

Business Change Mandate (Including Budget Mandates) Proposal Number: B20

Title: Review of service provision for children with special educational needs with the authority.
(phase 3)

All information requested must be completed on the proposed mandate to enable the Cabinet to decide whether to proceed with the proposal.

Mandate Completed by	<i>Stephanie Hawkins – Principal Officer Additional Learning Needs</i>
Date	<i>September 2015 – updated 7/12/2015</i>

How much savings will it generate and over what period?
£550,000 in 2016/17 – Year 1.
Directorate & Service Area responsible
Children and Young People
Mandate lead(s)
Key Lead: Stephanie Hawkins Project Team: Sharon Randall Smith Cath Sheen Richard Austin Jill Thomas Nikki Wellington Gwen Phillips

Final mandate approved by Cabinet	Date:
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1. Vision and Outcomes of the Mandate

Give a business context for the mandate. This must pick up on the vision and what the new / improved / reduced service will look like in the future including the anticipated experience of users. It must also consider any impact on the Council's key priorities and strategic outcomes. Similarly does it impact on service performance within the immediate service area or any impact on other services provided by the authority / any other providers. In doing so, the mandate must be tested against the Future Generations Evaluation and must consider impact in relation to the new Future Generations Bill.

What is the issue that the proposal is seeking to address?

Part A.

- The objective of the proposal is to consider how best the Authority could meet the needs of pupils with moderate to severe learning difficulties in specialist placements within Monmouthshire schools. The special needs resource bases that provide placement for pupils at the more severe end of the spectrum are full utilised, however, the facility which is designated for moderate learning difficulties pupils with social and emotional learning difficulties is currently underutilised and is not meeting the needs of Monmouthshire pupils as directed by Statement of Special Educational Needs.

Part B.

- In addition we are recommending a review the pricing structure for ALN services provided by Monmouthshire County Council to external organisations.
- And a proposed change to the delegation of funding of Mounton House Special School.

What evidence have you got that this needs to be addressed?

Part A.

- The current provision is an SEN Resource Base, made up of 2 classes and funded by the Authority. (Based within Deri View School) It supports pupils in the Foundation Phase and Key Stage 2 (pupils aged 4 to 11 years) with 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 resource base for some pupils who fall outside this strict criteria but for whom the appropriate educational professionals consider its resources and facilities appropriate. Admission to the Resource Base has been widened to consider pupils with more severe learning difficulties and/or an Autistic Spectrum Disorder with learning difficulties. This Resource Base currently is underutilised by pupils from Monmouthshire and has 7 pupils who could either be supported in mainstream or need more specialist provision. The pupil numbers in the SNLB have declined over time and significantly in the last 3 years.
- The current provision is not fully utilised in Deri View Primary School, the cluster area or Monmouthshire as a whole, as evidenced by the reduction in numbers.
- The provision does not 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. Its strategic impact has been minimal and given the reduction in number it is no longer providing 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. Both research and our experience shows that where education within the mainstream classroom is appropriate with the relevant support it can be hugely beneficial in developing skills to prepare our children and young people to become as independent as possible. (see projected pupil numbers for SNRB attached)

Part B.

- In line with inflation the pricing structure for external placements at Mounton House Special School have been increased automatically annually. A full review has not taken place for at least 4 years therefore this is now required in order to realign competitively within the market. The proposal is to increase both day and residential placements by £7,850 each to cover the costs of the provision.
- The funding formula delegation for Mounton House Special School has not been reviewed since 2010 and at which stage the formula funded based on full residential capacity, being 42 placements. Currently there are 10 residents in the school, with an anticipated fluctuation during this year normally expected. The new funding formula proposal is recommending a delegation rate based on 18 residential pupil placements. An Annual review of numbers will also take place to ensure formula remains current.

How will this proposal address this issue

Part A.

- This proposal will allow Deri View Primary School to concentrate their resources on the provision of Early Years intervention and use the specialist resources within school to support this.

Part B.

- Pricing structure for Mounton House now realine competitively in the market.
- The funding formula for Mounton House Special School following consultation will be reduced to reflect a more accurate pupil residential number.

What will it look like when you have implemented the proposal

Part A.

