

Proposal to establish an additional learning needs (ALN) facility and make an alteration to the schools capacity at Monmouth Comprehensive School

Consultation Document

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# Consultation Arrangements

We are consulting on the proposal to make two regulated alterations to Monmouth Comprehensive School, reducing the capacity from 1671 to 1600, and adding an additional learning needs (ALN) facility to cater for children with moderate to severe learning difficulties. Before a decision can been made the council are required to undertake statutory consultation with all interested parties. The 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 decides on a way forward.

A list of all those being consulted is attached at Appendix 1.

A "drop in" session in relation to this proposal will be held as follows:

Day	Date	Time	Venue
Thursday	12 <sup>th</sup> November 2015	15:30 – 18:30	Monmouth Comprehensive School

This will allow all interested parties to attend at a time that is convenient to them during the late afternoon or early evening. Officers will attend to answer questions and ensure all comments/views made are recorded.

In addition, any views or comments can be made:

- By writing to Cath Sheen, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN.
- By email: <a href="mailto:strategicreview@monmouthshire.gov.uk">strategicreview@monmouthshire.gov.uk</a>.
- By completing a response proforma (attached to this document as an appendix) and returning it to the above address.

Comments must be submitted to the Authority by the 6th December 2015.

It is important to note that any unfavorable comments made during the consultation period will not be treated as objections and if you wish to object, you will need to do so in writing during the statutory objection period. If consultees submit a request during the objection period that a response submitted at the consultation stage should be treated as an objection this will be accepted. The views of children and young people remain important and therefore even though there has been consultation on the design of the building with the young people who attend the school there will be further consultation sessions with the School Council and the views obtained from them will be included within the report to Cabinet.

Following consultation, Monmouthshire's cabinet will consider the views expressed and then decide whether to proceed with the proposal. If the decision is taken to proceed, a statutory notice will be published, the statutory notice period will last 28 days from the date of publication and enables people to express their views in the form of supporting or objecting to the proposals.

Cabinet will then make the final decision as to whether to proceed with the proposal.

#### Proposed Timescales

Statutory Consultation Period	19 <sup>th</sup> October – 6 <sup>th</sup> December 2015
Cabinet consider the results of the consultation	6 <sup>th</sup> January 2016
Publication of statutory notice	18 <sup>th</sup> January 2016
Final decision by cabinet	23 <sup>rd</sup> March 2016

#### Consultation so Far

As part of the 21st Century Schools programme there has been consistent consultation with pupils, staff, parents and community representatives.

Between January 2014 and October 2014 every pupil has been consulted on the proposed new school building. This has been done through discussions with assemblies with individual year groups, then feedback from those sessions have been shared with year group council and then feedback from year group Councils have been shared with the School Council.

There has been 2 consultation sessions with parents and the community and also presentations to Monmouth Town Council. Through the sessions discussions have centered on what the school building would look like, ICT Provision, dining facilities and social areas and teaching spaces.

Consulting with key clients regarding additional learning needs (ALN) is important to us and we have engaged in a consultation process regarding the future ALN strategy. The

first round of consultation was held in May 2014 with further consultation in May and June of 2015. The consultation took the form of:

- A survey technique/small focus group approach was employed to gauge the views of the Children and Young People (CYP) in Monmouthshire regarding Additional learning Needs (ALN). Participants in the study were selected by school staff to participate and came from a range of Monmouthshire mainstream and specialist provision schools/classes.
- Three Parent Engagement Events were held in Monmouthshire during the last week of June and the first week of July 2015. Three Parent Engagement Events were held in Monmouthshire during the last week of June and the first week of July 2015.
- An Online Survey for Parents.
- A survey of school SEN Coordinators and Headteachers.

# Introduction

The Welsh Government (WG) has a long-term investment programme that will create a generation of 21st Century Schools. The Welsh Government, in collaboration with the council, will deliver through the 21st Century Schools programme:

- Learning environments for children and young people in Wales aged 3 to 19 that will enable the successful implementation of strategies for school improvement and better educational outcomes;
- A sustainable education system through better use of resources to improve the efficiency and cost-effectiveness of the education estate, and which enhances local public service provision; and
- A 21st Century Schools Standard for all schools in Wales which reduces recurrent costs, energy consumption and carbon emissions

For further information on 21<sup>st</sup> Century schools visit <u>http://21stcenturyschools.org</u>

## Monmouthshire's 21<sup>st</sup> Century Schools Programme

The authority's approach to the programme will build significantly on the progress already made with its Education Strategic Review.

Our vision is....

"To transform teaching and learning and encourage whole communities to reach their full potential as well as provide all with better life chances."

