



monmouthshire  
sir fynwy

# CONSULTATION DOCUMENT

Reorganisation of ALN & Inclusion Services

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## 1. Glossary of terms used in this document

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Abbreviation	Description
ALN	Additional Learning Needs
SEBD	Social, Emotional and Behavioural Difficulties
ASD	Autistic Spectrum Disorder
SLD	Severe Learning Difficulties
SLCD	Speech, Language and Communication Disorder
PMLD	Profound and Multiple Learning Difficulties
SNRB	Special Needs Resource Base
LA	Local Authority
NOR	Numbers on Roll

## 2. Introduction

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Monmouthshire County Council has a statutory duty to secure sufficient and suitable school places for children within its County, and in doing so ensure that resources and facilities are efficiently utilised to deliver the education opportunities that our children deserve.

This document represents the Council's responsibilities as part of the School Standards and Organisation (Wales) Act 2013 to consult with appropriate stakeholders when giving consideration to any significant school reorganisation proposals.

The purpose of the consultation is:

***To seek the views of our community and key stakeholders on proposals to implement a new delivery model to meet the needs of children and young people with additional learning needs (ALN) and those presenting with challenging behaviour.***

The consultation document clarifies our aims for the future, identifies the key principles behind our proposal, and provides an analysis of both current and projected need. It refers to the Welsh Government plans to transform expectations, experiences and outcomes for children and young people with additional learning needs (ALN) specifically through the introduction of new legislation under the Additional Learning Needs and Tribunal (Wales) Act planned for implementation from September 2020.

### 3. Background to the review of ALN and Inclusion Services

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Monmouthshire is committed to improving the educational achievement and attainment for all children and young people in in the county through the provision of an inclusive education system that places the child or young person at the centre.

Through our work with schools, parents and key partners, we seek to:

- Secure equality of access to education for all children and young people
- Deliver a high quality and inclusive curriculum for all learners
- Educate our children and young people in their local communities whenever possible
- Support children and young people and their families to enable them to live a happy and fulfilling life
- Provide meaningful opportunities for learners to access support when they need it and return to their community school as soon as they are able
- Meet the needs of children and young people now and be suitably adaptable to meet changing needs in the future

The aims above link directly to our Directorate core values, which aspire to ensure that all of our children and young people will:

- **Be ready for school** - through engagement with our Early Years and Flying Start programmes.
- **Be in school** - supported by our Access and Education Welfare teams.
- **Be well behaved** - through support from our Behaviour and Inclusion teams.
- **Be well taught** - by the teachers and teaching assistants in our schools.

Over the last five years, we have made progress towards fulfilling this commitment for the majority of our children and young people. However, there is still more to do to ensure that this is the case for children and young people and particularly for learners with ALN and social, emotional and behavioural difficulties (SEBD).

In November 2012, Estyn reported that the quality of Local Authority (LA) education for children and young people with ALN in Monmouthshire was unsatisfactory. In its follow-up visit in November 2016, Estyn reported that the authority had made good progress in addressing almost all areas. However, Estyn recognised the 'lack of specialist facilities for learners with autistic spectrum disorder (ASD), social emotional and behavioural difficulties and severe learning difficulties" which meant that "learners had to travel long distances to attend specialist out of county placements" and this remained an area to be addressed.

Since this time and through its 21<sup>st</sup> Century Schools programme, the Council has extended its secondary provision by including a Special Needs Resource Base (SNRB) in the new schools in Caldicot and Monmouth. Whilst this will increase the capacity of secondary SNRB ALN provision across the county, it does not address the needs of all learners with SEBD, especially girls and younger learners.

Consequently, in January 2017, the LA established an ALN Steering group with representation from LA Officers, Headteachers, ALN Coordinators, Governors, Children Services Officers and SNAP Cymru to review and improve the provision

and the capacity to meet a wider range of needs within the county for children and young people with ALN and SEBD.

The review included an analysis of current and projected pupil needs, an evaluation of the skills and capacity within schools, the impact of high cost out of county placements and our readiness to meet the expected requirements of the Additional Learning Needs (Wales) Bill at the point of implementation. Our analysis indicated that:

- Our local ALN and SEBD provision did not meet the needs of many of our children and young people and as a result, they were accessing education in an out of county placements. Further scrutiny identified a significant shortfall in provision for ASD, Speech Language and Communication Disorder (SLCD) and SEBD within the county and an excess of provision for Moderate Learning Difficulties (MLD).  
It also became clear that the proportion of primary fixed term exclusions shows an increasing trend over the past 5 years and mainstream secondary fixed term exclusions have increased and are now at a level in excess of 2012/13 levels eradicating all the falls in 2013/14.
- There is a need to develop skills and capacity within our school system to ensure that more pupils are educated in their local area and where possible in mainstream schools
- The increasing financial pressures associated with the significant numbers of children and young people being educated outside Monmouthshire were not only having a significant impact on the overall provision for children and young people in schools, but also on other service areas such as the Passenger Transport Unit
- Our current model would not enable us to meet fully the requirements of the new ALN Act when implemented because we cannot ensure equality of education opportunity and access.

The aim of this reform programme is to secure equality of access to education for children and young people, including those with ALN and SEBD, which meets needs and enables them to participate in, benefit from and enjoy learning by:

- **Securing excellent teaching and learning** to deliver a high quality and inclusive curriculum for all learners and in doing so this will underpin all our systems and processes
- **Building the capacity of schools** to educate their children and young people in their local community and within the Council wherever possible
- **Implementing systems and processes to facilitate early assessment, intervention and support** using a range of multi-agency providers including third sector organisations
- **Securing effective Cluster partnership arrangements** to become the key driver for the implementation of our strategy
- **Maintaining a consistent approach to nurture and well-being** to support learners and their families across the county
- **Securing effective and transparent multi-agency working** to ensure the best possible outcomes for learner's well-being and achievement

- **Maintaining home / host school registration and establishing revolving door arrangements** to provide opportunities for children and young people to access the support they need and return to their community school ensuring that resources follow the learner and appropriate provision is maintained to meet identified need
- **Securing good access to local, high quality, flexible provision** that is appropriate and is able to meet current and changing needs
- **Adopting an “invest to save”** approach in order to achieve best practice and build sustainability

The Steering Group considered four main options, and the LA seconded a Headteacher to develop and refine the final model for service delivery based on the work of the Steering Group. After further consultation and amendment, the final model has become our ‘Proposal’ to redesign our model of delivery around the needs of our children and young people, establish specialist provision for ASD and SEBD within Monmouthshire and in doing so, reduce the need for learners to travel long distances.

The Council’s ALN and Inclusion Strategy sets out the guiding principles applied to ensure our proposed model of delivery addresses the local needs of our children as follows:

- All of our children and young people are valued, whatever their needs, so that they can experience success in their learning, reach their potential, enjoy high levels of well-being and maximise their life chances
- Meeting the needs of children and young people with ALN and SEBD is a priority and is everyone’s responsibility
- The overwhelming majority of children and young people are educated with their peers and in their local community
- Appropriate, specialist provision to meet the needs of our children and young people is available within the local authority
- All parties, including schools, parents and wider agencies work together and in the best interests of the child.

In considering our options and developing our proposals we have paid due regard to the requirements of the Future Generations Act (Wales) 2015, the United Nations Convention on the Rights of the Child (UNCRC) and the Additional Learning Needs and Education Tribunal (Wales) Act 2018.



## 4. Current provision across Monmouthshire

Monmouthshire County Council currently supports pupils with ALN and SEBD by utilising a combination of provision. This could be in a mainstream class, specialist provision in a Special Needs Resource Base (SNRB) within mainstream school, support and intervention from our Pupil Referral Service (PRS), our Special School in Monmouthshire or a Special School in another LA, and in some cases, in an Independent Special School outside of the county.

Our current provision within Monmouthshire supports the following needs and is located at a number of sites as indicated below:

Support base	Provision offered	Capacity
Overmonnow SNRB, Monmouth	Moderate to severe learning difficulties, profound and complex needs, ASD and other pervasive developmental disorders	20
Pembroke SNRB, Chepstow	Moderate to severe learning difficulties, profound and complex needs, ASD and other pervasive developmental disorders	20
Deri View SNRB, Abergavenny	Moderate learning difficulties and another additional identified need including language, social, emotional and behavioral difficulties (SEBD)	20
Caldicot School SNRB	Moderate to severe learning difficulties	55
Monmouth School SNRB (from September 2018)	Moderate to severe learning difficulties	55
Mounton House Special School, Chepstow	Day and residential provision for boys aged 11-16 with social, emotional and behavioral difficulties (SEBD)	58
Pupil Referral Service	ASD outreach provision for primary and secondary age pupils	As required

Whilst on the surface it appears that there is a wide range of ALN and SEBD provision available across the county, the high number of children and young people accessing specialist provision outside of the county indicates that the provision we have currently, does not align with the provision we need. Our analysis shows that at present, our in County provision is unable to support many children and young people with the following needs:

- High functioning ASD anxiety and behavioural difficulties
- Young people at the point of transition into secondary school with Profound and Multiple Learning Difficulties (PMLD),
- Young people at the point of transition into secondary school with severe learning difficulties
- Younger learners and girls presenting with SEBD
- Severe hearing or visual impairment

Our challenge as a Council is to ensure that our ALN and Inclusion model of delivery is 'fit for purpose' for all learners. In addition, the new model must be appropriate to meet the needs of the groups of children and young people above so that they can also access services as required, as locally as possible and at the very least within Monmouthshire.

