



CONSULTATION DOCUMENT

Closure of Mounton House Special School

Contents

1. Glossary of terms used in this document	2
2. Introduction	3
3. Consultation Arrangements.....	4
3.1 Formal consultation process	4
3.2 Consultation with Children and Young People.....	5
3.3 Conclusion of the Formal Consultation process	5
3.4 Implementation of the Proposals.....	6
3.5 Consultation process timeline	6
4. Background to the review of Inclusion Services in Monmouthshire.....	8
5. Current provision across Monmouthshire	11
6. The Proposal.....	13
6.1 Background to the Proposal	13
6.2 Reasons for the proposal	13
6.3 Expected outcome of the proposals	15
7. What options for change did we consider?.....	15
7.1 Options Appraisal	15
7.2 The Preferred Option	16
7.3 Children and Young People on roll at Moun-ton House School	16
8. Details of Affected Schools	17
8.1 Analysis of Numbers on Roll at schools affected by the proposals	17
8.2 Projected Need	18
8.3 Projected Numbers at affected schools	18
9. Impact of proposals.....	19
9.1 Staff employed at affected school	19
9.3 Quality and standards of education.....	20
9.4 Welsh in Education Strategic Plan (WESP)	22
10. Finance	23
11. Home to School Transport.....	23
12. Land and Buildings	23
13. Risks and counter measures.....	23
14. Other Information	24
Appendix 1 - Response Pro-forma	25
Appendix 2 - List of Consultees	26
Appendix 3 - Future Generations Evaluation.....	27

1. Glossary of terms used in this document

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

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 2018 to consult with appropriate stakeholders when giving consideration to any significant school reorganisation proposals.

This consultation relates to the Council's provision for children with Social and Emotional Behavioural Difficulties (SEBD), in particular, the current provision offered at Mounton House Special School. This 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 SEBD, specifically through the introduction of new legislation under the Additional Learning Needs and Tribunal (Wales) Act planned for implementation from September 2020.

This document allows interested parties to understand the detail behind the Council's proposals, and provides them with an opportunity to contribute to the process by means of asking questions, putting forward comments and observations, or suggesting alternative proposals that they feel should be considered. For further information on the statutory processes associated with these proposals, please see section 3.

3. Consultation Arrangements

The Council proposes to close Mounton House Special School, which is situated in the South of the County and offers provision for boys aged 11-16 with Social and Emotional Behavioural Difficulties.

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. Your views on the proposed changes really are very important to us, and we would like you to engage with us throughout this consultation and therefore will ensure that there are appropriate opportunities for you to have your say, particularly if the proposals impact on either you personally or your children.

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

Statutory Consultation Period commences	Statutory Consultation Period concludes	Period of consultation
18 th March 2019	29 th April 2019	6 weeks (including 20 school days)

3.1 Formal consultation process

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 will hold consultation sessions with staff, governors, parents and members of the community to ensure engagement with all interested parties who may wish to learn more about the proposal. These sessions will take place on:

Consultee	Date	Venue
Staff	28 th March at 3.30pm	Mounton House Special School
Governors	28 th March at 4.30pm	Mounton House Special School
Parents / Interested parties	28 th March at 5.30pm	Mounton House Special School

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:

- Completing the online consultation questionnaire relevant to these proposals and available via www.monmouthshire.gov.uk/statutoryconsultation
- 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 **29th April 2019**.

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.

3.2 Consultation with Children and Young People

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 will also hold sessions with all of the children and young people on roll at Mounon House Special School where this is felt to be appropriate and practicable. Our consultation with children and young people will be supported by key professionals and their views captured and considered in any reports that determine our way forward.

3.3 Conclusion of the Formal Consultation process

The opportunity to respond to the proposals outlined within this consultation document will conclude on **29th April 2019**. 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	5 th June 2019
Council publish statutory notice and enter into objection period	17 th June – 15 th July 2019
Cabinet consider the objection report and determine whether or not to implement the proposals	4 th September 2019

3.4 Implementation of the Proposals

Should the outcome of the statutory processes outlined in this document conclude that proposals are to proceed as presented, Mouton House Special School will close with effect from 31st December 2019.

