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# STATUTORY CONSULTATION DOCUMENT

Proposal to close the Special Needs Resource Base at Deri View Primary School for pupils aged 4 to 11 years with moderate learning difficulties and social emotional and behavioural difficulties.

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To: Statutory Consultees and Other Interested Parties

21 September 2015

Dear Consultee,

**RE: PROPOSAL TO CLOSE THE SPECIAL NEEDS RESOURCES BASE AT DERI VIEW PRIMARY SCHOOL FOR PUPILS AGED 4 to 11 YEARS WHO HAVE MODERATE LEARNING DIFFICULTIES AND SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES.**

On 20<sup>th</sup> September 2015, a Cabinet Decision was made to commence consultation on the proposal to close the Special Needs Resource Base for pupils aged 4 to 11 years who have moderate learning difficulties and social, emotional and behavioural difficulties based in Deri View Primary School, Abergavenny.

The proposal does not necessitate any building works or refurbishment, therefore the intention is for this change to be implemented in April 2016.

The consultation period must be at least 42 days, with at least 20 of these being school days. To comply with this requirement the consultation period will commence on 19 October 2015 and will close on 27 November 2015.

Any comments can be made by completing the response proforma at the back of the consultation document and returning it by email to [stephaniehawkins@monmouthshire.gov.uk](mailto:stephaniehawkins@monmouthshire.gov.uk) or by post to the above address.

Alternatively, you can attend a 'drop-in' session at Deri View Primary School on the 19 October, 2015, 6.30pm to 8pm.

Yours sincerely,

Stephanie Hawkins  
Principal Officer  
Additional Learning Needs

# **STATUTORY CONSULTATION REPORT**

## **THE PROPOSAL**

As part of the Additional Learning Needs (ALN) review Monmouthshire County Council proposes to close the Special Needs Resource Base (SNRB) in Deri View Primary School as this is an underused which does not meet the needs of the Authority or the school as it has not been able to fulfil the original brief for the school or the Local Authority as defined by the "Aims of the SNRB". Its strategic impact has been minimal and it has neither provided the school or the Local Authority with value for money. The needs of the school are now focused on early intervention within the community to close the gap in attainment between pupils in an area of high deprivation.

The current 7 children on roll in the SNRB will be supported either in the mainstream school or in 2 cases directed by statement of special educational needs to specialist provision.

The proposal would not require any building work or refurbishment, but would require a staffing restructure.

## **BACKGROUND INFORMATION**

Deri View Primary School is a community primary school situated in the small market town of Abergavenny in the north west of Monmouthshire. It was opened in September 2005 following the closure of three smaller local schools. The school which has a capacity for 410 pupils but currently only has 256 on roll. The Nursery has the capacity to offer 60 places in the morning and afternoon sessions but currently has 27 children in the morning and 29 children in the afternoon. The SNRB has capacity for 24 children but currently has 7 children on roll who are all subject to a Statement of Special Educational Needs. There is a Local Authority Children's Centre, "Acorn Centre", attached to the school from which Flying Start and Family First Projects operate.

The area surrounding the school is economically and socially mixed where there is some degree of disadvantage. The majority of pupils who attend Deri View come primarily from the local housing estates where there is a high level of social and financial disadvantage and from the wider area of Abergavenny town. 42% of pupils are entitled to free school meals. This is 11% above the Monmouthshire average, Deri View being the only school in Monmouthshire with over 32% of pupils entitled to receive free school meals.

99.4% of pupils come from English speaking homes and no pupils speak Welsh as a first language at home. The remaining pupils come from other ethnic groups. 4 pupils are Looked After by the Local Authority and there are 5 pupils on the Child Protection Register. School report that pupils' ability on entry is generally lower than the Local Authority average. 64 pupils on roll have been

identified as having special educational needs of these 11 pupils have Statements of Special Educational Needs (SEN), 34 pupils are at School Action and 19 pupils at School Action Plus of the SEN Code of Practice Wales (2002). However, a large number of pupils are identified as being vulnerable and are supported through intervention programmes, the school's Family Support Worker, Social Services and other voluntary organisations, i.e. Young Carers.