Our shared vision will

- Raise standards of achievement and attainment by meeting the vision for 21st Century learning and teaching in Monmouthshire.
- Manage surplus places within the county and ensure that the school environment is focused on raising the aspirations of the children and young people.
- Improve inefficiencies throughout the service offer, both financial and nonfinancial achieved by the use of an inspirational and creative curriculum, modern flexible/adaptable learning and teaching environments, effective streamlining of services, sustainable low energy low maintenance solutions and change management strategies.
- Be catalysis in the regeneration of the Monmouth area as well as the community the school serves.
- Provide the appropriate integrated, engaging, supportive, teaching and learning environments (within mainstream education) for our students with learning, behavioural and physical challenges at point of most need and within their own communities.
- Provide the appropriate vocational offering to meet the needs and aspirations of our young people and the regional business community.
- To ensure that the transition between KS2 and KS3 is as efficient and effective for all learners no matter their ability or needs.
- To provide educational opportunities to the wider community through the development of a highly efficient, flexible and responsive whole school environment.
- We are committed to raising individual achievement and narrowing the gap for pupils with ALN so that they achieve the best outcomes, are independent, have high levels of self-esteem and well-being and have the best possible long term life chances. We believe that improving outcomes for pupils with special educational needs is everyone's responsibility and accordingly work in partnership with schools, parents and other agencies to ensure that all pupils, whatever their need, are valued, experience success in their learning, achieve their potential and personal goals and maximise their chances of a full and meaningful life.

The Council is determined to improve educational attainment through achieving the aspirational objectives contained in the Single Integrated Plan 2015-2018. This

document contains three specific high level themes and two of these have a clear focus on improving educational performance of children and young people.

- Theme 2 People are confident, capable and involved
- Theme 3 Our County Thrives

The review of education remains a top priority for the Council, as identified in the Council's Capital Programme and our 21st Century School Programme aims to:

- Transform the education provision throughout the county.
- Raise standards of achievement and aspirations for all.
- Reduce the number of surplus places.
- Raise life chances for all within the community.
- Provide an efficient, effective and well managed educational offer that is acceptable to all.

The challenge for the Council is to ensure that Monmouthshire residents can access services as locally as possible and that the Authority can deliver services to dispersed communities. The Council sees that the new build for Monmouth Comprehensive School as one of the opportunities to do this.

The Council is committed to providing lifelong learning opportunities in an environment, which is fit for 21st Century learning, ensuring children and young people have access to modern learning provision, which will raise educational standards for all learners.

The Council will, as part of the overall strategy for the 21st Century School Programme, embrace the authority wide change in learning and teaching. An outcome of this change will be the transformational approach to reorganisation and redevelopment of the school estate.

Over recent years, progress has been made to transform education in Monmouthshire. Good progress has been achieved in the areas of:

- Improving access and school places
- Reducing surplus places;
- Post 16 learning;
- Improving school attendance
- Initiatives to raise standards in literacy and numeracy;
- Reviewing Additional Learning Needs and meeting them at the point of need and location

The implementation of this project will enable the Council to improve its school estate within Monmouth and improve education provision in terms of curriculum, staffing and organisation whilst meeting the above objectives for future education within Monmouthshire.

## The Proposal

The proposal is to establish a new 55 place special needs resource base (SNRB) whilst amending the capacity of the mainstream school to 1600. The SNRB will offer an inclusive education as close to home and the local community as possible. The pupils admitted to the base 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 modern and inspirational environment. The SNRB will offer a flexible range of mainstream, enhanced and specialist provision and will also provide an outreach service to local schools.

Monmouth Comprehensive School is an 11-18 co-educational, English Medium community school, the buildings are in a very poor state of repair and their layout and condition are unsuitable to provide a 21st Century education to students. The original buildings date from early 20th Century they have been added to, modified and extended over the years in a piecemeal and ad hoc way. The co-location of faculties, buildings and their uses has a fundamental effect on the management and delivery of a fully integrated and supportive environment.

In 2010, the Welsh Government carried out condition surveys across the whole of Wales, providing a consistency of approach. The results were categorised A–D, where A is "Best" and D "Worst". Following The EC Harries condition survey Monmouth Comprehensive School was catergorised as Band B. However, there is presently a backlog of maintenance amounting to £5.96M at the school just to remain in its present state.

Monmouth Comprehensive School aims to be a fully inclusive community for students of all abilities, challenges, race, gender and social origin. The school recognises that many students throughout their full time education will experience a time when they need support in addition to the education provision made generally. The schools Additional Learning Needs Policy incorporates the three key principles set out in the National Curriculum Inclusion Statement:

- 1. Setting suitable learning challenges
- 2. Responding to students diverse needs

3. Overcoming potential barriers to learning and assessment for individuals and groups of students.

The school assessment and pastoral system allows for the collection of data early in each Key Stage and Year. Students requiring support can then be identified and intervention strategies developed. Data is collected from Assessment, Recording and Reporting systems, Attendance data, Behaviour Systems, and the Pastoral System.