3.5 Consultation process timeline

Process	Key dates
Publication of formal consultation document	18 th March 2019
Deadline for responses to consultation proposals	29 th April 2019
Publication of consultation report	29 th May 2019
Consultation report to be presented to Cabinet <i>Cabinet consider consultation report and determine whether to proceed with proposals</i> If agreed - Proceed to next stage If not agreed - proposals will end	5 th June 2019
Publication of Statutory Notices and enter into objection period <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</i>	17 th June 2019

<p><i>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></p> <p><i>Opportunity to formally object to the proposals.</i></p>	
<p>Deadline for submitting objections to proposals <i>28 days from date of publishing statutory notices</i></p>	15 th July 2019
<p>Objection report published to consultees</p>	By 19 th August 2019
<p>Council publish Cabinet decision</p>	16 th September 2019
<p>Implementation of proposals <i>Staggered implementation – please see appendix 4</i></p>	31 st December 2019

4. Background to the review of Inclusion Services in Monmouthshire

Monmouthshire is committed to improving the educational achievement and attainment for all children and young people 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.

Most recently the Local Authority consulted on changes to our provision for pupils with ALN (Additional Learning Needs) and have commenced the work on developing the final agreed model to meet the needs of these pupils. However, feedback in response to our consultation and the financial cost of implementing proposals for our learners with social, emotional and behavioural difficulties (SEBD) mean that we needed to reconsider and/or develop our proposals further.

In our initial review we included an analysis of current and projected pupil needs for SEBD. This analysis indicated that:

- Our SEBD provision did not meet the needs this group of vulnerable learners because the current provision within Monmouthshire is for boys only and between the ages of 11 years and 16 years. As a result, primary aged pupils and girls with SEBD are accessing education in a range of out of county placements.

- The proportion of primary and secondary fixed term exclusions shows an increasing trend over the past 5 years. The number of permanent exclusions have increased over the same period and particularly in the last three years.
- There is a need to support practitioners to develop skills and capacity within the school system to ensure that more pupils with SEBD are well supported within their local area and wherever 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 fully meet the requirements of the ALN Act Wales (2018) and draft 'Additional Learning Needs Code for Wales' (2018) when it is implemented from September 2020.

The aim of this reform programme is to secure equality of access to education for children and young people, with SEBD, to enable 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 School to School and 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 wherever appropriate.
- **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 Council's 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 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 most of our children and young people with SEBD 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), the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and recommendations from Donaldson's 'Successful Futures' Report.

5. Current provision across Monmouthshire

The Council currently supports pupils with SEBD by utilising a combination of provision. This includes:

- specialist advice, guidance and support for pupils in a mainstream class
- specialist provision in a Special Needs Resource Base (SNRB) within mainstream school
- support and intervention from the Pupil Referral Service (PRS)
- bespoke support delivered by our Pupil Referral Unit
- in our special SEBD school in Monmouthshire for boys between the ages of 11 and 16 years
- in a special school in another LA
- in a few cases, in an independent special school outside of the county.

Our current offer for children and young people with SEBD is delivered and located at a number of sites as indicated below:

Mounton House Special School

Mounton House Special School is situated in the South of the County in the village of Pwylmeric, Chepstow.

The school currently offers both day and residential provision to boys aged 11-16 with a diagnosis of Social and Emotional Behavioural Difficulties (SEBD). Whilst the School is located in Monmouthshire, it offers provision for many children and young people that reside outside of the County. A total of 58 places are available in line with the school's current capacity.

Pupil Referral Service

The main focus of Monmouthshire's Pupil Referral Unit is to maintain young people on the roll of schools. Monmouthshire's Pupil Referral Unit is a portfolio provision which has sites in Abergavenny, Monmouth and Chepstow.

These sites provide provision for predominantly Key Stage 4 pupils who are: at risk of being permanently excluded, who have been permanently excluded or who have moved into the area and it would be difficult to place within a mainstream provision due to their particular circumstances; e.g. LAC pupils who have had numerous school placements and have had bespoke packages developed.

For Secondary aged pupils, staff in each of the sites can work on an outreach basis; i.e. supporting the children in schools, whether this is in lessons or teaching referred pupils in groups as part of the school timetable or at the aforementioned sites by providing bespoke packages of intervention for referred pupils.

Young people are maintained on a school roll and dual registered wherever possible. The Pupil Referral Service aims to maintain young people on a school roll, however when it is clear that all avenues have been exhausted to support a return to school, pupils are registered with the Pupil Referral Service.

For primary aged pupils young people are maintained on a school roll and support and intervention is provided to support both the school and young person. Where it is clear that the young person has additional needs that may require longer term specialist provision the Pupil Referral Unit will work closely with the school and colleagues in ALN to ensure that there is a smooth transition to any new prospective placement.

Another branch of the Pupil Referral Unit also delivers Education Other Than At School (EOTAS) and provides Tuition for young people who cannot attend school due to medical conditions. These young people will have supporting letters from consultants. The EOTAS branch of the Pupil Referral Unit will deliver this educational provision either at the centres identified above or at the pupil's home dependent upon the severity of the condition.