## 5. What options did we consider?

The ALN and Inclusion review identified that there is an excess of provision for moderate learning difficulties that could be met within mainstream schools for the majority of learners. Conversely, there is insufficient provision for children and young people with ASD, anxiety and behavioural difficulties in both the primary and secondary phase; younger pupils and girls with SEBD; secondary provision for learners with PMLD and severe learning difficulties and children with severe hearing or visual impairment.

The ALN Steering Group considered a number of options and made a recommendation on the proposed model to move forward. The main options for the new model considered by the group are outlined below. The table for each option illustrates how they would address the requirements and any specific advantages and disadvantages.

### 5.1 Options Appraisal

**Option 1** – Do nothing and maintain the status quo. This would mean there would be no change to provision.

Option 1	
Status Quo	
Advantages	Disadvantages
Minimal risk / disruption to destabilising existing service delivery	We will not fully meet the needs of children and young people in Monmouthshire as indicated by our review of provision
	There will continue to be a large number of children and young people placed in provision outside of their local community
	The number of out of county placements would continue to be high
	The currently very high costs associated with out of county placements would continue to rise

**Option 2** – Establish a new ALN provision and a new SEBD/behaviour provision within Monmouthshire to meet our local needs.

This would mean creating a new Special School for ALN to include our current provision in our SNRBs and extending our current SEBD provision to include girls and pupils from 5 to 19 years of age.

<b>Option 2</b>	
<b><i>Develop separate behaviour and ALN provisions to meet local need</i></b>	
<b>Advantages</b>	<b>Disadvantages</b>
Will meet a greater range of children and young people's needs within their local community	May develop a silo approach to meeting and addressing behaviour and Additional Learning Needs.
Provide an opportunity to enhance the capacity of schools to enable them to provide for a wider range of ALN and behaviour issues	This will result in difficulties in developing a holistic approach to meeting the needs of children and young people and delivery suitable support to their families
	The costs associated with this option will be higher than other options due to the additional management costs associated with running two separate provisions
	Cost of change / risk of disruption to service delivery

**Option 3** – Develop a commissioned agreement with an independent provider to deliver ALN and Inclusion provision on behalf of the Local Authority. This would mean that our Special School and SNRBs could be closed when delivery transfers to the commissioned provider.

<b>Option 3</b>	
<b><i>Develop a commissioned agreement with an independent provider for them to deliver ALN provision on behalf of the Local Authority</i></b>	
<b>Advantages</b>	<b>Disadvantages</b>
Suitable provision could be provided locally	A suitable provider would need to be available to accept the commission
Provide an opportunity to enhance the capacity of schools to enable them to provide for a wider range of ALN and behaviour issues	The costs associated with this option would be very high, and are likely to increase significantly in future
	The Local Authority would lose its specialist provision, current outreach support and school to school work would be chargeable as all independent providers are trading businesses
	The provision may develop to meet needs that do not align to those within our county
	Cost of change / risk of disruption to service delivery

**Option 4** – Establish a new special school that will deliver the full range of provision required to meet the needs of children and young people with ASD, SEBD, PMLD and severe learning difficulties within the Local Authority.

This would mean that existing provision for ALN would be re-designated to accommodate a wider range of need and transferred to the new Special School under the management of the Headteacher. The provision for SEBD/Inclusion would also be re-designated, extended and transferred to the new Special School under the management of the Headteacher. The Pupil Referral Service would be satellite provision closely linked to, but independent from the school.

<b>Option 4</b>	
<b><i>Establish a new special school that will deliver the full range of provision required to meet the needs of children and young people within the Local Authority</i></b>	
<b>Advantages</b>	<b>Disadvantages</b>
Will meet the needs of the majority of children and young people within the County	A very small number of children and young people with very specialized needs will still need to access education in out of county placements
Provide an opportunity for Children and Young people to be educated within their local community where appropriate by enhancing the capacity of schools enabling them to provide for a wider range of ALN and behaviour needs	
Provide a cohesive and holistic approach to meeting the needs of the majority of learners irrespective of need, age or gender	
Satellite nature of the provision will enable almost all children and young people to be educated locally, significantly reducing travelling times	
New provision would ensure continuity of provision for almost all children and young people from 3 to 19 years within the county.	
Maximise the use of the resources at our disposal, including sharing staff expertise and developing strong school-to-school working.	
The number of children and young people required to attend out of county placements would reduce	
The financial impact on pupils and other service areas would reduce significantly	
	Cost of change / risk of disruption to service delivery

## 5.2 The Preferred Option

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Our preferred option is option 4. This proposal contains two distinct, but intrinsically linked elements. The first element focuses on the provision for children and young people with ALN and the second element on the inclusion of and provision for children and young people with challenging behaviour. The key reasons for this are that it:

- meets our requirements in full
- provides a continuum of provision for our children and young people
- can respond to the changing needs of our children and young people
- can be delivered locally to reduce the need for significant travel
- reduces the inequality in accessing suitable provision within Monmouthshire

We have developed our proposal for a new model of delivery for ALN and Inclusion to address our identified needs. The Council now wishes to gather the views of stakeholders for consideration when determining a way forward.

## 6. Consultation Arrangements

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The Council proposes ***to implement a new delivery model to meet the needs of children and young people with additional learning needs (ALN) and those presenting with challenging behaviour.***

The council is now engaging in statutory consultation processes with all interested parties to ensure that any decision taken by the Council is one that is informed.

The timescales for the formal consultation aspects of these statutory proposals are:

Statutory Consultation Period commences	Statutory Consultation Period concludes	Period of consultation
16 <sup>th</sup> April 2018	27 <sup>th</sup> May 2018	6 weeks (including 20 school days)

### 6.1 Formal consultation process

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The formal consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and considered when the Council determines whether or not proposals are to be implemented.

The Council seeks to engage with a wide range of stakeholders on the proposals outlined in this consultation document. A full list of the consultees can be found under Appendix 2.

As part of the consultation process, the Council also intends to hold consultation sessions with staff, governors, parents and members of the community to ensure engagement with all interested parties who may wish to learn about the proposal:

Council Officers will be in attendance to explain the proposals in detail and answer any questions and ensure all comments/views made are recorded.

In addition to the above, any views, comments, or questions on the proposals can be submitted to the Council by:

- Writing to School and Student Access Unit, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN.
- Emailing [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk).
- Completing the response pro-forma which can be found under appendix 1 and returning it to School and Student Access Unit, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN.

Comments must be submitted to the Authority by midnight on the **27<sup>th</sup> May 2018**.

It is important to note that any unfavourable comments made during the consultation period will not be treated as objections to the proposals, but will be accepted as adverse comments. Objections to the proposals can only be accepted after the consultation period has concluded and should the Council determine to proceed with the proposals by way of publishing statutory notices. If you wish to object, you will need to do so in writing should the Council enter into a statutory objection period. If consultees submit a request during the objection period, asking for a response submitted at the consultation stage to be treated as an objection this will be accepted.

## **6.2 Consultation with Children and Young People**

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The views of children and young people are extremely important to the Council and therefore children and young people will be provided with opportunities to contribute to this consultation process. The Council has produced a summary version of this consultation document which will be made accessible for all children and young people affected by this proposal.

The Council also intends to hold sessions with the relevant School Councils and individual learners where this is felt to be appropriate and practicable. Our consultation with children and young people will be delivered through the support of our schools and key partners and their views captured and considered in any reports that determine our way forward.

## **6.3 Conclusion of the Formal Consultation process**

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The opportunity to respond to the proposals outlined within this consultation document will conclude **midnight on 27<sup>th</sup> May 2018**. The Council's Cabinet will then be provided with a consultation report analysing the views shared by consultees

during the formal consultation process and determine whether or not they wish to proceed with the proposal. A copy of the consultation report will also be made available to consultees within 13 weeks of the closure of the formal consultation period.

If the decision is taken by the Council's Cabinet to proceed with the proposals, a statutory notice will be published. The Council will allow for a statutory notice period lasting 28 days from the date of publication to enable consultees to express their views in the form of supporting or objecting to the proposals.