School reports that a high proportion of pupils on roll present with high levels of deprivation and poor acquisition of the early years basic skills including language and social development. The school is currently working with Monmouthshire Local Authority to develop a supported Early Years intervention to remediate this.

The SNRB admits pupils in the Foundation Phase and Key Stage 2 (children aged 4 to 11 years) with complex special educational needs; namely those who are experiencing learning difficulties to a moderate degree (General Cognitive Ability of less than 70) usually with additional social, emotional and behavioural difficulties (SEBD). In addition, placement may be considered at the SNRB for some children who fall outside this strict criteria but for whom the appropriate educational professionals consider its resources and facilities appropriate. In order to increase the effectiveness of the SNRB admittance has been widened to consider children with more severe learning difficulties and/or an Autistic Spectrum Disorder with learning difficulties.

From its outset, the SNRB has never been intended as a long term placement for children, however, the aim of the SNRB was to work with children who present with the difficulties outlined above and then successfully return them to their mainstream school by helping them develop the academic, social and emotional skills to allow independent learning and positive social and emotional functions. To date no children placed by the Local Authority in the SNRB have been returned to their substantive placement.

## **PUPIL PLACES**

The pupil numbers for the SNRB detailed below have been provided by the school and are also included in the school's number. The SNRB was full at 24 pupils in May 2007 and this continued until July 2011. The situation has been in decline since that time as the figures provided by the school evidence.

<b>Year</b>	<b>Autumn Term Pupil Numbers</b>	<b>Spring Term Pupil Numbers</b>	<b>Summer Term Pupil Numbers</b>
2012-13	12	12	12
2013-14	16	16	16
2014-15	16	9	7

Admission numbers at Deri View Primary School are as follows:

<b>Year</b>	<b>Total Capacity</b>	<b>Number of Pupils on Roll</b>	<b>Number of Pupils in SNRB</b>
2012-13	420	278	12
2013-14	420	260	16
2014-15	420	256	7

The pupil projection below are based on the numbers on roll as at January 2015 pupil level annual school census (plasc) data and the pupils born within the schools catchment area. They also take into account current parental preference trends and pupils generated from proposed housing developments within the schools catchment area. These forecasted figures do not reflect parental preference, and parental choice for Welsh medium or faith schools.

<b>Year</b>	<b>Total Capacity</b>	<b>Projected Number of Pupils in SNRB</b>
2015-16	252	4
2016-17	276	1
2017-18	290	1
2018-19	296	1
2019-20	304	0

## **INSPECTION FINDINGS January 2013**

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### **Current performance**

The school's performance is adequate because:

- standards in literacy, particularly in speaking, listening and reading, are improving;
- most pupils show steady progress in developing good numerical skills;
- many pupils with additional learning needs attain the expected level at the end of the key stage;
- pupils' wellbeing, including behaviour and attendance rates, is an excellent feature of the school;
- pupils with complex, special and additional learning needs are very well supported; and
- the support pupils receive to overcome any difficulties in their personal backgrounds and circumstance is very effective.

However:

- standards in English, mathematics and science are weak overall;
- pupils' skills in thinking, independent working and information and communication technology skills (ICT) are weak; and
- pupils' Welsh language skills and knowledge about Wales are limited.

### Prospects for improvement

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>
<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

Prospects for improvement are adequate because:

- the Head teacher has a clear strategy to improve provision and raise pupil standards;
- the school's self-evaluation report is honest, analytical and accurate;
- the school improvement plan has clear objectives derived from the self-evaluation plan and it has clear targets which the Head teacher and the senior leadership team monitor regularly;
- performance management for all staff, including teaching assistants, is clearly linked to pupil outcomes; there is a clear focus on the national priorities of literacy and numeracy and, in particular in the context of the school, to tackling social disadvantage.