Out of County Provision

Where our children and young people's needs cannot be met in county, specialist provision is secured. The main providers of this provision are Headlands School Penarth and Priory Talocher School in Monmouth.

6. The Proposal

The Council is consulting on the closure of Mounton House Special School with effect from 31st December 2019.

Should the proposals to close Mounton House Special School proceed following statutory processes, the Council will consider the opportunities to invest in a new delivery model that meets the full range of needs of children and young people residing within the county who have Social and Emotional Behavioural difficulties.

6.1 Background to the Proposal

In September 2018, Cabinet considered feedback from consultees on the proposed new model for the delivery of ALN and Inclusion Services. Whilst members agreed to proceed with proposals outlined in section 2 of the consultation report, they decided not to proceed with the proposal below, but to significantly recast the proposals and re-consult.

To close Mounton House Special School and establish a new special school located on the site of the existing Mounton House 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.

This proposal has been developed in response to the Cabinet's decision and direction to reconsider and recast the proposal above.

6.2 Reasons for the proposal

Mounton House Special School has a capacity for 58 boys aged 11-16 with a primary need of Social and Emotional Behavioural Difficulties. However, it is becoming increasingly evident the type of provision currently offered at the School does not fully meet our county need. For example, the offer available is limited to key stages 3 and 4 and does not include girls. In addition, the current provision does not meet a broader range of additional needs, which have associated behavioural difficulties.

Numbers on roll

The number of children and young people on roll at Mounton House Special School has reduced significantly over the last 5 years.

The table below highlights the number of children on roll at the school over the last 5 years, as per the annual census return to Welsh Government:

January 2015	January 2016	January 2017	January 2018	January 2019
42	40	33	32	21

As at the January 2019 census return, there were 21 children and young people on roll at Mounton House Special School, 7 of which are residing within Monmouthshire. Of the 21 currently on roll, 2 are accessing the provision on a residential basis.

The anticipated position going forward reflects a continuation of falling numbers on roll with an expected 14 children on roll in September 2019, 6 of whom are residing within the county. This places the school in an anticipated position of holding 76% surplus places. From September 2019, the Council is not anticipating that there will be any children and young people accessing the school on a residential basis.

The falling numbers on roll is a clear reflection that the current provision offered at Mounton House Special School is not meeting our in county needs in an effective and efficient way.

Placement costs

With only 6 Monmouthshire children expected to be on roll in September 2019, the average placement costs per Monmouthshire child is expected to be in excess of £154,000 per Monmouthshire pupil. Please refer to section 9.5 for more information on the financial costs associated with the current provision at Mounton House Special School.

The ongoing placement costs in their current form are considered to be unsustainable.

Current provision and required need

The current provision offered at Mounton House Special School caters for boys only, aged 11-16 with a statement for Social and Emotional Behavioural Difficulties (SEBD).

Our most recent review has identified that our in county SEBD provision does not meet the needs of many of our vulnerable learners due to the type of provision currently offered at Mounton House Special School.

The Council is seeing an increasing demand for children and young people with needs identified as being ASD / SEBD for both boys and girls, across all age ranges. As a result, primary aged pupils and girls with SEBD are accessing education in a range of out of county placements. Boys of secondary age who have a diagnosis of ASD alongside SEBD are also accessing their provision at specialist placements outside of the county.

Out of County Placement Costs

As the provision currently offered at Mounton House Special School does not meet all of our in county needs for children and young people with challenging behaviour, there are a number of children and young people that are placed at out of county specialist placements.

There are current 16 pupils with challenging behaviour placed at out of county specialist placements (Headlands and Talocher), at a significant cost to the Council. The closure of Mounton House Special School will allow the Council an opportunity to explore options of delivering an alternative provision that can meet more of our learners needs within county.

6.3 Expected outcome of the proposals

The closure of Mounton House Special School will allow the authority to invest its resources in meeting the needs of a wider range of children with SEBD in a more flexible way. This will result in a reduction in the number of children and young people required to access provision outside of their communities.

The current costs per Monmouthshire pupil is £114,731, which is forecast to increase to in excess of £154,000 per Monmouthshire pupil from September 2019. Should the proposals proceed; the resources released will allow the Council to use the funding to support the identified needs of a wider range of learners.

7. What options for change did we consider?

A description of the options considered, how they were considered and the reasons why these options have been discounted

7.1 Options Appraisal

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

Option 1	
Advantages	Disadvantages
Minimal risk / minimal disruption to de-stabalising existing service delivery	We will not fully meet the needs of children and young people in Monmouthshire as indicated by our review of provision.
	We will continue to place a large number of children and young people in provision outside of the county
	The very high cost of out of county placements would continue to rise.