The school currently identifies and supports pupils with special educational needs as follows:

- **Statement:** The needs of a student are severe and complex and a multidisciplinary approach is required to maximise progress. An Individual Learning Plan is established with the agencies, parents, student and Pastoral Team. An Annual Review of Statement meeting is held annually and all stakeholders invited to attend
- School Action Plus: A student's needs are such that the support of outside agencies is required to help the school meet their needs. An Individual learning Plan is drawn up with the guidance of outside agencies, student, parents and the Pastoral Team
- School Action: The student's needs are such that a whole school approach is required to meet their needs. An Individual Learning Plan is drawn up with the student, parents and the Pastoral Team
- **Cause for Concern:** A student is causing concern in one or two subject areas. Head of department and class teacher draw up a subject specific learning plan to address the student's needs

For each student with an identified need which is over and above 'the education provision made generally for students of that age in schools maintained by the LA' an Individual Learning Plan (ILP) is drawn up. Individual Learning Plans are normally drawn up by the Progress Leader in conjunction with the Additional Needs Co-ordinators, Teachers and Teaching Assistants.

Individual Learning Plans are distributed by the Additional Needs Co-ordinator to all teachers who teach that student. The form tutor also holds a copy. The level of support required by a student is reviewed at 'Learning Review Points'. An Additional Needs Audit, carried out for each Year group and published annually, collates the number and percentage of students on each level of support. Individual Learning Plans are reviewed at least twice annually in line with the whole school assessment, recording and reporting procedures. Individual Development Plans are created with students to gauge their views on progress and to record their targets and actions to support in achieving these targets.

Currently the school are not in the position to offer small class provision with specialist teaching (including specialist teachers and teaching assistants).

## Surplus Places

Numbers on roll (NOR) at the school have remained static for the last 3 years. The authority wide percentage of surplus places for all 4 secondary schools currently is 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.

The table below show numbers on roll and surplus places at Monmouth for the last 5 years.

YEAR	Jan 2011	Jan 2012	Jan 2013	Jan 2014	Jan 2015
Capacity	1683	1713	1693	1700	1700
NOR	1606	1585	1633	1635	1638
Surplus	77	128	60	65	62
Surplus %	4.58%	7.47%	3.54%	3.82%	3.65%

An analysis of parental preference undertaken in June 2014 indicated that 40.6% of pupil's allocated Monmouth Comprehensive School in 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.

This shows the popularity of the school and the authority needs to be mindful of the effect this has on other schools within the area. We would not want to encourage drift from other schools catchment areas by the capacity of the school being larger than is necessary to serve the pupils within its catchment area.

The following secondary school projection is based on actual numbers on roll as at January 2015 and pupils projected to attend primary feeder schools and pupils anticipated from new housing developments. They take into account current parental preference trends and will therefore include pupils in and out of catchment.

School	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020
Monmouth	1631	1614	1609	1620	1619
Comprehensive					
School					

School	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020

Monmouth	1561	1479	1406	1360	1299
Comprehensive					
School					

The following projection is based on actual pupils on roll as at January 2015 and pupils projected to attend primary feeder schools and pupils anticipated from new housing developments. However this projection does not include anticipated pupils from outside the catchment area.

Therefore this shows that the capacity of 1600 is large enough to accommodate pupils within the schools catchment area, with additional capacity to enable those residing outside of the catchment area to express a preference. The admission number is currently 263 and if the proposal is implemented the new admission number will be 253.

## ALN Pupil Projections

Currently pupils that transfer from Overmonnow Special Needs Resource Base transfer to special schools outside of the authority despite having been accommodated through Foundation Phase and Key Stage 2 in a mainstream supported class. The establishment of a Special Needs Resource Base at Monmouth Comprehensive School would mean that pupils with moderate to severe learning difficulties and pupils with autism, attachment and associated social emotional and behavioral difficulties could be educated within their local comprehensive school at Key stage 3 and 4 within the county of Monmouthshire and their home community. As a result the need to transport pupils over long distances and out of county would no longer be necessary for the majority of ALN pupils.

Currently 18 key stage 3/4/5 pupils from the Monmouth area are placed in special schools and 55 Foundation Phase and Key Stage 2 pupils from the Monmouth area are placed in mainstream schools.

The table below shows the projected number of pupils who may need to access the SNRB.

Key Stage	2016/17	2017/18	2018/19	2019/20	2020/21
Key Stage 2	7	5	12	12	12
Key Stage 3/4/5	24	31	28	35	36

The above key stage 3/4/5 pupils are calculated as being able to remain within schools until they are 19. The above figures do not include pupils at school action plus, resource assist and pupils who are resident out of county.

## **Background Information**

The following section sets out the details of schools in Monmouthshire likely to be affected by the proposal, they include schools which are expected to receive additional pupils. Historically Monmouth Comprehensive school has attracted pupils from outside of their catchment area and although King Henry and Chepstow will not be directly affected as there will be no change in the catchment areas they may receive additional pupils as a result of the proposal.