The Council's Cabinet will then consider the responses received during the statutory notice period in the form of an objection report, and make the final decision as to whether to proceed with the proposal.

The proposed timetable for decision making following the formal consultation process is:

Stage of process	Key date
Cabinet consider the results of the consultation and determines whether to proceed with proposals	4 <sup>th</sup> July 2018
Council publish statutory notice and enter into objection period	3 <sup>rd</sup> September 2018
Cabinet consider the objection report and determine whether or not to implement the proposals	7 <sup>th</sup> November 2018

#### 6.4 Implementation of the Proposals

Should the outcome of the statutory consultation processes determine that the Council are to proceed with the proposals outlined in this consultation document, the implementation of such proposals will be staggered commencing on 1<sup>st</sup> April 2019 and concluding on 1<sup>st</sup> September 2019. Details of the regulated alterations associated with this proposal together with the proposed implementation timeline can be found under appendix 4.

#### 6.5 Consultation process timeline

Process	Key dates
<b>Publication of formal consultation document</b>	16 <sup>th</sup> April 2018
<b>Deadline for responses to consultation proposals</b>	27 <sup>th</sup> May 2018
<b>Consultation report to be presented to Cabinet</b> <b>Publication of consultation report</b>  <i>Cabinet consider consultation report and determine whether to proceed with proposals</i>	4 <sup>th</sup> July 2018



If agreed - Proceed to next stage If not agreed - proposals will end	
<b>Publication of Statutory Notices and enter into objection period</b> <i>If approved, the Statutory Notice will be published on the County Council's and any other proposer's websites and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.</i>  <i>Opportunity to formally object to the proposals.</i>	3 <sup>rd</sup> September 2018
<b>Deadline for submitting objections to proposals</b> <i>28 days from date of publishing statutory notices</i>	10 <sup>th</sup> October 2018
<b>Objection report presented to Cabinet</b> <i>Cabinet Consider objection report and determine whether to implement proposals in light of any objections received</i>	7 <sup>th</sup> November 2018
<b>Council publish Cabinet decision</b>	December 2018
<b>Implementation of proposals</b> <i>Staggered implementation – please see appendix 4</i>	April 2019 – September 2019

## 7. The Proposal

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The Local Authority wishes to consult on the establishment of a new special school that will deliver the full range of provision required to meet the needs of children and young people aged 3-19 with ASD, SEBD, PMLD and severe learning difficulties within the County. The existing Mounton House Special School will close as a result of the proposal and form the site of the new special school.

The new special school will offer provision for a wide range of Additional Learning and behavioural needs delivered through multiple satellite settings placed across the County. The proposal will ensure provision is provided locally to children whose needs cannot be met within mainstream settings and require more specialist support. The existing Pupil Referral Service (PRS) will also be enhanced to provide a greater range of outreach support and provision for children and young people at risk of exclusion.

### 7.1 Reasons for the proposal

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The key reasons why the Council proposes to introduce a new model for the delivery of ALN and Inclusion in the county are:

- The number of pupils attending Mounton House Special School have declined significantly over recent years and there is significant spare capacity at the school.
- The forecasted number of pupils expected to require placement at Mounton House Special School continues to decline in line with the current provision on offer.
- Mounton House designation is for pupils diagnosed with SEBD and if pupils have a diagnosis of ASD and specialist placement is required then they have to be placed in external specialist provision.
- Mounton House provides provision for boys with SEBD at key stage 3 and 4 only.
- The Council currently has no specialist behaviour support for secondary aged girls with SEBD or ASD.
- The Council currently has no specialist behaviour support for Primary aged pupils (boys and girls) with SEBD.
- The Council currently has no specialist behaviour support for Primary aged pupils (boys and girls) with ASD.
- The limitations of current ALN provision due to the designation of our existing SNRBs throughout the County means that a large number of our children and young people are placed in out of county educational placements.
- The Council is committed to reducing the number of exclusions currently taking place across schools in the County.
- The PRS operates on an outreach basis at primary phase and primary exclusions are too high.
- The PRS operates on an outreach basis at KS3 and some young people experience repeated episodes of fixed term exclusion.
- There is a need for greater PRS capacity at KS4.
- There is a need to provide earlier assessment for pupils so that needs can be assessed and intervention can be put in place earlier.
- There is a significant need to provide support for pupils with SLCD and ASD.

## **7.2 Expected outcome of the proposed delivery model**

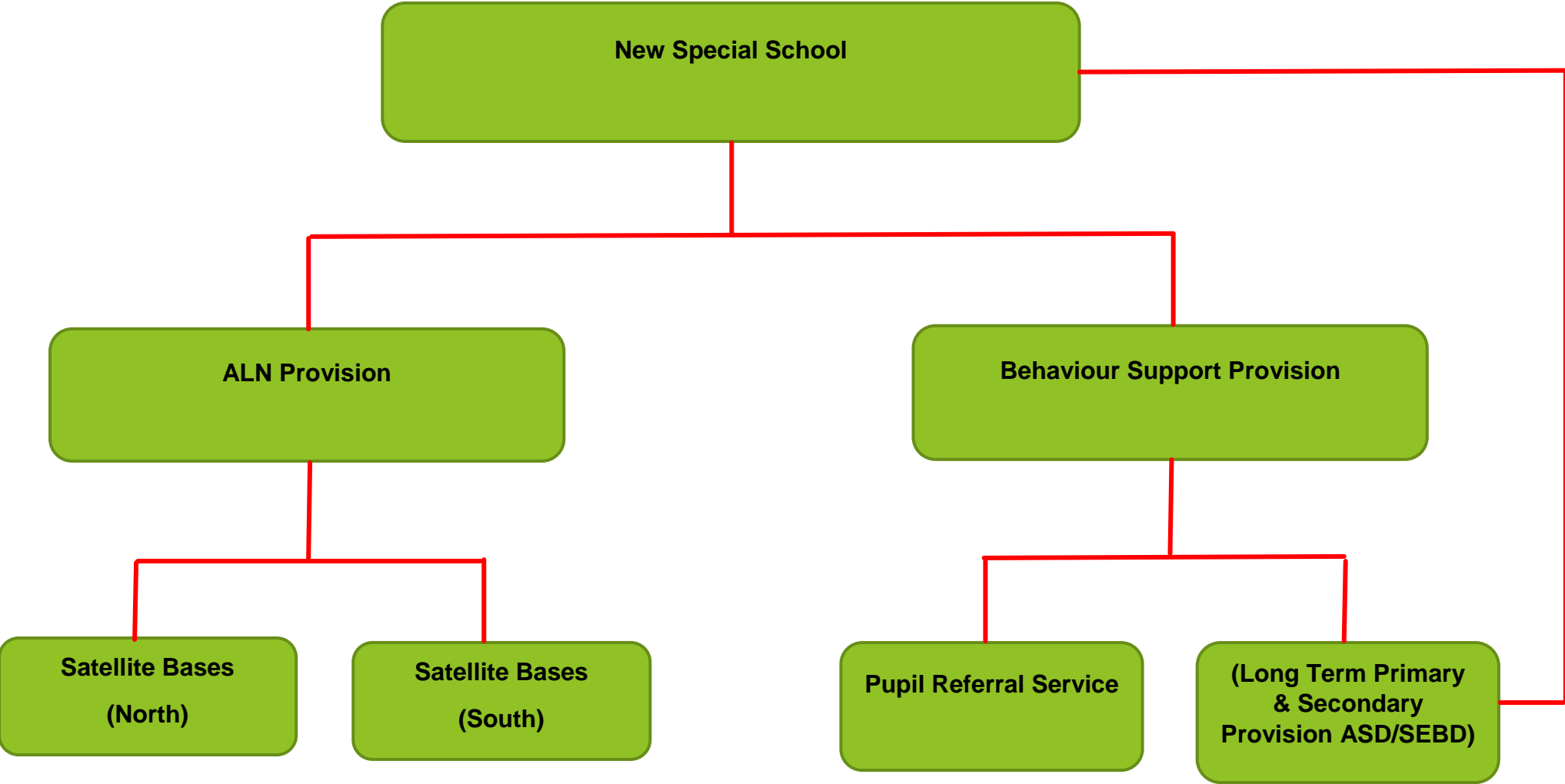
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The delivery of the new model will:

- Support the delivery of the key principles in the Future Generations Act.
- Place the child's needs at heart of the provision in alignment with the UN Convention on the Rights of the Child.
- Address the ten aims of the new Additional Learning Needs Bill and Statutory Code of Practice.
- Provide more children and young people with suitable provision to meet their needs locally.
- Reduced Management Costs.
- Enhance the existing provision for ALN.