Option 2 – Close Mounton House Special School to allow the Council an opportunity to develop more appropriate provision.

Option 2	
Advantages	Disadvantages
Provision would be developed to meet identified additional learning needs for all key stages	

The number of children and young people needing to attend out of county placements would reduce.	Risk of disruption to service delivery whilst new model is being established.
More pupils would be able to remain in their local school, significantly reducing travel times.	Possible loss of employment for some staff
Maximise the use of resources available, including sharing staff expertise, developing strong school- to-school working and strengthening the transition between primary and secondary phases.	Cost to change to this new model of delivery.

7.2 The Preferred Option

The Council' preferred option at this stage of the review is option 2. The Council will fully explore all other available options in developing a new delivery model that will allow the council to:

- Develop provision to meet the needs of a wider group of vulnerable learners to include girls and primary aged pupils.
- Support practitioners to develop skills and capacity within the school system to ensure that more pupils with SEBD are well supported within their local area and wherever possible in mainstream schools.
- Reduce financial pressures associated with the significant numbers of children and young people being educated outside Monmouthshire.
- Reduce the level of home to school transport costs.
- Meet the requirements of the ALN Act Wales (2018) and draft 'Additional Learning Needs Code for Wales' (2018) when it is implemented from September 2020

The Council now wishes to gather the views of stakeholders for consideration when determining a way forward.

7.3 Children and Young People on roll at Mounton House School

If the proposal to close Mounton House Special School is approved following statutory consultation processes, the Council will work with placing local authorities to ensure that suitable alternative arrangements are in place to minimise disruption to the children and young people affected by these proposals.

Through the process of a review of the statement of SEN together with close consultation with the home local authority (where applicable), appropriate alternative provision will be identified.

For the five children and young people entering into year 11 in September 2019, the Council proposes to explore options to maintain their existing provision, allowing them to complete their current studies.

8. Details of Affected Schools

The following table provides information on the names, locations and categories of all schools likely to be affected by the proposals.

School Name & Location	Language Category	School Type	Capacity & Admission Number	Age Range	Pupil Numbers PLASC 2019
Monmouth Comprehensive School, Monmouth	EM	Community	1600/253	11-18	1583
King Henry VIII Secondary School, Abergavenny	EM	Community	1308/219	11-18	951
Caldicot School, Caldicot	EM	Community	1502/253	11-18	1302
Chepstow School, Chepstow	EM	Community	1282/193	11-18	866
Mounton House Special School, Chepstow	EM	Community	58	11-16	21
Pupil Referral Services	EM	Pupil Referral Service	n/a	11-16	18

8.1 Analysis of Numbers on Roll at schools affected by the proposals

The following table shows the number of pupils that have been attending schools affected by the proposals since January 2015, based on PLASC data.

School Name	Capacity & Admission Number	Current NOR	PLASC 2018	PLASC 2017	PLASC 2016	PLASC 2015
Monmouth Comprehensive School & SNRB	1600/253	1583	1582	1582	1626	1638

King Henry VIII Secondary School	1308/219	951	973	956	960	971
Caldicot School & SNRB	1502/253	1302	1312	1282	1159	1299
Chepstow School	1282/193	866	928	977	978	928
Mounton House Special School	58	21	32	33	40	42
Pupil Referral Services	n/a	18	15	11	5	5

The below table shows the current numbers of Monmouthshire children with SEBD / ASD currently accessing provision outside of the County.

Independent Specialist Provision	Number of Pupils attending Specialist provision
Talocher and Headlands	16

8.2 Projected Need

The table below shows the current number of children with a statement for either behaviour difficulties or ASD.

NCY	ASD	BESD	Total
FP	13	3	16
KS2	23	15	38
KS3	29	9	38
KS4	16	9	25
KS5	9	3	12
Total	91	39	130

Whilst not all of those indicated in the above table will require specialist placement, it is evidence of the Council's growing need for provision across all key stages for children and young people with ASD, and for Primary age children with behavioural needs. The current offer within the Council is not sufficient to be able to meet the needs of all of these children and young people within County, and therefore our access to provision outside of the authority will continue should the status quo remain.

8.3 Projected Numbers at affected schools

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

Year Group	2019/20	2020/21	2021/22
7	TBC	TBC	TBC
8	3	TBC	TBC
9	1	3	TBC
10	4	1	3
11	6	4	1
Total	14	8	4

The above numbers are concluded from known pupils on roll at Mounton House Special School at the time of publishing this consultation document.