## Surplus Places

School	Category	Location	Language	
Chepstow School	Community	Welsh Street,	English	
		Chepstow	Medium	
King Henry VIII	Community	Old Hereford Road,	English	
		Abergavenny	Medium	

The following table provides details of the previous four annual school census years, current numbers on roll (January 2015) and a five year forecast for those schools listed above.

School (capacity) Actual (Act)	Act Jan	Act Jan	Act Jan	Act Jan	Act Jan	Proj Jan	Proj Jan	Proj Jan	Proj Jan	Proj Jan
Projected (Proj)	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Chepstow School (1175)	1006	998	938	910	928	931	944	959	967	974
King Henry (1284)	1083	1084	1068	1002	971	979	1009	1017	1040	1047

Notes:

- 1. The capacity has been calculated using the Welsh Government guidance, "Measuring the capacity of schools in Wales" circular No 21/2011.
- 2. Projected numbers on roll have been calculated based on actual numbers on roll as at January 2015 and pupils currently attending primary feeder schools rolled forward year on year. They take into account current parental preference trends

and will therefore include pupils in and out of catchment. They also include pupils generated from proposed new housing developments.

## **Building Condition – Affected Schools**

In 2010, the Welsh Government carried out condition surveys across the whole of Wales, providing a consistency of approach. The results were categorised A–D, where A is "Best" and D "Worst". The table below shows the condition rating for all schools likely to be affected by the proposal.

School	Overall property condition	Description
King Henry Viii	C*	Poor, Major Deterioration
Chepstow School	В	Satisfactory, Minor Deterioration

\*Recently a significant amount of money has been spent at King Henry Viii School, in excess of £1million, this has been to improve the fabric of the building and making the school DDA compliant.

## Estyn Inspection Reports

Details of Monmouth Comprehensive Schools most recent Estyn Inspection is shown below:

- 1. How well do learners achieve.
- 2. How effective are teaching, training and assessment.
- 3. How well do the learning experiences meet the needs and interests of learners and the wider community.
- 4. How well are learners cared for, guided and supported.
- 5. How effective are leadership and strategic management.
- 6. How well do leaders and managers evaluate and improve quality and standards.
- 7. How efficient are leaders and managers in using resources.

School	Date of Inspection	1	2	3	4	5	6	7
Monmouth Comprehensive	February 2010	1	1	1	1	1	1	1

Grade 1 good with outstanding features Grade 2 good features and no important shortcomings Grade 3 good features outweigh shortcomings Grade 4 some good features, but shortcomings in important areas Grade 5 many important shortcomings.

#### Recommendations – Monmouth Comprehensive School

To build on progress made, the school should implement the following recommendations.

- Maintain high standards
- Improve the recording and monitoring of attendance of sixth form students
- Develop further the link between self-evaluation and planning for improvement by progress teams
- Continue to improve the quality of accommodation
- Provide signs to assist the disabled to access the school campus

King Henry Viii and Chepstow Schools had an inspection under a different format

- 1. How good are the outcomes.
- 2. How good is provision.
- 3. How good are leadership & management.
- 4. Overall judgement on the school.
- 5. Prospects for improvement.

School	Date of Inspection	1	2	3	4	5
King Henry Viii	Dec 2014	Adequate	Adequate	Adequate	Adequate	Adequate
Chepstow School	Jan 2012	Adequate	Adequate	Adequate	Adequate	Adequate

#### Key

Excellent- Many strengths, including significant examples of sector leading practice Good - Many strengths and no important areas requiring significant improvement Adequate - Strengths outweigh areas for improvement Unsatisfactory - Important areas for improvement outweigh strengths

#### Summary – King Henry Viii School

The good features of the school's work include:

- an improvement in pupils' performance in all key indicators at key stage 3 and key stage 4 in 2014;
- pupils' achievement in English at key stage 4;

- the ability of many pupils to write at length across a range of subjects;
- pupils' positive attitude to learning; and
- pupils' very good behaviour in lessons and around the school.

However, current performance is judged as adequate because:

- pupils' performance at key stage 3 and key stage 4 does not compare well with that of similar schools;
- a minority of pupils are not able to use literacy or numeracy skills effectively across the curriculum;
- in a minority of lessons pupils make insufficient progress; and
- attendance is below expectations and does not compare favourably with that of similar schools.

The schools prospects for improvement are judged as adequate because:

- in 2014, there was an improvement in performance at key stage 3 and key stage 4;
- the headteacher communicates clearly her vision for the school and, together with the deputy headteacher, provides strong leadership;
- the leadership team has worked well to develop a consistent focus on improving levels of accountability, outcomes and expectations;
- governors provide robust challenge; and
- leaders have worked effectively to introduce systems and structures to improve provision.