- Rationalise the provision for behaviour and inclusion to provide local provision for increased number of children and young people.

7.3 Overarching Delivery Model



### Proposed delivery of Additional Learning Needs

The Council will continue to work closely with our schools to ensure that, where appropriate, children with additional learning needs are suitably supported in inclusive, mainstream settings based on the assumption that mainstream education is the most suitable setting for all learners. However, for those children and young people for whom a mainstream setting cannot be met, the Council proposes the following offer:

#### Primary Provision

The provision that will be on offer for primary aged children will be managed through the proposed new special school and delivered through multiple satellite settings located throughout the County. The provision on offer will be mirrored in both the North and South of the County to ensure that needs can be met locally and equitably.

The proposed provision will feature the following:

- Two specialist Special Needs Resource Base (SNRB) centres which will provide provision for Autistic Spectrum Disorder, Speech Language and Communication Difficulties and include an Assessment Centre. One will be located in the North and one will be located in the South of the County.
- Two specialist SNRB centres one located in the North and one located in the South of the County offering provision for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.

#### Secondary Provision

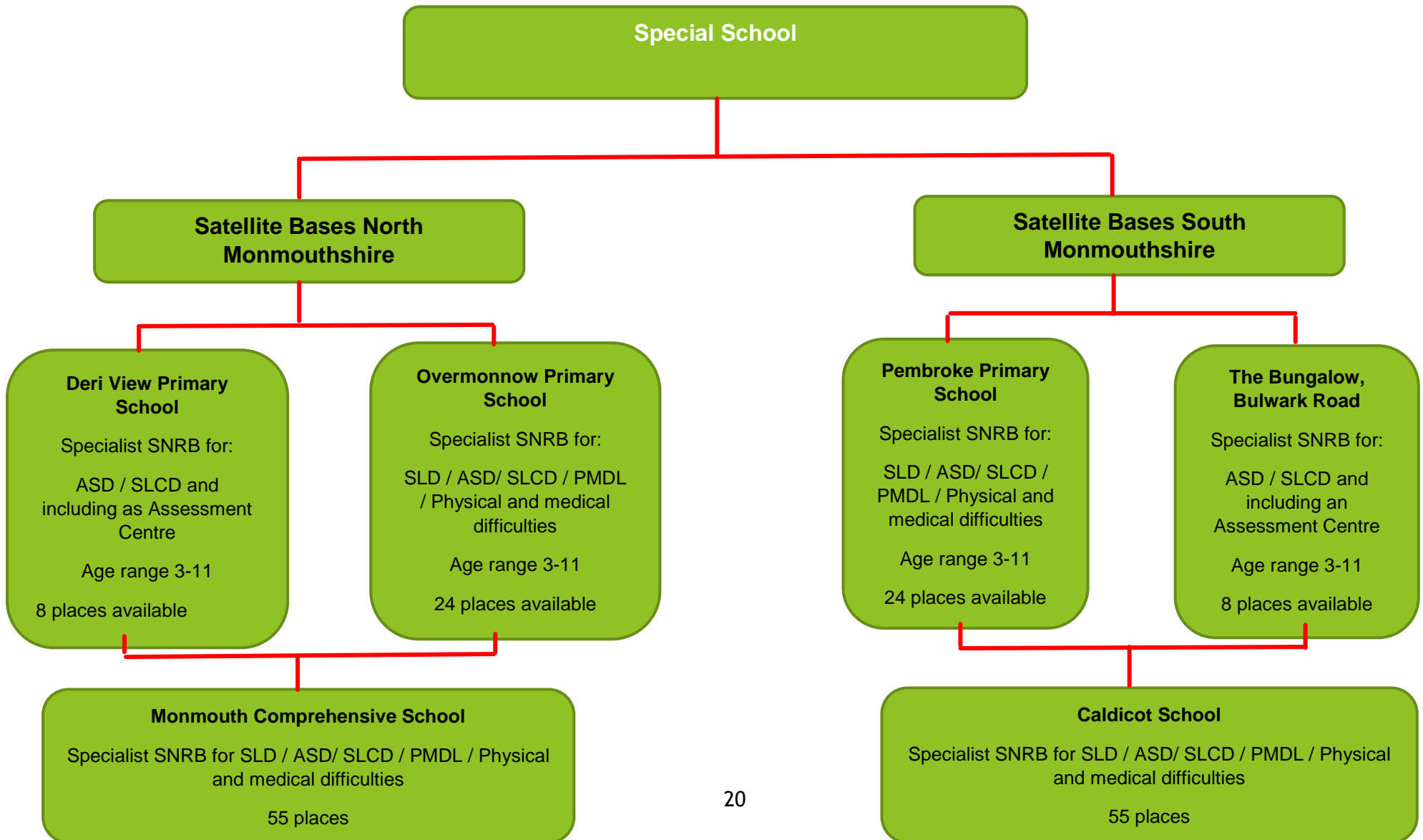
The provision that will be on offer for secondary aged children will also be managed through the proposed new special school. The delivery of this provision will be through multiple satellite settings located throughout the County. The provision on offer will be mirrored in both the North and South of the County to ensure that needs can be met locally and offer a mirrored provision to that in place at the primary settings to ensure that the majority of children's needs can be met within the county, with only minimal specialist out of county placements required.

The proposed provision will feature the following:

Two specialist SNRB centres one located in the North and one located in the South of the County offering provision for Complex Needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties. In time, the provision on offer in the North of the county could be delivered across two sites to ensure provision is available as locally as possible.

The model overleaf provides a visual to our proposal to meet the needs of children and young people with Additional Learning Needs requiring specialist support. The proposed model will increase the number of places available for ALN within the county from 115 currently to 174 at the point of full implementation.

## 7.4 Proposed model for delivery of Additional Learning Needs



## Proposed delivery of specialist support for Children with challenging behaviour

The council will continue to work closely with our schools to ensure that, where appropriate, children can be appropriately supported in mainstream settings along with their peers. However, for those children whose needs require more specialist support, the Council proposes the following offer:

### Primary Provision

The Pupil Referral Service continuum of intervention will consist of outreach provision upon receipt of a completed referral from each school.

The proposals in this model will involve the establishment of two regional Pupil Referral Unit (PRU) basis, one located in the north and one located in the south which will provide short term provision away from their school site for young people at risk of exclusion, or for those who have been permanently excluded. This will provide provision for up to 16 pupils.

For those requiring more long term support, the proposals would form a specialist provision for those with a diagnosis of SEBD/ASD. This provision will provide support for up to 16 pupils.

### Secondary

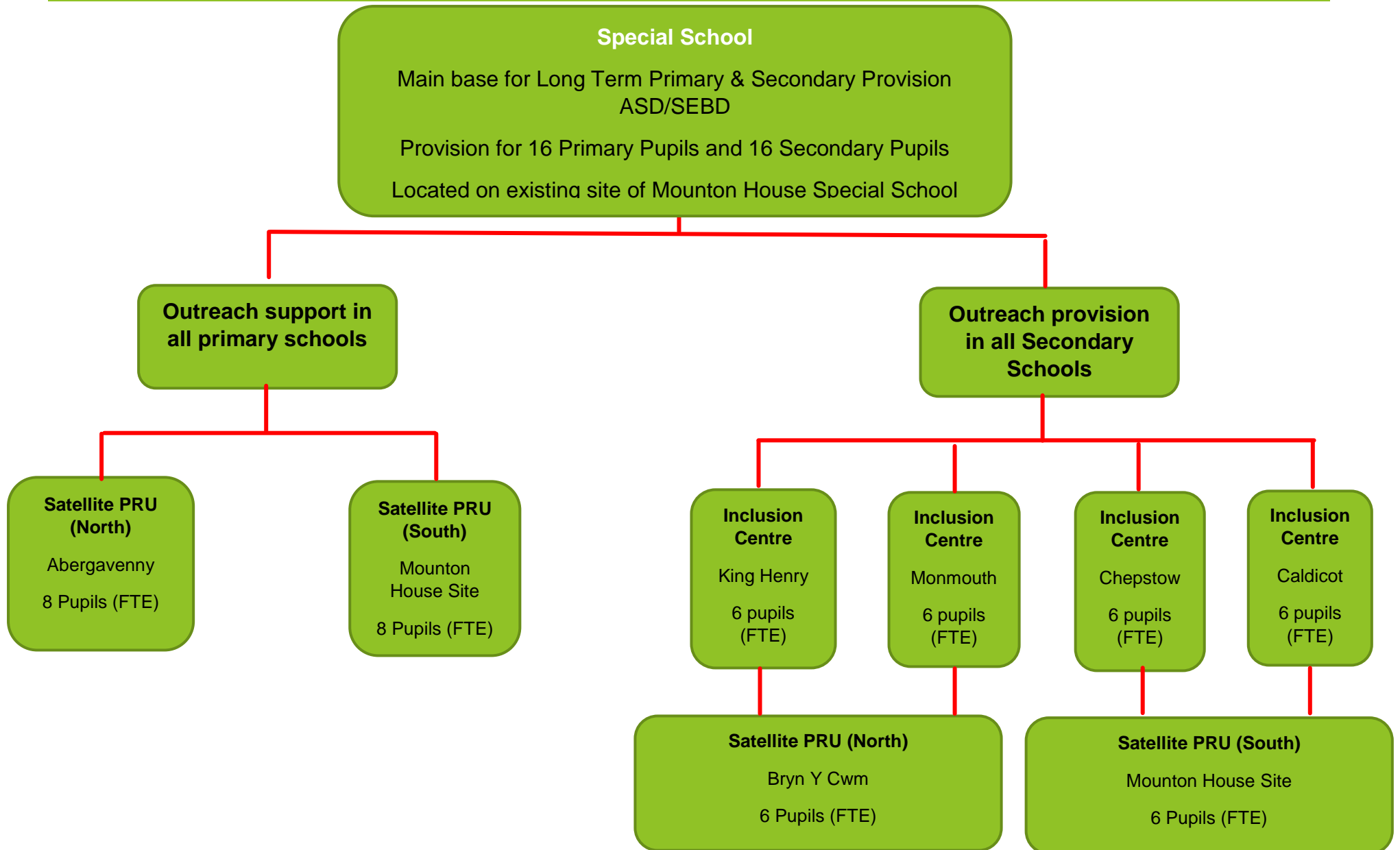
The Pupil Referral Service continuum of intervention will consist of outreach provision delivered through the formation of 4 inclusion centres based in each secondary school. This will allow for the provision of intervention for 6 FTE pupils in each school.