Admission into Mounton House Special School is determined via the Mounton House Admissions panel. Children and Young People that are to be considered for a place at the School will need to be in receipt of a statement of SEN. Admission is determined on the basis of individual need whilst accommodating parental preference, where possible. Therefore, it is not possible to predict admission numbers year on year. There are not any confirmed admissions for September 2019 over and above the numbers provided in the above table, however, this is subject to change as any application requests are received.

The following table show the projected numbers on roll at schools that could be affected by the proposals.

School	2019/20	2020/21	2021/22	2022/23	2023/24
Caldicot	1335	1348	1341	1343	1339
Chepstow	958	955	955	957	983
King Henry VIII	986	1009	1027	1046	1049
Monmouth	1589	1588	1584	1579	1580

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.

9.1 Staff employed at affected school

There are currently 35 staff employed at Mounton House Special School. The Council is confident that there will be opportunities for redeployment for staff following the establishment of a new ALN delivery model as well as the proposed development of enhancement to the pupil referral service.

However, should the proposals proceed, we are unable to discount that there may be the need for compulsory redundancies. The Schools Protection of Employment Policy will be followed in all respects and, in line with that policy, Staff will be offered

the opportunity to express and interest for voluntary redundancy and these requests would be considered in the first instance and before any compulsory redundancies are made, should that be required.

Where there is a need for compulsory redundancies, the Council's protection of employment policy will be followed.

9.3 Quality and standards of education

The outcomes of the most recent Estyn Inspections and national categorisation for the schools affected by the proposals and the PRU are as follows:

Previous Inspection Framework 2010-2017

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

In the latest national categorisation for schools across Wales, the EAS has placed Monmouth Comprehensive School in 'green' support category indicating the school requires the least amount of support to improve standards. The school was placed in 'yellow' support category in 2017/18 and therefore needs less support than previously required in 2018/19.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
King Henry VIII Secondary School	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 'green' support category indicating that the school requires the least amount of support to improve standards further. The school was placed in 'yellow' support category in 2017/18 and therefore needs less support than previously required in 2018/19.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
Mounton House Special School	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 'Yellow' 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 considerably less support than it did previously.

Current Inspection Framework 2017 onwards

School	Inspection Date	Standards	Wellbeing and attitudes to learning	Teaching and Learning Experiences	Care, support and guidance	Leadership and Management
Chepstow School	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 an 'amber' support category in the previous year.

School	Inspection Date	Standards	Wellbeing and attitudes to learning	Teaching and Learning Experiences	Care, support and guidance	Leadership and Management
Caldicot School	October 2018	Good	Adequate and needs improvement	Good	Adequate and needs improvement	Adequate and needs improvement

In the latest national categorisation for schools across Wales, The EAS has placed Caldicot 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 continue to 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.

Secondary School Performance

Key Stage 3

Over the last 3 years, there has been an improvement in outcomes at the end of key stage 3 in three of the secondary schools potentially affected by the proposal and a decline in the fourth.

Secondary School	Key Stage 3 Core Subject Indicator								
	2016			2017			2018		
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average
Monmouth Comprehensive	93.6%	91.9%	85.9%	91.9%	92.7%	87.4%	95.3%	93.6%	88.1%
King Henry VIII School	92.5%	91.9%	85.9%	94.1%	92.7%	87.4%	93.3%	93.6%	88.1%
Caldicot School	93.3%	91.9%	85.9%	94.1%	92.7%	87.4%	93.8%	93.6%	88.1%
Chepstow School	93.8%	91.9%	85.9%	94.6%	92.7%	87.4%	90.9%	93.6%	88.1%

Key Stage 4 Level 2 Threshold including English and mathematics

Performance in the key stage 4 Level 2 Threshold including English and mathematics at the end of key stage 4 in 2018 declined in all four secondary schools potentially affected by the proposal.

Secondary School	Key Stage 4 Level 2 Threshold including English and mathematics								
	2016			2017			2018		
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average
Monmouth Comprehensive	69.7%	67.0%	60.3%	74.0%	67.0%	54.6%	69.4%	59.5%	55.1%
King Henry VIII School	71.2%	67.0%	60.3%	63.3%	67.0%	54.6%	63.7%	59.5%	55.1%
Caldicot School	69.7%	67.0%	60.3%	61.3%	67.0%	54.6%	47.7%	59.5%	55.1%
Chepstow School	62.5%	67.0%	60.3%	69.8%	67.0%	54.6%	66.4%	59.5%	55.1%

9.4 Welsh in Education Strategic Plan (WESP)

Although this proposal is not directly linked to our current WESP, we would endeavour to appoint suitably experienced Welsh speakers to the service to support our target to develop provision for learners with ALN through the medium of Welsh.

