

SUBJECT:	Consultation to establish a 55 place ALN facility at Monmouth Comprehensive School whilst amending the capacity of the mainstream school to 1600.
MEETING:	Cabinet
DATE:	7th October 2015

1. PURPOSE:

- 1.1 The purpose of the report is to seek approval to consult on the proposed alterations to Monmouth Comprehensive School.

2. RECOMMENDATION:

- 2.1 To agree to undertake formal consultation on the proposed establishment of a 55 place Special Needs Resource Base (SNRB) at Monmouth Comprehensive School.
- 2.2 To agree to undertake formal consultation on the proposal to amend the capacity of the mainstream school to 1600 from September 2017.
- 2.3 To agree the attached formal consultation document, Appendix 1.

3. KEY ISSUES:

- 3.1 In April 2015, Welsh Government agreed Monmouthshire's bid to establish a new 1600 place mainstream school and 55 place ALN facility in Monmouth.
- 3.2 In line with the School Standards and Organisation (Wales) Act 2013 we are required to follow statutory procedures if significant changes are made to a school. The timeline for the consultation process is attached at Appendix 2.
- 3.3 Welsh Government recommend that *"where there are more than 10% surplus places in an area, local authorities should review their provision and should make proposals for school reorganisation if this will improve the effectiveness and efficiency of provision"* Reduction of surplus places is one of the key criteria for Welsh Government when assessing business cases for 21st century schools funding.
- 3.4 Numbers on roll at the school have remained static for the last 3 years. The authority wide percentage of surplus places for all 4 secondary schools is currently 17.01%. If this proposal was to proceed and the capacity was reduced along with Caldicot School, the projected percentage of surplus places for January 2016 would decrease to 13.3% across Monmouthshire as a whole.

- 3.5 An analysis of parental preference undertaken in June 2014 indicated that 40.6% of pupils allocated a Year 7 place for September 2014 were residing outside of the catchment area. Therefore out of the 266 pupils allocated only 59.3% or 158 pupils were residing within the catchment area. More detailed pupil projections are in the attached consultation document.
- 3.6 In November 2012 Estyn reported that the quality of local authority education for children and young people with additional learning needs was Unsatisfactory; the number of statements of educational needs was too high and resources were directed towards the statutory assessment process, strategic planning was weak, data was not collected regarding pupil progress and there was a lack of specialist facilities for pupils with ASD, behavioural difficulties and severe learning difficulties, resulting in pupils travelling long distances to attend out of county placements.
- 3.7 In order to address the issues identified we engaged in a 3 stage review of Additional Learning Needs (ALN):
Stage 1 – A review of the Strategy, Policy and Procedure for ALN.
Stage 2 - Changes to the Services provision for ALN to include a Service Level Agreement for the provision of Educational Psychology. Specific Learning Difficulties Service, Training, HI, VI, COMiT and Outreach for schools within Monmouthshire,
Stage 3 - To Review the Specialist education provision for children and young people in Monmouthshire.
- 3.8 Following the review of ALN the establishment of a new special needs resource base at Monmouth Comprehensive school offering an inclusive education as close to the home as possible for pupils with moderate to severe learning difficulties was agreed as the preferred way forward.

4. REASONS:

- 4.1 At present pupils with ALN are transported outside of the Authority to access specialist provision. Following extensive consultation on the ALN strategy it has been agreed that the preferred way forward and most cost effective is to have specialist facilities within the four secondary schools with the creation of a new facility at Monmouth Comprehensive school.
- 4.2 Reduction of surplus places is one of the key criteria for Welsh Government when assessing business cases for 21st century schools funding.
- 4.3 In order to reduce the level of surplus places within the area through the 21st century schools programme it is necessary to reduce the capacity at all four secondary schools. It is proposed to reduce Monmouth Comprehensive to 1600, the capacity is presently 1671 and as at January 2015 there were 1638 pupils on roll.

5. RESOURCE IMPLICATIONS:

- 5.1 The consultation process will be built into the present work programme of officers within Children and Young People Directorate.

- 5.2 The total capital investment for the additional learning needs facility is £1.2 million which has already been secured as part of the 21st century Schools funding, with 50% coming from Welsh Government.
- 5.3 The table below provides examples of the cost of resource base provision compared with special school provision were Monmouthshire pupils are placed.

Example Placement Costs	Pupil numbers	Average cost per pupil
Example of resource base provision in county £406,521	75	£5,420.28
Example of resource base provision in county Less Average Weighted Pupil Unit (AWPU) £264,965	75	£3,532
Example of Special School placement (Out of county) £41,3136	15	£27,542
AWPU (teaching element only) Secondary	Ages 11-14	£1,823.43
	Ages 14 – 16	£2,063.36

As can be seen from above there is a substantial saving in placing children within our own Authority's schools. The funding for the revenue costs for the unit will be generated by saving on out of county placements as the pupils will be educated within Monmouth.

Full savings will not be generated in the 1st year and will be over a number of years as pupils are placed in the unit. However there will be corresponding savings within staffing costs.