There will be 2 regional basis, one north and one south which will provide provision for young people at risk of exclusion or who have been permanently excluded. This will provide provision for up to 12 pupils.

For those requiring more long term support, the proposals would form a specialist provision for those with a diagnosis of SEBD/ASD. This provision will provide support for up to 16 pupils.

The model overleaf provides a visual to our proposals to meet the needs of children with Behavioural needs that require specialist support.

## 7.5 Proposed model for delivery of support for challenging behaviour



## 7.6 Regulated alterations required to implement proposal

In order to implement the above proposal the following regulated alterations are necessary:

- Close Mouton House Special School.
- Establish a new 3-19 Special school on the Mouton House site to cater for pupils (boys and girls) with Social Emotional Behaviour Difficulties, Attention Deficit Hyperactivity Disorder and Autistic Spectrum Disorder (ASD). This will be for 16 primary aged pupils and 16 secondary aged pupils. The new special School will manage the provision of multiple satellite services for additional learning and behavioural needs located across the county.
- Enhance the services currently offered by the Pupil Referral Service to deliver a wider range of services to pupils in foundation phase to key stage 4.
  - Outreach support through Inclusion centres at each Secondary school offering support for 6 FTE pupil place per centre.
  - Develop Satellite Primary PRU bases in the North and South of the County offering support for 8 FTE pupils per site.
  - Develop long term PRU centre located on the existing Mouton House site which will provide provision for children and young people at risk of exclusion or who have been permanently excluded. This will provide provision for up to 8 primary pupils and 6 secondary pupils.

As a result of the above, the following regulated alternations are also required:

### Provision in the North of the County

- Re-designate Overmonnow Primary School and Special Needs Resource Base (SNRB) to Overmonnow Primary School and Nursery unit. This will mean the SNRB will be a satellite centre under the control of the New Special School and not Overmonnow Primary School.
- Increase the capacity of Overmonnow SNRB from 20 to 24 and change the type of provision offered in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.
- Re-designate Deri View Primary School with SNRB to Deri View Primary School and Nursery unit. This will mean the SNRB will be a satellite centre under the control of the New Special School and not Deri View Primary School.
- Change the type of provision offered at Deri View SNRB in order to cater for Autistic Spectrum Disorder, Speech Language and Communication Disorder, including an Assessment Centre.
- Re-designate Monmouth Comprehensive School with SNRB to Monmouth Comprehensive School. This will mean the SNRB will be a satellite centre under the control of the New Special School and not Monmouth Comprehensive School.



- Change the type of provision offered at Monmouth Comprehensive School SNRB in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.

Provision in the South of the County

- Re-designate Pembroke Primary School with SNRB to Pembroke Primary School and Nursery unit. This will mean the SNRB will be a satellite centre under the control of the new Special School and not Pembroke Primary School.
- Increase the capacity of Pembroke SNRB from 20 to 24 and change the type of provision offered in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.
- Establish a new primary Satellite SNRB at The Bungalow on Bulwark Road, Chepstow under the control of the new Special School to cater for Autistic Spectrum Disorder and Speech Language and Communication Disorder and including an Assessment Centre.
- Re-designate Caldicot School with SNRB to Caldicot School. This will mean the SNRB will be a satellite centre under the control of the new Special School and not Caldicot School.
- Change the type of provision offered at Caldicot School SNRB in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.

## 8. Schools affected by the Proposals

The following table shows general information on the schools likely to be affected by the proposals.

School Name	Language Category	School Type	Capacity & Admission Number	Age Range	Pupil Numbers PLASC 2018
Overmonnow Primary School & SNRB	EM	Community	390/55	3-11	347
Deri View Primary School & SNRB	EM	Community	330/47	3-11	262
Monmouth Comprehensive School & SNRB	EM	Community	1600/253	11-18	1582
King Henry VIII Secondary School	EM	Community	1308/219	11-18	973
Pembroke Primary School & SNRB	EM	Community	210/30	3-11	222
Caldicot School & SNRB	EM	Community	1502/253	11-18	1312
Chepstow School	EM	Community	1282/193	11-18	928
Mounton House Special School	EM	Community	58	11-16	32

### 8.1 Analysis of NOR at schools affected by the proposals

The following table shows the number of reception to year 6 pupils that have been attending schools affected by the proposals since January 2013, based on PLASC data and includes pupils on roll at resource bases.

School Name	January 2017	January 2016	January 2015	January 2014	January 2013
Overmonnow Primary School & SNRB	344	355	352	365	347
Deri View Primary School & SNRB	253	262	264	260	278

<b>Monmouth Comprehensive School (including an SNRB September 2018)</b>	1582	1626	1638	1635	1633
<b>King Henry VIII Secondary School</b>	956	960	971	1002	1068
<b>Pembroke Primary School &amp; SNRB</b>	222	228	224	217	217
<b>Caldicot School &amp; SNRB</b>	1282	1240	1350	1285	1381
<b>Chepstow School</b>	977	978	928	910	938
<b>Mounton House Special School</b>	33	40	42	43	45

### 8.3 NOR at specialist in County provision

The following table shows the number of pupils attending specialist provision within Monmouthshire (January 2018):

<b>School Name</b>	<b>Number of Pupils attending Specialist provision</b>
Overmonnow SNRB	18
Pembroke SNRB	20
Deri View SNRB	0
Caldicot School SNRB	55
Monmouth School SNRB	4
Mounton House Special School	33
Pupil Referral Service	TBC

### 8.4 NOR at specialist out of County provision

The following table shows the number of pupils attending specialist provision outside of Monmouthshire (January 2018).

<b>Independent Specialist Provision</b>	<b>Number of Pupils attending Specialist provision</b>
Specialist ASD Provision (Low average to high ability ASD pupils with significant levels of anxiety/behaviour) Examples	12

include North Hill House, Grateley, Hedgeway and Headlands	
SEBD (Low average to average ability pupils) Male and Female. Examples include Talocher and Headlands	6
Autism, severe learning difficulties, anxiety and behaviour. Examples include TyCoryton, TyBronllys and Summer Gil House	NA
Specialist School for pupils with Visual Impairment or Hearing Impairment. Examples include RNIB Exeter, New College Worcester and Mary Hare	3
Specialist physical, medical placement. Example includes Craig Y Parc	NA
Moderate Learning, Specific Learning difficulties – Example includes Bredon, Shapwich School	2

We will consult with all of the above schools on the proposals.

<b>Out of County Local Authority Specialist Provision</b>	<b>Number of Pupils attending Specialist provision (January 2018)</b>
Special School for pupils with PMLD, SLD, AUT, Medical, Complex Difficulties.	46
Specialist provision for pupils with ASD/AUT.	2
Specialist provision for pupils with speech and language difficulties.	4
Specialist provision for pupils with SEBD.	2

The above figures do not include those pupils with SEN attending other LA mainstream provision/schools with SEN due to Welsh Language, catchment or parental preference for example Ysgol Gyfun Gwynllyw. Mounon House has a capacity of 58 pupils. The school provides provision for male students only. Currently there are only 33 places being utilised of which 8 are Monmouthshire students.