The proposal would not expand or reduce Welsh language provision within the county.

10. Finance

The allocation of funding to Mounton House Special School for the 2018/19 financial year was £1,559,952. The Council has received an agreed placement income from neighbouring local authorities of £756,832. This has resulted in actual costs of £803,120 to the Council, which equates to £114,731 per Monmouthshire pupils based on seven Monmouthshire children on roll.

Due to the continuation of falling numbers on roll, the Council has agreed to implement a cut of £275,000 to the funding awarded to Mounton House Special School for 2019/20. The expected funding to Mounton House Special School for 2019/20 will therefore be £1,284,952. The expected income to the Local Authority is £356,000 resulting in expected costs of £928,952 or £154,825 per Monmouthshire pupil.

11. Home to School Transport

Children and young people affected by these proposals will continue to receive free home to school transport to the provision identified to be most appropriate in meeting their identified needs.

12. Land and Buildings

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.

13. Risks and counter measures

	Risk Description	Counter Measures
1	Employment risks to staff	The Council will look at all available opportunities for staff affected by the proposals to be redeployed into alternative posts. The protection of employment policy will be followed and extensive support available through the Council's HR services to support staff affected.
2	Education instability for pupils affected	If the proposal to close Mounton House Special School is approved following statutory consultation process, the Council

		will ensure that suitable alternative arrangements are in place to minimise disruption to the children and young people affected by these proposals.
3	There may not be places available for a small number of our children and young people	Develop robust service level agreements with other local authorities to secure ongoing need.
4	While statutory timelines for the proposed school closure can be met, the HR timeline carries some risk which may result in staff notice periods running beyond 31 st December 2019	This will bring financial pressures in year which is recognised. The protection of employment policy will be followed to ensure adequate notice periods are given to staff should the proposal be approved.

14. Other Information

Further Information and regular up-dates on this proposal can be found on 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

Proposal – Closure of Mounton House Special School

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 meeting.

Do you agree with the above proposal?

Yes

No

Please provide a reason for you answer?

School & Student Access Unit, Monmouthshire County Council, PO Box 106,
Caldicot, NP26 9AN or email 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

- Parents, Guardians and carers of all pupils at schools directly affected by the proposal
- 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
- 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



monmouthshire
sir fynwy

Future Generations Evaluation
(includes Equalities and Sustainability Impact Assessments)

<p>Name of the Officer Will McLean</p> <p>Phone no: 01633 644582 E-mail: willmclean@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal CONSULTATION ON THE PROPOSAL TO CLOSE MOUNTON HOUSE SPECIAL SCHOOL</p>
<p>Name of Service Chief Officer for Children and Young People</p>	<p>Date Future Generations Evaluation 19th February 2019</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?
<p>A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>The proposal is to close Mounton House Special School in Chepstow. This will impact on all staff and pupils at the school and possibly the local community. There will be loss of jobs, some may be volunteers, but there will also be compulsory redundancies. Pupils will be moved to other schools and some of these may be out of county to Monmouthshire.</p> <p>The cost per placement for Monmouthshire pupils in Mounton House is £114,731, comparable provisions charge between £40,000 - £70,000 per placement. If the proposal is accepted the resources released will enable a greater number of pupils to be supported. Next years costs are forecast to rise to £154,825.</p> <p>The resources released will allow the Council to use this funding to support a greater number of pupils with a wider range of needs.</p>	<p>All staff and pupils will have full consultation regarding these proposals. Where possible staff may be able to obtain alternative employment opportunities within Monmouthshire. If this is not the case all protection of employment policies will be followed with all staff being provided with support to obtain alternative employment.</p> <p>All pupils and parents will be consulted to seek their views on alternative placements. Not all the pupils in the school are residents of Monmouthshire County Council, where this is not the case, their home authorities will be provided with notice to consider alternative placements. Monmouthshire will work closely with these local authorities to ensure a smooth transition.</p>
<p>A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>		
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>With this proposal both pupils and staff will face a period of uncertainty until the consultation is concluded. Both will be support throughout and kept informed of progress.</p>	<p>It is recognised that this will be an uncertain time for both pupils and staff, and their wider families. Support will be provided through the process, this will include support from employee services officers and the education psychology service. Their views will be heard as part of the consultation and feed into the final proposals.</p>