However:

- the long-term budget deficit has yet to be resolved.

The school was removed from Estyn monitoring in 2015.

### Resource Implications and Costs

There is no capital expenditure anticipated, the building is in a good state of repair. However, should this proposal be put into practice there will staffing implications for the school; all staff employed at the school will be subject to the protection of employment policy which includes redeployment to other schools. If staff were not redeployed there would be a one off redundancy cost. The approximate total redundancy cost could be £55,000 if we were unable to redeploy staff.

### TRANSPORT AND ENVIRONMENTAL IMPACT

2 pupils will be transported to out of county specialist schools 1 term earlier than they would have been due to transfer.

## **EXPECTED BENEFITS AND DISADVANTAGES**

Expected benefits of the closing the SNRB are:

- More pupils will continue to have their educational needs met within their local mainstream primary school.
- Maximising Monmouthshire's Local Authority resources to ensure effectiveness of provision.
- Allowing Deri View Primary School to focus their resources on the development of Early Years intervention and to use to their best effect the specialist resources within school to support this.

Possible disadvantages are:

- Two key stage 2 pupils would be transferred to specialist placement one term (March to August 2015) earlier than anticipated.
- The discrete facility sited in the school for children with social, emotional and behavioural difficulties (SEBD) will no longer be available.

## **CONCLUSION**

The provision has not been able to fulfil the original brief for the school or the Local Authority as defined by the "Aims of the SNRB". The intention of the SNRB was to provide interim support for pupils with SEBD/MLD from across Monmouthshire. This has not materialised and has supported a small number of children from within the host school only. Its strategic impact has been minimal and it has neither provided the school or the Local Authority with value for money. The needs of the school are now focused on early intervention within the community to close the gap in attainment between pupils in an area of high deprivation. No other schools would be adversely affected by the proposal.