### **8.5 Projected Need**

Our initial projections for ALN over the next five years indicates that whilst the overall proportion of pupils with additional learning needs remains consistent, the nature of the presenting and identified needs suggest that there will be a growing demand for specialist provision for children and young people with ASD, Speech, Language and Communication Difficulties (SLCD). The recent and rising trend in the number of

children and young people presenting with SEBD, strongly suggests that we will continue to see numbers increase over the next three to five years.

The following table show the projected numbers on roll at Mounton House Special School.

Year Group	2017-18	2018-19	2019-20
7	1	3 Max at present	2 Max at present
8	4	1	3 Max at present
9	6	4	1
10	10	6	4
11	12	10	6
<b>Total</b>	<b>33</b>	<b>24</b>	<b>16</b>

The following tables shows the number of primary age pupils currently on roll who have Additional Learning Needs and are at school action plus, SAPRA, statemented, SNRB and small class and specialist provision. This also includes the number of young people we have in out county provision at present.

	SLCD					PMLD					PMED				
	SA+	SAPRA	Statement	SNRB/small class	Specialist	SA+	SAPRA	Statement	SNRB/small class	Specialist	SA+	SAPRA	Statement	SNRB/small class	Specialist
<b>Year Group</b>															
<b>Nursery</b>	2	1	0	0	0	0	0	0	0	0	0	1	0	1	0
<b>Reception</b>	1	4	1	1	0	0	0	1	0	0	0	2	0	0	0
<b>Year 1</b>	0	1	1	0	0	0	0	0	0	0	0	0	2	0	0
<b>Year 2</b>	0	2	3	1	0	0	0	0	0	0	0	2	0	0	0
<b>Year 3</b>	0	2	2	2	0	0	0	1	1	0	0	1	1	0	0
<b>Year 4</b>	0	3	2	0	0	0	0	0	0	0	2	1	1	0	0
<b>Year 5</b>	0	0	6	4	0	0	0	0	0	0	0	0	0	0	0
<b>Year 6</b>															
<b>Total</b>	<b>3</b>	<b>13</b>	<b>15</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>0</b>

	MED					MLD					ASD					SEBD					
	SA+	SAPRA	Statement	SNRB/sma II class	Specialist	SA+	SAPRA	Statement	SNRB/sma II class	Specialist	SA+	SAPRA	Statement	SNRB/sma II class	Specialist	SA+	SAPRA	Statement	SNRB/sma II class	Specialist	
<b>Year Group</b>																					
<b>Nursery</b>	2	1	0	3	0	0	1	0	1	0	2	5	1	5	0	0	0	0	0	0	0
<b>Reception</b>	0	2	1	2	1	0	2	0	1	0	0	4	3	3	1	0	0	0	0	0	0
<b>Year 1</b>	0	4	0	1	1	0	0	0	0	0	0	1	4	0	2	0	1	0	0	0	0
<b>Year 2</b>	0	1	3	4	0	1	1	0	2	0	0	0	6	3	2	0	4	2	2	0	0
<b>Year 3</b>	0	1	1	1	0	0	3	2	4	0	0	3	1	1	0	0	3	3	1	0	0
<b>Year 4</b>	0	1	0	0	0	1	0	1	0	0	0	9	5	2	0	1	1	0	0	0	0
<b>Year 5</b>	0	0	3	2	0	0	0	1	1	0	0	0	7	4	0	0	1	1	1	0	0
<b>Year 6</b>																					
<b>Total</b>	<b>2</b>	<b>10</b>	<b>8</b>	<b>13</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>22</b>	<b>27</b>	<b>18</b>	<b>5</b>	<b>1</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>

## 9. Impact of proposals

The following section provides data on the quality and standards of education in the schools affected and the likely impact the proposals will have on the quality of Education and support for children with ALN.

### 9.1 Quality and standards of education

The outcomes of the most recent Estyn inspections and the latest national categorisation for the six schools affected by the proposals are as follows:

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Overmonnow Primary School and SNRB</b>	June 2011	Good	Good	Good	Good	Good

In the latest national categorisation for schools across Wales, the EAS has placed Overmonnow Primary School and SNRB in 'yellow' support category indicating the school requires a limited amount of support to improve standards. The school was in the 'amber' support category for the previous two years and therefore it needs less support now and it is an improving school.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Deri View Primary School and SNRB</b>	January 2013	Adequate	Adequate	Adequate	Adequate	Adequate

In the latest national categorisation for schools across Wales, the EAS has placed Deri View Primary School and SNRB in 'yellow' support category indicating that the school requires a limited amount of support to improve standards. The school was in

'green' support category in the previous year and therefore needs more support than it did previously, this is because of new leadership arrangements.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Pembroke Primary School and SNRB</b>	June 2015	Adequate	Adequate	Unsatisfactory	Adequate	Unsatisfactory

In the latest national categorisation for schools across Wales, the EAS has placed Pembroke Primary School and SNRB in 'yellow' support category indicating the school requires a limited amount of support to improve standards. The school was in the 'red' support category two years ago and therefore it needs significantly less support now and it is an improving school.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Monmouth Comprehensive School and SNRB</b>	November 2015	Adequate	Good	Good	Adequate	Good

In the latest national categorisation for schools across Wales, the EAS has placed Monmouth Comprehensive School in 'yellow' support category indicating the school requires a limited amount of support to improve standards. The school was in 'amber' support category in the previous year and therefore needs less support than it previously required.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>King Henry VIII Secondary School</b>	December 2014	Adequate	Adequate	Adequate	Adequate	Adequate

In the latest national categorisation for schools across Wales, the EAS has placed King Henry VIII Secondary School in the 'yellow' support category indicating that the school requires a limited amount of support to improve standards further. The school was in 'amber' support category in the previous year and therefore needs less support than it previously required.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Caldicot Secondary School and SNRB</b>	November 2013	Good	Good	Good	Good	Good

In the latest national categorisation for schools across Wales, the EAS has placed Caldicot School in the 'yellow' support category indicating that the school requires a limited amount of support to improve standards further. The school has been in 'yellow' support category for the last three years.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Mounton House Special School</b>	May 2015	Adequate	Adequate	Adequate	Adequate	Adequate

In the latest national categorisation for schools across Wales, the EAS has placed Mounton House Special School in 'amber' support category indicating that the school requires a sustained amount of support to improve standards. The school was in 'red' support category two years ago and therefore it needs less support than it did previously.

#### New Inspection Framework

School	Inspection Date	Standards	Wellbeing and attitudes to learning	Teaching and Learning Experiences	Care, support and guidance	Leadership and Management
<b>Chepstow School</b>	September 2017	Good	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement

In the latest National categorisation for schools across Wales, The EAS has placed Chepstow School in 'amber' support category indicating that the school requires a sustained amount of support to improve standards. The school was in a 'yellow' support category in the previous year and therefore it now requires more support.

Estyn the Office of Her Majesty's Chief Inspector of Education and Training in Wales independently inspects quality and standards in education and training providers in Wales including the schools and settings within Monmouthshire.

Since September 2012, the LA has commissioned the Education Achievement Service (EAS) to provide our school improvement service to support and lead school improvement in all of our schools. As part of this proposal, the Council will work in partnership with the EAS to secure a greater level of support for schools named within our proposal to ensure that the current level for standards, wellbeing and leadership are enhanced following the implementation of the proposal.

Academic outcomes for the last three years for the end of phase core indicator for the four primary schools and three secondary schools likely to be affected by the proposal are outlined below.

#### Primary School Performance



Whilst there has been a degree of fluctuation over this period, a high proportion, especially in primary schools is influenced by the level of identified need within the relevant cohort, particularly where the school has an SNRB. Should the proposal be agreed and implemented, we would expect to see an improvement in outcomes for all of our primary schools, including those potentially affected by the proposal.

#### Foundation Phase Indicator

Primary School	Foundation Phase Indicator								
	2015			2016			2017		
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average
<b>Overmonnow Primary</b>	90.7%	91.8%	86.9%	86.8%	91.7%	87.0%	78.0%	93.7%	87.3%
<b>Deri View Primary</b>	85.7%	91.8%	86.9%	83.8%	91.7%	87.0%	88.1%	93.7%	87.3%
<b>Pembroke Primary</b>	93.1%	91.8%	86.9%	90.9%	91.7%	87.0%	93.1%	93.7%	87.3%

#### Key Stage 2 Core Subject Indicator

Primary School	Key Stage 2 Core Subject Indicator								
	2015			2016			2017		
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average
<b>Overmonnow Primary</b>	86.0%	91.7%	87.7%	94.2%	94.1%	88.6%	86.4%	93.2%	89.2%
<b>Deri View Primary</b>	85.1%	91.7%	87.7%	90.9%	94.1%	88.6%	88.2%	93.2%	89.2%
<b>Pembroke Primary</b>	91.4%	91.7%	87.7%	84.4%	94.1%	88.6%	87.1%	93.2%	89.2%

#### Secondary School Performance

There has been an improvement in outcomes at the end of key stage 3 in two of the secondary schools potentially affected by the proposal and a decline in the third.