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>A Wales of cohesive communities Communities are attractive, viable, safe and well connected</p>	<p>While most of the pupils do not live near to the school, and the majority do not live within Monmouthshire. The proposal may allow some of those pupils who live in Monmouthshire to return to their own communities and be educated within their local community.</p>	<p>While the pupils do not live in the area in the majority of cases they do access the local community facilities while attending the school, however this is not frequent and therefore this will have a minimum impact. However some of the staff will use access local facilities during the working week. This will be a loss of an employer in Chepstow, however there are 35 employees at the school and therefore it is anticipated the impact on the local community will be minimal.</p>
<p>A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>		
<p>A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>The school will promote Welsh heritage, culture and language, pupils that move to another Welsh school will continue to celebrate this. The school currently will have a number sporting / art opportunities for all pupils, this will also be offered in their new school.</p>	<p>Where pupils need to transfer to a school that is not within Wales they will not be offered the same Welsh opportunities, by consulting with the pupils and parents their views will be heard and accommodated wherever possible.</p>
<p>A more equal Wales People can fulfil their potential no matter what their background or circumstances</p>	<p>The Local Authority has a duty to monitor schools to ensure pupils reach their full potential, by releasing resources to enable training of school staff this will allow more pupils to be supported to ensure that they reach their full potential.</p>	<p>Pupils and parents will be consulted with to ensure that the future education provision can meet the needs of the pupil to allow them to meet their full potential. This maybe in another local provision or in some cases a specialist provision. Where pupils reside in other authorities, these authorities will be provided</p>

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?
		with sufficient notice to allow them to place their pupils in schools that can meet needs.

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>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>The cost to run Mouton House Special School are significant compared to the number of Monmouthshire pupils that need to access the provision. Resources need to be carefully balanced to ensure value for money. This proposal will allow resources to be directed to the where the need is but still meeting the needs of the pupils currently attending the school.</p>	<p>All staff effective will be consulted and supported through the process, the protection of employment policy will be followed.</p> <p>The will be clear consultation following all statutory guidance. The needs of pupils currently in our schools will be assessed as they progress through their education, adequate provision to meet the needs will be sort where appropriate when required.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>Given that there are a number of pupils that attend the school who do not live in Monmouthshire. There will be extensive work with the other authorities, pupils and parents to ensure that the best future provision for all pupils affected.</p>	<p>Clear consultation with all partners, following all statutory guidance to ensure all parties are able to contribute.</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>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>The consultation period will allow for all parties to contribute and to allow their views to be heard. These will feed into the final proposals, these consultees will include pupils, staff and parents along with a wide range of effected parties.</p>	
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The current provision at the school is not meeting the needs of our pupils currently or in the current projections.</p> <p>The resources will be used to support a wider number of pupils with a wider range of need. Pupils attending the school will continue to have their needs met at an alternative suitable provision.</p>	
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>The development of provision to support a wider range of needs for Monmouthshire pupils will allow resources to be directed to develop a sustainable provision. Which will be flexible to meet the needs of pupils going forward. This should allow pupils to be supported where possible in their local communities. Where pupils reside in other authorities, these authorities will be provided with sufficient notice to allow them to place their pupils in schools that can meet needs.</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

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?
----------------------------------	--	--	--

<p>Age</p>	<p>At January 19 PLACS there are 21 pupils in Mounton House, or these 2 are residential and this includes 7 that reside in Monmouthshire. None of the Monmouthshire pupils are residential. The split of pupils are:</p> <ul style="list-style-type: none"> Year 7 2 pupils Year 8 1 pupil Year 9 4 pupils Year 10 5 pupils Year 11 9 pupils <p>The year 11 pupils will leave the school at the end of August 2019. The current forecast is that there will be 14 pupils in September 2019 with 6 residing in Monmouthshire.</p> <p>In some cases it may be possible for pupils to return to provisions that are closer to their local communities, this will allow pupils to be educated with their peers and community.</p> <p>The current forecast cost per Monmouthshire pupil is and this will rise to £154,025 in September 2019.</p> <p>The placement costs for 2018-19 are for day pupils £42,304 and for residential £71,739. Given that the full costs are not being recovered there is a subsidy to other local authorities of £72,067 day pupils and £42,632.</p> <p>There are 35 staff in the school as part of the protection of employment policy of includes options for voluntary redundancies.</p>	<p>The school is for boys aged between 11 – 16. This proposal will see the school closed and provision for these pupils met elsewhere,.</p> <p>There are 35 staff in the school should the proposal go ahead there will be a need for compulsory redundancies.</p>	<p>All pupils and their families will be consulted to ensure that their education can be continued in a suitable alternative provision which can meet their needs.</p> <p>In the case of compulsory redundancies the protection of employment policy will be followed and staff will be supported through the process.</p> <p>Discussions have started around the ring fencing of any future suitable jobs, while no decision has been made these discussions will continue to achieve the best outcome.</p> <p>Not all the pupils in the school are residents of Monmouthshire County Council, where this is not the case, their home authorities will be provided with notice to consider alternative placements. Monmouthshire will work closely with these local authorities to ensure a smooth transition.</p>
------------	---	--	---