- 5.4 The funding for the 21st century schools programme has been agreed on the basis of the new school having a capacity of 1600 and a 55 place ALN facility. If the agreed bid needs to be amended we would need to notify Welsh Government which could result in delays to the programme.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

The significant equality impacts identified in the assessment (Appendix 3) are summarised below for member's consideration:

Complete

The actual impacts from this report's recommendations will be reviewed initially throughout the consultation process.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

There are no safeguarding or corporate parenting implications associated with this report.

8. CONSULTEES:

Cabinet Members

DMT

SLT

Any comments received have been included in the body of the report

9. BACKGROUND PAPERS:

Welsh Government School Organisation Code 006/2013

Welsh Government Measuring the Capacity of Schools in Wales Guidance 021/2011

10. AUTHOR:

Cath Sheen – Schools Liaison Officer

11. CONTACT DETAILS:

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Appendix 3 - Equality Impact Assessment

The “Equality Initial Challenge”

Name: Stephanie Hawkins Service area: Directorate for Children & Young People Date completed: August 2015		Please give a brief description of what you are aiming to do. To provide a 55 place special needs resource base which will offer an inclusive education as close to home and the local community as possible for pupils with moderate to severe learning difficulties which could include Autism and physical impairment whilst amending the capacity of the mainstream school to 1600.	
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age			Within key stage 3 and 4 to offer a broad, balanced and relevant range of learning opportunities for children with MLD, SLD, Autism and physical impairment.
Disability			In Key Stage 3 and 4 to include children with a range of physical difficulties.
Marriage + Civil Partnership		N/A	
Pregnancy and maternity		N/A	
Race		N/A	
Religion or Belief		N/A	
Sex (was Gender)		The facility will be co-educational including boys and girls.	
Sexual Orientation		N/A	
Transgender		N/A	
Welsh Language		N/A	

Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
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➤ N/A	➤ N/A
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EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
Special Needs Resource Base at Monmouth Comprehensive School and a reduction in the capacity of the mainstream school	Directorate for Children & Young People
Policy author / service lead	Name of assessor and date
Stephanie Hawkins	Stephanie Hawkins

1. What are you proposing to do?

The proposal is to establish a new 55 place ALN facility whilst amending the capacity of the mainstream school from to 1600. The ALN facility provides inclusive education as close to home and the local community as possible. The pupils within the facility will have moderate to severe learning difficulties which could include Autism and physical impairment, it will offer a broad, balanced and relevant range of learning opportunities within a motivating and inspirational environment. The facility will offer a flexible range of mainstream, enhanced and specialist provision and will also provide an outreach service to local schools.

1. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way?
(If **YES** please tick appropriate boxes below)

Age	N/A	Race	N/A
Disability	N/A	Religion or Belief	N/A
Gender reassignment	N/A	Sex	N/A

Marriage or civil partnership	N/A	Sexual Orientation	N/A
Pregnancy and maternity	N/A	Welsh Language	N/A

3. Please give details of the negative impact

N/A

4.

N/A

5.

Parental Consultation including Online Survey, Headteachers consultation, SEN Coordinators Survey, Children & young People's consultations, MCW capacity assessments

Signed:

Designation:

Dated:

The “Sustainability Challenge”

Name of the Officer completing “the Sustainability challenge” Steph Hawkins /		Please give a brief description of the aims proposed policy or service reconfiguration To provide a facility which will offer an inclusive education as close to home and the local community as possible for pupils with moderate to severe learning difficulties which could include Autism and physical impairment.	
Name of the Division or service area Directorate for Children and Young People		Date “Challenge” form completed August 2015	
Aspect of sustainability affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
PEOPLE			
Ensure that more people have access to healthy food		X	
Improve housing quality and provision		X	
Reduce ill health and improve healthcare provision		X	
Promote independence			To improve levels of independence for children and young people who are supported in schools
Encourage community participation/action and voluntary work		X	
Targets socially excluded			To reduce exclusions and increase accessibility of mainstream schools in Monmouthshire.
Help reduce crime and fear of crime		X	
Improve access to education and training			Increased inclusion for all learners.
Have a positive impact on people and places in other countries		X	

PLANET			
Reduce, reuse and recycle waste and water		X	
Reduce carbon dioxide emissions			There will be a reduction in transporting children to out of county placements.
Prevent or reduce pollution of the air, land and water		X	
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)		X	
Protect or enhance visual appearance of environment		X	
PROFIT			
Protect local shops and services		X	
Link local production with local consumption		X	
Improve environmental awareness of local businesses		X	
Increase employment for local people			Increase in specialist staffing in Monmouth Comprehensive School.
Preserve and enhance local identity and culture			Children and young people are educated within their own community.
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc		X	
Increase and improve access to leisure, recreation or cultural facilities			Children and young people are educated within their own community.

What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments)
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➤ N/A

➤ N/A

The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below

Pupils currently placed in Key Stage 2 supported classes will be able to transfer to a Key Stage 3 resources class offering and maintaining a programme of education with support. Pupils with special educational needs will be offered educational placement within their community. This will enhance their knowledge and skill in working with pupils with a wide range of learning difficulties.

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

Signed:

S. Hawkins

Dated: 18/08/15