Secondary School	Key Stage 3 Core Subject Indicator								
	2015			2016			2017		
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average

<b>Monmouth Comprehensive</b>	93.4%	90.8%	83.9%		93.6%	91.9%	85.9%		91.9%	92.7%	87.4%
<b>King Henry VIII School</b>	89.8%	90.8%	83.9%		92.5%	91.9%	85.9%		94.1%	92.7%	87.4%
<b>Caldicot School</b>	91.5%	90.8%	83.9%		93.3%	91.9%	85.9%		94.1%	92.7%	87.4%
<b>Chepstow School</b>	93.2%	90.8%	83.9%		93.8%	91.9%	85.9%		94.6%	92.7%	87.4%

Key Stage 4 Level 2 Threshold including English and mathematics

There has been an improvement in outcomes in the key stage 4 Level 2 Threshold including English and mathematics at the end of key stage 4 in two of the secondary schools potentially affected by the proposal and a decline in the third.

Secondary School	Key Stage 4 Core Subject Indicator Level 2 Threshold including English and mathematics								
	2015			2016			2017		
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average
<b>Monmouth Comprehensive</b>	68.4%	66.9%	57.9%	69.7%	67.0%	60.3%	74.0%	67.0%	54.6%
<b>King Henry VIII School</b>	63.5%	66.9%	57.9%	71.2%	67.0%	60.3%	63.3%	67.0%	54.6%
<b>Caldicot School</b>	68.7%	66.9%	57.9%	69.7%	67.0%	60.3%	61.3%	67.0%	54.6%
<b>Chepstow School</b>	70.7%	66.9%	57.9%	62.5%	67.0%	60.3%	69.8%	67.0%	54.6%

The proposal would create more specialist ALN and Inclusion provision in all four clusters across the county. This would mean that more pupils could access specialist support, delivered by suitably trained practitioners locally. This would increase levels of pupil participation and engagement in education and reduce travel times for children and young people.

The location of specialist SNRBs on the site of these schools would provide enhanced access to bespoke outreach support. In doing so, schools would be able to build the skills and expertise necessary to enable staff in mainstream settings to meet a wider range of pupil need.

As a result, if the proposal is agreed and implemented, we would expect to see an increase in outcomes across all of our schools because more schools would be confident and be better supported to meet a wider range of pupil need, particularly those schools with a SNRB on site. In addition, pupils with severe and complex needs would have access to a wider range of specialist, local provision.

## 9.2 Wellbeing

### Secondary School Fixed-term Exclusions (FTE)

The following table shows the number of days lost to FTE in each of our secondary schools over the last 5 years. Whilst numbers are comparatively low, there is a rising trend of FTE in three of our secondary schools. Conversely, there is a reduction in our fourth secondary school and in our Special School over the same period.

<b>Secondary School</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
<b>Caldicot School</b>	278	174	175	216.5	129.5
<b>Chepstow School</b>	80	35	65	134	143.5
<b>King Henry VIII</b>	105	55	108.5	95.5	185.5
<b>Monmouth</b>	18	14.5	23	29.5	62
<b>Mounton House</b>	298	167.5	166	118	113

### Primary School FTE

The following table shows the number of days lost to FTE in our primary schools over the last 5 years indicating a rapidly increasing number of FTE in our primary schools.

<b>Primary School</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
<b>All Primary Schools</b>	50.5	60	41	111	185

The enhancement and extension of inclusion provision across the county is expected to have a significant and positive impact on the number of FTEs in both our primary and secondary schools should the proposal be accepted and implemented.

## 10. Risks and counter measures

	Risk Description	Counter Measures
1	Parental preference – parents may still wish to send their child to out of county special schools	<ul style="list-style-type: none"> <li>- Production of a Monmouthshire “Provision Guide for Parents”</li> <li>- Parent engagement events to explain ‘new’ provision</li> <li>- Marketing of new provision with prospective parents</li> <li>- Rebranding where appropriate</li> </ul>
2	Failure to provide the appropriate number of pupil places	<ul style="list-style-type: none"> <li>- Early involvement with the Special Education Needs Team to identify pupil numbers</li> <li>- Flexibility within the new model to allow for any changes</li> </ul>
3	Cost of implementing new provision	<ul style="list-style-type: none"> <li>- Finance Manager involved at all stages to ensure that new model is within the allocated budget</li> <li>- Invest to save principles applied as current costs are extremely high due to out of county placement fees</li> </ul>
4	Staffing	<ul style="list-style-type: none"> <li>- Apply MCC policy to ensure that staff ‘at risk’ have prior consideration for posts within the new provision</li> <li>- Provide appropriate training for staff to undertake new more specialist roles</li> <li>- Appoint staff with relevant expertise to deliver the proposed model</li> </ul>
5	Key partners or stakeholders are not involved in the early planning process of the project.	<ul style="list-style-type: none"> <li>- Early involvement of a multi-agency Steering group</li> <li>- Engage and consult with stakeholders.</li> <li>- Ensure all stakeholders are aware and have agreed delivery timescales.</li> </ul>
6	Key deadlines to be identified at an early stage to avoid delays	<ul style="list-style-type: none"> <li>- Project Board is established and key milestone dates are identified and agreed.</li> <li>- Resources allocation/ responsibility identified.</li> <li>- Reviewed on a regular basis and updated and communicated to all stakeholders.</li> </ul>

## 11. Finance

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The ALN budgets are split between central resources and schools, the school budgets are delegated out to the schools based on a number of factors including staffing and non-pay factors.

The current costs are excluding pre 16 transport.

The total ALN Budget is currently £7.4m the majority of which goes out to schools.

The new special school will be managed by a governing body and all budgets will be delegated via the Fair Funding regulations for the governing body to manage. The PRU will be managed by the Local Authority via a management committee structure.

We will require capital investment in some of the schools to make them fit for purpose, the cost of this investment is yet to be identified and will be dependent on the outcome of the consultation. Any investment will require a decision by Council and in the first instance we would look to offset the costs against any revenue savings identified.

The revenue savings are anticipated to be £200,000 in the first year and in a full year it is anticipated to rise to £500,000.

There are a number of staff that will have the right skills and qualifications to be able to transfer over to the new model, however where it is not possible the Protection of Employment Policy will be followed for staff that may need to be made redundant and we will work in full consultation with the unions.

## 12. Staffing

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With this proposal, there will be new opportunities for jobs. Some staff that have the correct skills to be able to support pupils under the proposed model, however there will be vacancies where there is a skills gap. There will also be some staff losses, where staff do not have the required skills or where the service is being redesigned and there is not a requirement for that post.

Where there are staff losses, the Protection of Employment Policy will be followed and all staff will be consulted with. Staff will be redeployed where possible, therefore minimising that risk.

## 13. Land and Buildings

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The proposal does not involve a new build programme so there is no transfer or disposal of land necessary, therefore there will be no capital receipts as a result of this project. However, under the proposal the new Special School (existing Mounton House site) will need some capital works to bring the school up to standard and make

it suitable for children and young people aged 3-19 and of both genders. At this stage we anticipate this to be minimal.

## **14. Admission Arrangements**

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The Council will remain as the admissions authority for the new special school and its satellite centres.

The process for admission into the new provision will be managed through a panel consisting of key partners and agencies who will determine whether placement is appropriate. Placement at the provision will be coordinated by the Authority, Educational Psychology Service in collaboration with centre staff and parents.

## **15. Home to school transport**

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Home to school transport will be provided in line with the current policy which states pupils will receive free home to school transport to their catchment or nearest suitable school residing 1.5 miles (primary) and 2 miles (Secondary).

Further details of the policy can be found on the following link.

<http://www.monmouthshire.gov.uk/school-transport-home-to-school>

The transport policy has been written in conjunction with the Learner Travel (Wales) Measure 2008.

## **16. Other Information**

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Further Information and regular up-dates on this proposal can be found on [www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation).

Frequently asked questions will be up-loaded weekly and put onto the Monmouthshire County Council Website.

## Appendix 1 - Response Pro-forma

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### PROPOSAL – Reorganisation of ALN and Inclusion Services

#### YOUR VIEWS

We would like your views on the above proposal. Please complete this pro-forma and return it to the address at the bottom, alternatively it can be handed in at the consultation event.