## TIMETABLE FOR STATUTORY CONSULTATION

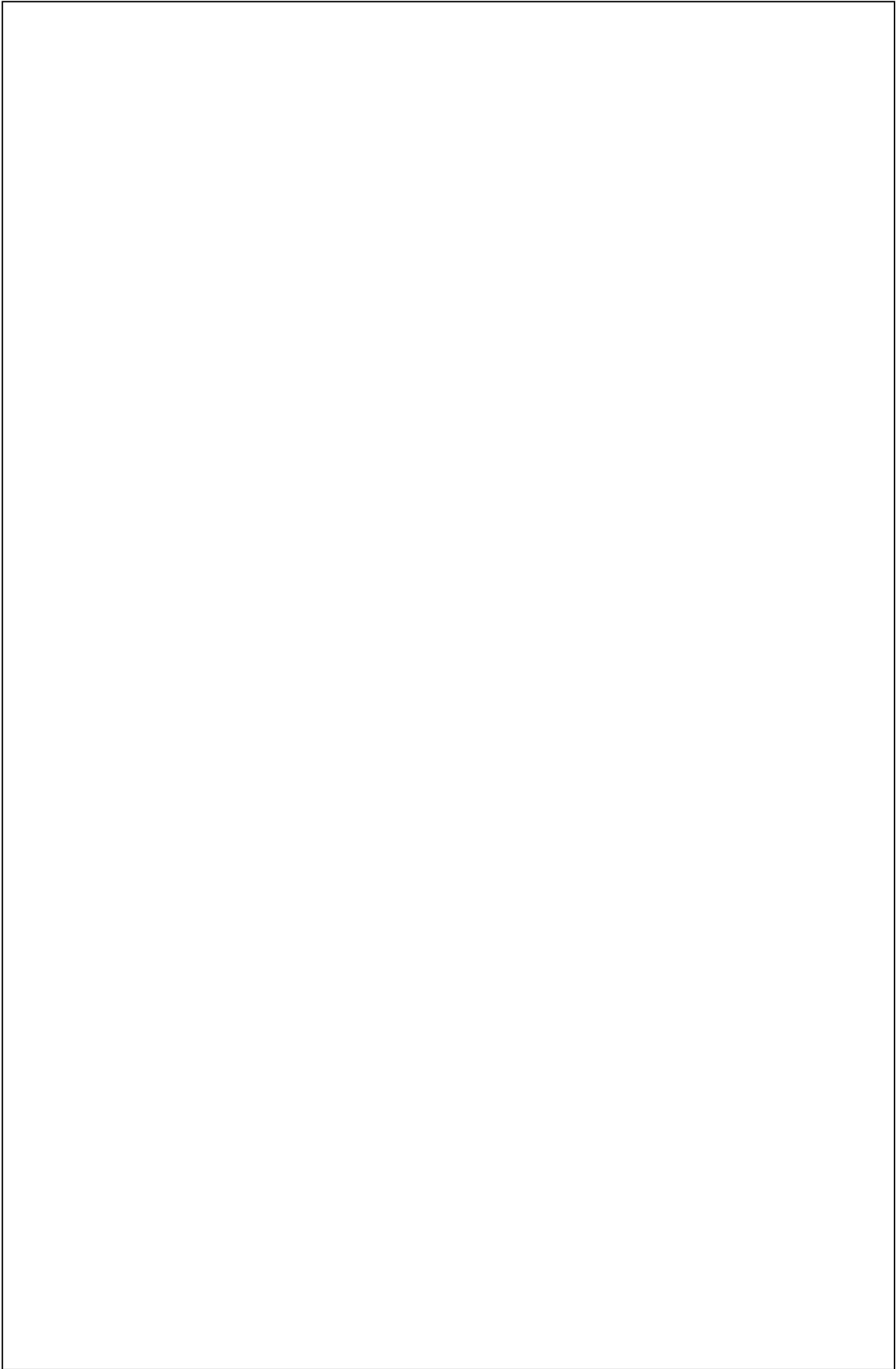
DMT	4 September 2015
Cabinet Report and EQIA to be written (as per template)	20 September 2015
Final cabinet report with comments, recommendations and EQIA to be sent to Sarah King for SLT	25 September 2015
Final Cabinet Report updated to Sarah King	2 October 2015
Cabinet Meeting	7 October 2015
Call in period ends	5pm 16 October 2015
Statutory Consultation Period commences (6 week period, at least 20 days have to be school days)	19 October 2015
Open Evening to be held at Deri View Primary School and on 19 October 2015: Staff 3.30pm, Governing Body 5.30 pm, Parents and Other Interested Parties 6.30 – 8pm	19 October 2015
Statutory Consultation Period ends	27 November 2015
Report to be written including details of the consultation and outlining specific comments and the answers provided	
Report to DMT x 2	2 and 22 December 2015
Report to SLT	
Report to agree to publish statutory notice to be sent to Sarah King	
CYP Select	14 January 2016
Final cabinet report with comments, recommendations and EQIA to be sent to Sarah King	
Cabinet Meeting to consider comments and whether a Statutory Notice will be published.	3 February 2016
Statutory Notice to be drafted	17 February 2016
Statutory Notice published (must publish notice within 26 weeks of consultation end and on a school day)	
28 day objection period ends (must include at least 15 school days)	16 March 2016
Objection report to be written if objections received.	
Objection report and supporting documentation to be submitted to Sarah King for a final decision by Cabinet	6 April 2016
Cabinet Decision	20 April 2016

## RESPONSE PRO FORMA

The proposal being consulted on is to close the Special Needs Resource Base at Deri View Primary School, Abergavenny.

We would welcome your views on this proposal and any suggestions or alternatives you would like us to consider.