However:

- although recently there has been an improvement in performance, leadership has not secured sustained improvement;
- limited progress has been made addressing key recommendations from the previous inspection, such as most indicators placing the school in the lower 50% of similar schools and the literacy and numeracy framework not being implemented well enough; and
- there is too much variation in the quality and rigour of self-evaluation and improvement planning across departments.

Summary – Chepstow School

The good features of the school work includes:

- recent improvements in performance in key stage 4;
- many pupils making suitable progress in developing their knowledge,
- understanding and skills in lessons;
- pupils' wellbeing, including behaviour, attendance, and the development of social and life skills;
- effective teaching in the majority of lessons;
- an inclusive ethos and a high level of care, support and guidance; and
- a wide range of extra-curricular activities, especially in sport and music.

However, current performance is judged as adequate because:

- performance at key stage 3 is weak;
- performance in English and mathematics at key stage 4 is below expectations;
- pupils' literacy and numeracy skills are underdeveloped; and
- a few pupils, mainly the more able, do not make as much progress as they should.

The schools prospects for improvement are judged as adequate because:

- leadership has been effective in making recent improvements in performance at key stage 4;
- there is a clear and accurate understanding of the school's strengths and of the specific areas that need to be improved;
- appropriate self-evaluation procedures are in place and these link well to the improvement planning process; and
- governors provide a high standard of challenge and support.

## However

- many of the processes are too new to have their planned impact;
- the co-ordination of skills provision is at an early stage; and
- the quality of middle managers varies too much.

## The Quality & Diversity of Education

## Provision

Monmouth Comprehensive School has the resources and capacity to offer a rich curricular and extra-curricular programme to meet the needs of most pupils. The school prides itself on knowing all pupils well and setting high expectations for each individual pupil.

Teaching and learning in the school is organised and resourced to meet the needs of the majority of pupils through an inclusive mainstream provision. Effective arrangements are in place to ensure that transition from primary to secondary school is as smooth and successful as possible. In Year 7, pupils are taught in mixed ability groups across all subjects and then from Year 8 upwards are grouped to maximize learning.

The school meets the needs of the majority of pupils within mainstream provision. It has a team of Additional Learning Needs specialists who co-ordinate in-class support, such as individual and group coaching and mentoring, for pupils with mild to moderate special educational needs. In addition, the school provides intensive one-to-one literacy and numeracy support for younger pupils. The proposal would mean that additional training and support would need to be provided for staff to extend the skills of the current team of specialist teachers and across the school as a whole.

Over the past few years the school has felt that it has been unable to accommodate and meet the wider needs of pupils with severe special education needs or those with some physical disabilities due to the limitations of the current building. The proposed new, purpose built facility will ensure that the school will be able to meet these needs in the future and continue to develop as a fully inclusive educational provision in line with its vision.

## <u>Outcomes</u>

The wellbeing of pupils and staff is a clear priority for the school and was recognised as such by Estyn in 2010. The school provides a safe and secure environment for learning where all members of the school community are expected to promote equality of opportunity, experience and treatment and challenge stereotypes.

Outcomes at the end of Key Stages 3 and 4 have shown an overall upward trend over the last four years at the end of both Key Stages.

In 2015, performance in the Key Stage 3 core subject indicator (CSI) increased significantly from the previous year continuing the four year upward trend. This indicator is now above the Wales and La averages and in line with the average of similar schools (family) for the first time.

At Key Stage 4, performance has improved over time with outcomes for all key indicators at KS4 improving significantly over the last four years.

In 2014 the Level 2 Threshold including English and mathematics was over 70% for the first time. Compared to other similar schools across Wales (family) Monmouth Comprehensive has been above the LA and Wales average but has remained below the family average for the past four years.

The L2 percentage of pupils rose to 93.5% in 2014 continuing the upward trend and is now above Family, LA and Wales average. This reflects the achievements of students in the Intermediate Welsh Baccalaureate and its Essential Skills.

Performance in the Level 1 Threshold has continued to improve year on year and is above the LA and Wales averages but again remains below the family average.

The performance of pupils eligible for free school meals (eFSM) has been consistently significantly lower than pupils not eligible for free school meals. Performance for this group in 2014 was below the family average.

In Key Stage 5 in 2014, A\* and A grades rose significantly in Monmouth Comprehensive and were the highest in the LA and well in excess of the Wales average.

The addition of a Special Needs Resource Base within the school will enable a wider group of pupils with a range of different to be admitted. This may have some impact on the overall outcomes for the school depending on the specific needs of the pupils with the SNRB and the number in the cohort within the base, this is expected to be relatively small given the overall size of the school.

#### Leadership and Management

The Headteacher and Governing Body, knows its strengths and areas for development well. Staff, Governors and pupils are clear about the vision for the school. Senior leaders have clearly defined roles which reflect the strategic aims and priorities of the school and enable them to operate effectively as a team. There are very clear systems, policies and processes are in place to support school improvement. The link between whole school improvement planning, individual department plans and performance management is clear.