School & Student Access Unit, Monmouthshire County Council, PO Box 106,  
Caldicot, NP26 9AN or email [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk)

Please tick the box if you wish to be notified of the publication of the consultation report

## Appendix 2 - List of Consultees

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- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Parents of children who are in receipt of a statement of ALN
- Parents of children who are in receipt of a School action plus resource assist (SAPRA)
- Headteacher, staff and governors of schools directly affected by the proposal.
- Out of county Schools affected by the proposal.
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Directors of Education of affected LA's – Caerphilly, South Gloucestershire, Merthyr, Bristol, Rhodda Cynon Taff, North Somerset, Somerset, Swindon, Vale of Glamorgan, Cardiff
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Government
- ESTYN
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- SNAP Cymru Parent Partnership Service
- Local Health Board



Appendix 3 - EQIA



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**Future Generations Evaluation**  
(Includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> Nikki Wellington</p> <p><b>Phone no:</b> 01633 644549 <b>E-mail:</b> nicolawellington@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b> To remodel the inclusion model for Monmouthshire to ensure that provision is developed in county to ensure that pupils are able to remain within Monmouthshire.</p>
<p><b>Name of Service</b> CYP Finance</p>	<p><b>Date Future Generations Evaluation</b> 9<sup>th</sup> February 2018</p>

***NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc***


1. **Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.




Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales	With this proposal, there will be new opportunities for jobs. Some staff that have the	Where there are staff losses, the protection of employment policy will be followed and all


Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
Efficient use of resources, skilled, educated people, generates wealth, provides jobs	correct skills to be able to support pupils under the proposed model, however there will be vacancies where there is a skills gap. There will also be some staff losses, where staff do not have the required skills or where the service is being redesigned and there is not a requirement for that post.	staff will be consulted with. Staff will be redeployed where possible, therefore minimising that risk.
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	No impact	No impact
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	Where possible the needs of the pupils will be met in county, near to their homes and local communities. This will have a positive effect on wellbeing for families. There may be a few pupils, who's needs are best met outside of the county. This will be done in full consultation with all parties concerned.	All needs will be considered and there will be full consultation with families to ensure that the education placement is the best for the pupil.
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Pupils will be supported by their local community, they will remain with their peer group where possible.	No impact
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	No impact	No impact

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>By remaining in their local communities where possible, pupils will be able to embrace the Welsh culture and heritage.</p>	<p>No impact</p>
<p><b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances</p>	<p>No impact</p>	<p>No impact</p>

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Long Term</b></p> <p>Balancing short term need with long term and planning for the future</p>	<p>With the provision being within Monmouthshire, the needs of the child will be known and where possible it will be easier to plan for the long term needs of that pupil.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Collaboration</b></p> <p>Working together with other partners to deliver objectives</p>	<p>Partners such as Social Services and Health will be consulted at all stages, their views will be discussed when deciding how to meet the needs of the pupil.</p>	
 <p><b>Involvement</b></p> <p>Involving those with an interest and seeking their views</p>	<p>All partners will be consulted, this will include any parent advocacy groups such as SNAP. The views of the young person will also be listened to and will form an important part of the decision.</p>	
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The needs of the pupil will be identified at an early age and therefore it should be possible to put strategies in at an early age. Pupils will also be offered short term provision if required, this is not currently possible. This will allow pupils to have the support required, before returning to their local school. Staff will also be provided with training and support to be able to support the pupil.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Integration</b></p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>All partners will work together and therefore the partners will have a clear understanding of the needs of that pupil and the decision for placement. This will allow them to better support the pupil not only in education but also in the wider community.</p>	

**3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<i>Equity of provision from 3 to 19 years</i>		
Disability	<i>Pupils needs will be identified earlier and support provided at an earlier age. The model will look to support pupils in their local communities where possible.</i>	<i>No impact</i>	<i>No impact</i>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Gender reassignment			
Marriage or civil partnership			
Pregnancy or maternity			
Race			
Religion or Belief			
Sex	<i>Equity of provision for males and females</i>		
Sexual Orientation			
Welsh Language			

4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	<i>Given that the pupils will be educated within Monmouthshire where possible, Monmouthshire's safeguarding policies will apply and we will be able to monitor better.</i>		
Corporate Parenting	<i>Given that the pupils will be educated within Monmouthshire where possible, Monmouthshire's policies will apply and we will be able to monitor better.</i>		

**5. What evidence and data has informed the development of your proposal?**

Pupil data.  
Review of current and future needs.  
Current provision within our schools.  
Current and future budgets.  
Working groups with Heads, parent advocacy.

**6. SUMMARY:** As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The positive impact is the proposal to identify needs at an earlier age and to educate pupils in their own communities, where possible. This will have a positive impact on the wellbeing of the pupils and their families. The main negative impact is the potential redundancies for staff where they cannot be redeployed,

**7. ACTIONS:** As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible	Progress

**8. MONITORING:** The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.



The impacts of this proposal will be evaluated on:

August 2020.

**9. VERSION CONTROL:** The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>
1.0	Cabinet.	7 <sup>th</sup> March 2018.	

## Appendix 4 - Implementation timeline

In order to implement the above proposal the following regulated alterations are necessary:

Regulated Alteration	Implementation date
<ul style="list-style-type: none"> <li>• Enhance the services currently offered by the Pupil Referral Service to deliver:               <ul style="list-style-type: none"> <li>- Outreach support through Inclusion Centre's at each Secondary School offering support for 6 FTE pupil place per Centre.</li> <li>- Develop Satellite Primary PRU bases in the North and South of the County offering support for 8 FTE pupils per site.</li> <li>- Develop long term PRU Centre located on the existing Mounton House site which will provide provision for young people at risk of exclusion or who have been permanently excluded. This will provide provision for up to 8 primary pupils and 6 secondary pupils.</li> </ul> </li> </ul>	September 2019
<ul style="list-style-type: none"> <li>• Establish a new 3-19 special school on the Mounton House site to cater for pupils (boys and girls) with Social Emotional Behavioural Difficulties, Attention Deficit Hyperactivity Disorder and Autistic Spectrum Disorder (ASD). This will be for 16 primary aged pupils and 16 secondary aged pupils. The new special school will manage the provision of multiple satellite services for additional learning and behavioural needs located across the county</li> </ul>	April 2019
<ul style="list-style-type: none"> <li>• Close Mounton House Special School.</li> </ul>	August 2019
<ul style="list-style-type: none"> <li>• Re-designate Overmonnow Primary School and Special Needs Resource Base (SNRB) to Overmonnow Primary School and Nursery unit. This will mean the SNRB will be under the control of the new Special School and not Overmonnow Primary School.</li> </ul>	April 2019

<ul style="list-style-type: none"> <li>• Increase the capacity of Overmonnow SNRB from 20 to 24.</li> <li>• Change the type of provision currently offered at the current Overmonnow Primary School SNRB in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties</li> </ul>	
<ul style="list-style-type: none"> <li>• Re-designate Deri View Primary School with SNRB to Deri View Primary School and Nursery unit. This will mean the SNRB will be a satellite Centre under the control of the new Special School and not Deri View Primary School.</li> <li>• Change the type of provision offered at Deri View SNRB in order to cater for Autistic Spectrum Disorder, Speech Language and Communication Disorder, including an Assessment Centre.</li> </ul>	April 2019
<ul style="list-style-type: none"> <li>• Re-designate Monmouth Comprehensive school with SNRB to Monmouth Comprehensive School. This will mean the SNRB will be a satellite Centre under the control of the new special school and not Monmouth Comprehensive School</li> <li>• Change the type of provision offered at the SNRB at Monmouth Comprehensive School to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties</li> </ul>	April 2019
<ul style="list-style-type: none"> <li>• Re-designate Pembroke Primary School with SNRB to Pembroke Primary School and Nursery unit. This will mean the SNRB will be a satellite Centre under the control of the new Special School and not Pembroke Primary School.</li> <li>• Increase the capacity of Pembroke SNRB from 20 to 24.</li> <li>• Change the type of provision offered at Pembroke Primary SNRB in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties</li> </ul>	April 2019
<ul style="list-style-type: none"> <li>• Re-designate Caldicot school with an SNRB to Caldicot School. This will mean the SNRB will be a satellite Centre</li> </ul>	April 2019

<p>under the control of the new Special School and not Caldicot School.</p> <ul style="list-style-type: none"> <li>• Change the type of provision offered at the SNRB at Caldicot School in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties</li> </ul>	
<ul style="list-style-type: none"> <li>• Establish a new Primary Satellite SNRB at the bungalow off Bulwark Road, to cater for Autistic Spectrum Disorder, Speech Language and Communication Disorder and including an Assessment Centre.</li> </ul>	<p>April 2019</p>