of £45,000 from the closure of one MLD Learning Resource Centre at Pencoed Primary School.

7.2 Savings will be re-allocated within the Primary Schools ISB (Individual Schools Budget) to fund continuing Learning Resource Centre provision within other primary schools in Bridgend.

## The consultation process

The consultation process will be completed by 24 March 2015 and the outcomes (which will be incorporated into the proposal where possible) will be reported to Cabinet. If there is a decision not to proceed, that will be the end of this proposal for the future and an alternative proposal will need to be sought.

If the decision is to go ahead, a statutory notice outlining the proposals would need to be published for a period of 28 days. If there are no objections to the proposal, then it will go ahead subject to final approval by Cabinet. If there are objections at the Public Notice stage, an objection report must be published. Cabinet could determine to accept, reject or modify the proposal.

It is proposed to implement the proposal from 1 September 2015.

|  |  |
| --- | --- |
| **Activity** | **Date** |
| Consultation period where we welcome your views on the proposal\*. | 9 February 2015 to 24 March 2015 |
| Consultation Report to Cabinet on the outcomes of the consultation. | 28 April 2015 |
| Publish Consultation Report on BCBC website, hard copies available on request. | 11 May 2015 |
| If agreed by the Cabinet of Bridgend County Borough Council, a public notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing. | 18 May 2015 |
| End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent determination. | 14 June 2015 |
| Potential implementation. | 1 September 2015 |

\*Please note that responses to consultation will not be counted as objections to the proposal and that objections can only be registered following publication of the public notice.

### What do you now have to consider?

You are invited to consider the proposal and submit your views as to whether or not you support the proposal to close one moderate learning difficulties class at Pencoed Primary School with effect from 1 September 2015.

### How to make your views known?

There will be consultation meetings held as detailed below for the different interested parties. You are invited to attend the relevant meetings where you can hear an explanation of the proposal, put questions and express any views or concerns you may have.

|  |  |  |
| --- | --- | --- |
| **Venue: Pencoed Primary School** | **Date** | **Time** |
| School Council of Pencoed Primary School | 26 February 2015 | 2.30pm |
| Staff of Pencoed Primary School | 26 February 2015 | 3.30pm |
| Governing body of Pencoed Primary School | 26 February 2015 | 4.30pm |
| Parents of pupils at Pencoed Primary School and other interested parties | 26 February 2015 | 5.30pm |

If you have any further questions regarding this proposal, wish to put your views in writing, suggest alternative proposals or request a copy of the consultation report when published, please contact (using the attached pro forma):

|  |  |
| --- | --- |
| Post: Director of Education and Transformation Children’s Directorate, Civic offices Angel Street Bridgend CF31 4WB | Please mark for the attention of Anne Whittome, or Email: [Anne.Whittome@bridgend.gov.uk](mailto:Anne.Whittome@bridgend.gov.uk)  Online: [Click here](https://www.snapsurveys.com/wh/s.asp?k=142185735644)  Tel:(01656) 815 253 |

Alternative formats are also available upon request.

All views must be received by no later than **24 March 2015**.

## Pro forma

**Pro forma -** Proposal to cease one moderate learning difficulty learning resource centre at Pencoed Primary School

**Name:**

**Contact details**:

**Are you** (*please tick*)**:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School governor** |  | **Parent/guardian** |
|  |  |  |  |
|  | **School pupil** |  | **School staff** |
|  |  |  |  |
|  | **Other interested party (please specify)** | | |

**Comment/suggestions/requests/questions**:

## Appendix A

**Summary of Estyn, Her Majesty’s Inspectorate for Education and Training in Wales inspection of Pencoed Primary School.**

A report on Pencoed Primary School  
January 2011

**Summary**

The school’s current performance – Good

The school’s prospects for improvement - Good

**Current performance**

The school is good because:

* standards in the NC assessments are above local and national averages;
* skills in communication, numeracy, ICT and Welsh are good;
* standards in subjects are good, particularly in English, mathematics and ICT; and,
* teaching is good overall.

**Prospects for improvement**

Prospects for improvement are good because:

* leadership of the school is focused on improving quality and continues to develop partnership working;
* the school’s self-evaluation process is rigorous;
* there is a strong commitment from staff to continue to improve further; and
* the school has recently begun to evaluate performance in detail.

## Appendix B

[Equalities impact assessment (EIA) initial screening.](http://www1.bridgend.gov.uk/media/263834/eia-screening-pencoed-consultation.docx)

## Appendix C

[Communities impact assessment (CIA) initial screening.](http://www1.bridgend.gov.uk/media/263833/cia-screening-pencoed-consultation-v2.docx)