#### The likely impact on the delivery of the curriculum

The schools ability to deliver the national Curriculum requirements of Key Stage 3 and 4 will be significantly enhanced with the addition of a new building fit for the 21<sup>st</sup> century. The aim of the new provision is to enable pupils with additional learning needs to receive specialist support through a range of inclusive strategies which could include, individual, small group or mainstream support in order that they can access the curriculum at a level commensurate with their ability.

The proposal will enhance the educational opportunities for all pupils with additional learning needs and with a curriculum which is broad, balanced, relevant and accessible to all, pupils will not be treated less favorably because of a reason related to their disability. The SNRB will provide specialist intervention and support for pupils with learning difficulties to include additional bespoke one to one and small group teaching to personalise learning and target improvements in outcomes. It will mean that all pupils will learn to live and work in an inclusive community which strives for the best possible outcomes for all.

## **Options Considered**

An options appraisal was undertaken whereby the Authority considered six different options as follows:

1. Do nothing

This option would involve no change to the delivery of education in Monmouth and would continue to have a significant drain on the council's maintenance programme. Pupil's attainment and attendance would not be improved, they would continue to be taught in old building stock and the revenue budget would continue to support and maintain surplus places. There would be a significant drain on the council's Additional Educational Needs budget in placing children in special schools outside the Authority.

2. Do Minimum

This option would involve no change to the delivery of education in Monmouth and would continue to have a significant drain on the council's maintenance programme. Pupil's attainment and attendance would not be improved, they would continue to be taught in old building stock and the revenue budget would continue to support and maintain surplus places. Children with ALN cannot attend Monmouth Comprehensive School because the building cannot meet their physical needs and therefore they receive worse (less favourable) treatment than another pupil because of their disability.

3. Extension and alteration scheme

This option would only have a minimal change to education delivery and the remaining buildings would still continue to have a drain on the capital maintenance programme. The final outcome would result in the need for additional funding to be allocated to the site in order for the whole school to meet the needs of the 21<sup>st</sup> Century and beyond. This would not provide the inclusion education which is the cornerstone of the Authority and School's vision for all pupils.

4. New build on the existing site

This option would fully meet the vision for learning and teaching in MCC, providing a flexible and adaptable building that is future proofed and will support the delivery of personalised and independent learning. The capacity of the school will be 1600, therefore reducing surplus places. This option would fully meet all the needs of children and young people being educated in this facility.

- 5. New build to incorporate leisure facilities This option would fully meet the vision for learning and teaching in MCC, providing a flexible and adaptable building that is future proofed and will support the delivery of personalised and independent learning. In addition the facility would fully integrate Leisure and Community facilities.
- 6. New build on new site this option was immediately discounted because there is no surplus land available within the area.

Following further detailed analysis the preferred way forward was agreed as a new build school. The new school would comprise of:

- A Building that is easy to manage by teaching and support staff.
- A building that provides flexible spaces for a variety of education and community uses.
- Modern and robust building fabric.
- Low energy renewable energy sources.
- Spacious and naturally well-lit teaching and working environments.
- Self-sufficient areas that are capable of being used in the evenings and on weekends.
- Services offered to compliment the requirements of the adjoining Leisure Centre.
- Facilities managed to offer as much space and time to external services and community groups.
- A building that is conducive to reduced revenue costs.
- Joint use facility management and support service staff.

## Benefits of the Proposal

The replacement Monmouth Comprehensive School will be a modern educational and community facility. The building has been designed in such a way as to be adaptable to

evolving learning and teaching approaches as well as maximising the possibilities for community use.

The Council is in the process of producing a school design which promotes its vision in terms of flexibility of accommodation and class links. The design philosophy will allow the school to deliver the following aspirations:

- The delivery of a learning and teaching environment where students will be inspired to achieve and maximize their aspirations
- Improved outcomes for students.
- Improved overall levels of attendance for students.
- Improved transitional arrangements from secondary to further education and workplace.
- Provision of a smart, agile and responsive ICT provision.
- Improved effectiveness and better use of resources both environmentally, estate management as well as knowledge share between learners and teachers.
- A sustainable building meeting 21<sup>st</sup> Century school standards.
- To improve breadth and depth of curriculum and ensure access to full learning pathways.
- To provide an integrated teaching and learning environment for all, which is supportive to pupils needs. In order to support inclusion, ALN provision is fully immersed into the whole schools environment.
- An inclusive environment will build the whole schools capacity in teaching children with physical impairment and learning difficulties.
- This inclusivity will build pupils confidence and self-esteem and help them realise their potential.
- Pupils can attend a school in their local community that will cater for their needs.
- Costs of transporting pupils with ALN's outside the authority will be reduced.
- Pupils with ALN's will no longer need to travel long distances to get school.
- Pupils with ALN's will be able to attend the same school as their peers.
- In carrying out our responsibilities to all children, the authority has a duty to make reasonable adjustments to support schools in offering equality of opportunity. The additional support offered to the school through the establishment of such a facility as the SNRB could be considered such support.
- Building the capacity of schools in Monmouthshire to meet a wider range of children's needs is a better use of resources than funding out of county placement.
- To develop a quality and targeted vocational offer which meets the local needs as well as strategic needs throughout the County.
- More effective, robust and secure infrastructure to deliver 21<sup>st</sup> Century learning and teaching.
- Modern 21<sup>st</sup> Century learning environments to support more effective teaching and learning and assist in raising attainment, achievement and attendance levels.
- A robust Change Management Programme for staff as part of their Continued Professional Development.