Please complete and return this form to Additional Learning Needs, Monmouthshire County Council, @Innovation House, Wales 1 Business Park, Newport Road, Magor NP26 3DG, or by email to [stephaniehawkins@monmouthshire.gov.uk](mailto:stephaniehawkins@monmouthshire.gov.uk)



## **APPENDIX 1**

### **DISTRIBUTION LIST FOR STATUTORY CONSULTATION**

- Neighbouring Local Authorities
- Headteacher, teachers and parents of children attending Deri View Primary School
- Governing body of schools in the Abergavenny Cluster
- Staff and parents of children attending the SEN Unit at Deri View Primary
- Church in Wales Diocesan and Roman Catholic Diocesan
- Welsh Ministers
- Local AM – Nick Ramsay
- Local MP – David Davies
- Estyn
- Education Achievement Service (EAS)
- Regional Transport Consortium
- Professional Associations and Trade Unions
- Police and Crime Commissioner
- Abergavenny Town Council, Llantillo Pertholey Community Council
- Admission Forum
- Local Community First Partnership
- SNAP Cymru Parent Partnership Service
- Child Development Team, Aneurin Bevan Health Board.

## APPENDIX 2

### EQUALITY IMPACT ASSESSMENT

#### The “Equality Initial Challenge”

Name: Stephanie Hawkins Service area: Additional Learning Needs Section, CYP Date completed: August, 2015		Please give a <b>brief description</b> of what you are aiming to do. To close the special needs resources base at Deri View Primary School	
Protected characteristic	Potential <b>Negative</b> impact Please give details	Potential <b>Neutral</b> impact Please give details	Potential <b>Positive</b> Impact Please give details
Age	2 pupils will be directed by statement of special educational needs to a specialist school earlier than anticipated		
Disability			Where reasonable adjustments can be made all children with a disability will be fully integrated into purpose built, DDA compliant mainstream school.
Marriage + Civil Partnership		X	
Pregnancy and maternity		X	
Race		X	
Religion or Belief		X	
Sex (was Gender)		X	
Sexual Orientation		X	
Transgender		X	
Welsh Language		X	

Please give details about any potential <b>negative Impacts</b> .	How do you propose to <b>MITIGATE</b> these <b>negative impacts</b>
➤	➤
➤	➤

**Signed:**

**Designation:**

**Dated:**

## EQUALITY IMPACT ASSESSMENT FORM

<b>What are you impact assessing</b>	<b>Service area</b>
<b>Policy author / service lead</b>	<b>Name of assessor and date</b>

1. What are you proposing to do?

2. 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		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

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..

**Signed:**

**Designation:**

**Dated:**

**The “Sustainability Challenge”**



<b>Name of the Officer</b> completing “the Sustainability challenge”		Please give a <b>brief description</b> of the <b>aims</b> proposed policy or service reconfiguration	
<b>Name</b> of the Division or service area		<b>Date</b> “Challenge” form completed	
Aspect of sustainability affected	<b>Negative impact</b> Please give details	Neutral impact Please give details	<b>Positive Impact</b> Please give details
<b>PEOPLE</b>			
Ensure that more people have access to healthy food			
Improve housing quality and provision			
Reduce ill health and improve healthcare provision			
Promote independence			
Encourage community participation/action and voluntary work			
Targets socially excluded			
Help reduce crime and fear of crime			
Improve access to education and training			
Have a positive impact on people and places in other countries			
<b>PLANET</b>			
Reduce, reuse and recycle waste and water			

Reduce carbon dioxide emissions			
Prevent or reduce pollution of the air, land and water			
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)			
Protect or enhance visual appearance of environment			
<b>PROFIT</b>			
Protect local shops and services			
Link local production with local consumption			
Improve environmental awareness of local businesses			
Increase employment for local people			
Preserve and enhance local identity and culture			
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc			
Increase and improve access to leisure, recreation or cultural facilities			

What are the potential negative Impacts	Ideas as to how we can look to <b>MITIGATE</b> the <b>negative impacts</b> (include any reasonable adjustments)
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➤	➤
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**The next steps**

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

- 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:**

**Dated:**