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?
Disability	<p>The Local Authority has a duty to monitor schools to ensure pupils reach their full potential, by releasing resources to enable training of school staff this will allow more pupils to be supported to ensure that they reach their full potential.</p> <p>In some cases it may be possible for pupils to return to provisions that are closer to their local communities, this will allow pupils to be educated with their peers and community.</p>	All the pupils attending the school will have a statement of special educational need. With this proposal the school will be closed.	<p>The support for these pupils will be consulted on with the pupils and their families. Their views will be considered to ensure that their views are accommodated where ever possible.</p> <p>Not all the pupils in the school are residents of Monmouthshire County Council, where this is not the case, their home authorities will be provided with ample notice to consider alternative placements. Monmouthshire will work closely with these local authorities to ensure a smooth transition.</p> <p>Pupils in year 11 who will be undertaking exams we will consider maintaining provision to allow them to continue at the school to complete their statutory education.</p>
Gender reassignment			
Marriage or civil partnership			
Pregnancy or maternity			

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?
Race	Full consideration on any future placement will take into account this protected characteristic. This will be done in consultation with pupils and parents.		
Religion or Belief	We are not aware of any pupils attending the school with this protected characteristic, however when considering alternative provision full consideration will be given to this.		
Sex	Mounton House Special school has a designation for boys only aged between 11 – 16 with a diagnosis of social emotional behaviour difficulties. By closing the school this will release funding to be used by the Children and Young People directorate to support a greater number of pupils. The pupils attending the school will be supported in an alternative provision suitable to meet their needs.		
Sexual Orientation			
Welsh Language		The school promotes Welsh language with the closure of the school some pupils will be required to attend English Schools where this is not possible.	All pupils' views will be heard and where possible Monmouthshire Pupils will be accommodated within Monmouthshire / Welsh school therefore this will allow the Welsh language to still be taught.

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>

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	The local authority will ensure that any new provision will be suitable to meet all the needs including safeguarding of the pupils.		
Corporate Parenting	The local authority will ensure that any new provision will be suitable to meet all the needs of all pupils placed there including any pupils for which they are the corporate parent.		

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

At present there are 21 pupils in Mounon House, or these 2 are residential and this includes 7 that reside in Monmouthshire. None of the Monmouthshire pupils are residential. The year 11 pupils will leave the school at the end of August 2019. The current forecast is that there will be 14 pupils in September 2019 with 6 residing in Monmouthshire.

The current cost per Monmouthshire pupil is £114,731 and this is forecast to rise to £154,825 in September 2019. As a result of not recovering the full costs other local authorities that are placing pupils in Mounon House are being subsidised by £72,067 for day placements and £42,632 for residential placements.

The latest building survey shows that the building improvements that need to be made will be in excess of £6m.

All the above has led to the conclusion to consult on the proposal to close Mounon House Special School and to use the resources released to support a wider number of pupils with a wide range of need.

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 negative impact will be fully felt by the pupils / families and staff who either attend or are employed at Mounon House Special School.

Early notification and consultation in conjunction with looking at alternative placements needs to be done as a matter of course as a mitigation to the negative impact felt by the pupils/parents.

Also looking at potential voluntary redundancy by natural wastage and the possible “ring fencing” of vacancies for affected staff may offer a reasonable level of mitigation to some but it is recognised that this will be a difficult process.

The above needs to be balanced alongside the significant financial resources currently required to maintain the school and the even greater resource required to run the school from September 2019. It is anticipated that this financial resource can provide an alternative provision for Monmouthshire pupils if that resource is released and it will have the added benefit of CYP Directorate being able to support a larger number of pupils with a wider range of specific needs.

Having carefully considered all of the impacts (both negative and positive) it is felt that the needs of the pupils can be accommodated by seeking alternative provision either by enhancing the current provision or seeking placements at alternative schools that can meet the pupils needs.

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
Cabinet – recommending consultation on the closure of Mounton House.	6 th March 2019	Will McLean	
Consultation with staff pupils and parents.	28th March 2019	Will McLean	
Meetings with Unions and Human Resources.	28th March 2019	Will McLean	
Discussions with placement counties.	On-going – starting when consultation period opens	ALN team with DMT	

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:	April 2021
---	------------

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.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1.0	Cabinet	6 th March 2019	