- Human Resources- to develop an efficient HR structure that is able to meet the challenges of a 21<sup>st</sup> Century learning and teaching environment.
- Create a Professional Learning Community based on a common pedagogical approach.
- To provide an environment which encourages closer working within the schools cluster, a sharing of resources, staff teaching and learning opportunities. An environment where primary and secondary teachers can work together in ensuring the pupils learning pathway is seamlessly planned.
- Provide an environment where teacher training can be undertaken, developing stronger links with the higher and further educational establishments.

## Risks and Counter Measures

	Risk Description	Counter Measures
1	The Change Management Programme is not effective in delivering the educational outcomes	<ul> <li>Develop and implement a change management strategy</li> <li>Ensure timely and substantial action is taken to ensure implementation of change management strategy</li> <li>Clearly communicated ethos driven leadership</li> <li>Ensure full ownership of change management system</li> <li>Ensure sufficient resources are in place to deliver</li> </ul>
2	The project budget will not deliver the project due to programme slippage and inflation.	<ul> <li>Aim to meet the Programme dates to minimise the risk</li> <li>Ensure sufficient budget is available to deliver our vision for learning and teaching</li> <li>Monitor tender returns and scrutinise what is included in the package</li> </ul>
3	The ICT infrastructure for the Council is not ready when the school is built due to the lack of investment/funding.	<ul> <li>This is part of the Authority's Action Plan to address and mitigate this risk</li> </ul>
4	The cost of achieving BREEAM excellent may not fit with the funding levels	<ul> <li>Identify BREEAM costs separately and incorporate in</li> </ul>

		the design cost plan
5	The number of NEET (not in education, employment or training) students will not reduce and standards will not rise quickly enough	<ul> <li>Highlight the importance if transitional arrangements from Primary to Secondary and the present different types on learning and teaching environments on both sectors</li> <li>Communicate Monmouthshire's Corporate vision for lifelong learning and passion for delivering it</li> <li>Reinforce MCC commitment to achieving WG educational targets through the programme</li> <li>Develop and implement a Change Management Strategy</li> </ul>
6	The community may object to the proposals made	<ul> <li>Encourage local community liaison and keep them informed of the proposals to mitigate any objections that maybe made</li> <li>Communication plan to be developed</li> </ul>
8	Failure to meet key targets/investment objectives, adversely affecting skills and employment opportunities	<ul> <li>This is part of the Authority Action Plan to address and mitigate this risk</li> </ul>
9	Political change to WG and/or MCC	<ul> <li>Develop and maintain on-going relationships with WG</li> <li>Develop and maintain an on- going dialogue with Members</li> </ul>

## Finance

## Revenue Costs and Savings

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 £406,521	75	£5,420.28
Example of resource base provision	75	£3,532

Less Average Weighted Pupil Unit (AWPU) £264,965		
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.

#### Capital Funding

As with all 21<sup>st</sup> century schools projects, the Welsh Government will fund 50% of the capital cost of this project. The total capital investment for the additional learning needs facility is £1.2 million.

## Land and Buildings

The new school is being built on the existing site so there will be no transfer or disposal of land necessary.

## Admissions Arrangements

The school admissions policy is reviewed annually, consultation on proposed new arrangements are currently underway and details on the proposed and current arrangements can be found on the following link.

#### https://www.monmouthshire.gov.uk/admission-criteria.

Admissions to the SNRB will be considered for a pupil following an assessment by an Educational Psychologist. The ALN Panel will recommend pupils to the school for consideration, and as part of the information gathering process, school will observe the pupil in their present placement on at least one occasion to confirm the suitability of the placement. Placement at the provision will be coordinated by the Authority, Educational Psychology Service in collaboration with Monmouth Comprehensive School and parents.

## Home to School Transport

Home to school transport will be provided in line with the current policy which states pupils who attend their nearest or catchment school and reside more than 2 miles away will be eligible.

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

https://www.monmouthshire.gov.uk/school-transport-home-to-school.

## Equality impact assessment

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

- 1. have a flying start in life;
- 2. have a comprehensive range of education and learning opportunities;
- 3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
- 4. have access to play, leisure, sporting and cultural activities;
- 5. are listened to, treated with respect, and have their race and cultural identity recognised;
- 6. have a safe home and a community which supports physical and emotional wellbeing;
- 7. are not disadvantaged by poverty.

We consider that this proposal benefits the children in the communities of Monmouth in accordance with the seven core aims set out above.

An Equality impact assessment has been undertaken and can be found at appendix 2.

## What happens next

The following table explains what will happen next and sets out the statutory process:

19 <sup>th</sup> October – 6 <sup>th</sup> December 2015	Statutory consultation on the proposal	
6 <sup>th</sup> January 2016	Cabinet receive a report on the outcome of the consultation and consider the next	
	steps. If cabinet agree to proceed a statutory notice will be published.	
18 <sup>th</sup> January 2016	Statutory notice published, 28 day objection period published on a school day.	
23 <sup>rd</sup> March 2016	Cabinet receive a report to determine the	

	proposal. A report detailing the objections will be submitted.
1 <sup>st</sup> September 2017	If cabinet agree to the proposals the changes will be implemented.

Response proforma



PROPOSAL – Establish an ALN facility and make an alteration to the capacity of Monmouth Comprehensive School.

DATE OF CONSULTATION EVENT - 12th November 2015 at 3:30pm

## YOU'RE VIEWS

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

Cath Sheen, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN or email <u>strategicreview@monmouthshire.gov.uk</u>.

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

## Other Information

Further Information on this and any other proposal can be found on <u>www.monmouthshire.gov.uk/strategicreview.</u>

Frequently asked questions are in another document that will be up-loaded weekly and put onto the Monmouthshire County Council Website.

## Appendix 1 – List of Consultees

#### List of Consultees

- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Parents of Pupils attending primary schools from which pupils normally transfer
- Headteacher, staff and governors of schools directly affected by the proposal including out of county schools.
- 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
- Principals of Coleg Gwent, Gloucestershire College, Hereford Sixth Form College and Hereford College of Arts
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Careers Wales
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Language Commissioner
- Welsh Government Schools & Post-16 Divisions
- ESTYN
- RHAG
- Mudiaid Meithrin
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- South East Wales Transport Alliance (SEWTA)
- Gwent Police and Crime Commissioner
- Transport Department, MCC, Herefordshire, Gloucestershire

• in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest;

## Appendix 2 – Equality Impact Assessment

# Equality Impact Assessment

The "Equality Initial Challenge	<b>)</b> "				
Name: Stephanie Hawkins		Please give a <b>brief description</b> of what you are aiming to do.			
Service area: Directorate for Children & Young People		To provide a 55 place special needs resource base which will offer an			
			inclusive education as close to home and the local community as		
Date completed: August 2015		possible for pupils with moderate to	_		
		could include Autism and physical ir	npairment whilst amending the		
		capacity of the mainstream school to 1600.			
Protected characteristic	Potential <b>Negative</b> impact	Potential Neutral impact	Potential <b>Positive</b> Impact		
	Please give details	Please give details	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 <b>MITIGATE</b> these <b>negative impacts</b>		
> N/A	> N/A		

#### 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 will offer an 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 modern 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.

3. 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

N/A

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

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

Signed:

**Designation:** 

Dated:

#### The "Sustainability Challenge"

Name of the Officer completing	"the Sustainability challenge"	Please give a <b>brief description</b> of the reconfiguration	aims proposed policy or service
Steph Hawkins /		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		Date "Challenge" form completed	
Directorate for Children and Young People		August 2015	
Aspect of sustainability affected	Negative impact	Neutral impact	Positive Impact

	Please give details	Please give details	Please give details
PEOPLE			
Ensure that more people have access to healthy food		X	
Improve housing quality and provision		Х	
Reduce ill health and improve healthcare provision		Х	
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		Х	

Improve access to education		Increased inclusion for all learners.
and training		
Have a positive impact on	Х	
people and places in other		
countries		
PLANET		
Reduce, reuse and recycle waste and water	Х	
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	Х	
Protect or enhance wildlife	Х	
habitats (e.g. trees,		
hedgerows, open spaces)		
Protect or enhance visual	X	
appearance of environment		
PROFIT		

Protect local shops and	Х	
services		
Link local production with local	Х	
Link local production with local consumption	~	
Improve environmental	Х	
awareness of local businesses		
Increase employment for local		Increase in specialist staffing in
people		Monmouth Comprehensive School.
Preserve and enhance local		Children and young people are
identity and culture		educated within their own
		community.
Consider ethical purchasing	Х	
issues, such as Fairtrade,		
sustainable timber (FSC logo)		
etc		
Increase and improve access		Children and young people are
to leisure, recreation or		educated within their own
cultural facilities		community.

What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts

	(include any reasonable adjustments)
> 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 flexible programme of education with support. Pupils with special educational needs will be offered educational placement within their community. The school staff 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