- There will be 2 special needs facilities one in the north and one in the south which will support the needs of pupils who are experiencing a range of difficulties including moderate to severe, profound & complex, autistic spectrum disorder and other pervasive developmental disorders. Children that are integrated into mainstream classes will access to appropriate skilled support in order to ensure that we meet their individual needs. Integrating all children where appropriate will have a positive impact on those pupils currently in mainstream. Learning to interact and appreciate those with additional learning needs would have a positive impact on our adults of the future and our cohesive society.

Part B.

- Current external placements pricing structure will be more in line with the operating costs of running the school.
- On current pupil numbers the anticipated amount of funding for the school will decrease. On current funding levels this is anticipated to be a reduction of £250,000

Expected positive impacts

Part A.

- 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. Both research and our experience shows that where education within the mainstream classroom is appropriate with the relevant support it can be hugely beneficial in developing skills to prepare our children and young people to become as independent as possible.

Part B.

- The additional income for Monmouthshire will ensure that the placements are covered without any subsidy for out of county pupils from Monmouthshire County Council.

Expected negative impacts

Part A.

- We recognise that the inclusion of this small number of pupils into mainstream may potentially have a distracting influence in the classroom for other pupils. We believe this potential impact is minimal due to the small number of children and in order to mitigate against this we will ensure that the support provided is of a specialist nature and that training is provided to mainstream staff the school if required. This will only potentially impact one school in Monmouthshire (Deri View) where there is significant experience and skills available to fully support this transition. There will be minimal disruption for the pupils as they are already familiar with the building, teaching & support staff and other pupils

Part B.

- There may be a reductions at the start of a new School year of external placements due to increase in price charging.
- The proposal for Mounton House Special School may result in redundancies at the school however the protection of employment policy will be followed.

2. Savings proposed

Show how the budget mandate will make savings against the current service budget. This must cover each year implicated. This section must also cover any other efficiency that will arise from the mandate.

What savings and efficiencies are expected to be achieved?

Service area	Current Budget £	Proposed Cash Savings £	Proposed non cash efficiencies – non £	Target year			Total Savings proposed
				16/17	17/18	18/19	
Part A <ul style="list-style-type: none"> Additional Learning Needs SNRB provision 	£200,000.	£200,000		£50,000	£150,000	Ongoing	£200,000
Part B <ul style="list-style-type: none"> increase in pricing structure for ALN services provided by the authority to external organisations, changes to funding formula (based on 18 residential places) 		£250,000		£250,000			£250,000
		£250,000		£250,000			£250,000
Totals		£700,000		£550,000	£150,000		£700,000

3. Options

Prior to the mandate being written, an options appraisal will have taken place. Summarise here the outcome of the Options considered and detail the rationale on why they were disregarded. (see options appraisal guide for further information)

Options	Reason why Option was not progressed
1. Continue with the running of the Special Needs Resource Base (SNRB) within Deri View. (A)	The resource base is currently underutilised and has 7 pupils that could be supported in mainstream or more specialist provision. The current provision is equipped and resourced to accommodate 24 children. The current provision has not been able to fulfil the original brief for the school or the local authority as defined by the 'aim of the SNRB'.
2. Close all 3 Resource Bases (Overmonnow, Pembroke) and support all children in mainstream education. (A)	This option was not cost effective and could potentially result in lost specialism.
3. Leave the pricing structure as-is (B)	This will result in the authority continuing to subsidise out of county placements for other local authorities.

	Continue to offer external places at below the market rate
4. No changes to current delegated funding formula (B)	Funding will be based on historic residential pupil numbers putting further pressure on other schools budgets.

4. Consultation

Have you undertaken any initial consultation on the idea(s)?		
Name	Organisation/ department	Date
Stephanie Hawkins	Principal Officer, Additional Learning Needs	

Has the specific budget mandate been consulted on?		
Function	Date	Details of any changes made?
Department Management Team <ul style="list-style-type: none"> • A • B 	<ul style="list-style-type: none"> • 3rd September 2015 • 23rd November 2015. 	In light of statutory consultation process the timelines have been re-align resulting in savings achievable for 16/17 being reduced. (A)
Senior leadership team <ul style="list-style-type: none"> • A • B 	<ul style="list-style-type: none"> • 8th September 2015 • 23rd November 2015 	Increase in pricing structure to commence in January 2016. Following on going development of the mandate it was identified to consult on proposed changes for the delegation rates for Mounon House and to re-align with current residential pupils on roll.
All directorate staff	At staff conference Monday 28th September.	
Select Committee <ul style="list-style-type: none"> • A • B 	<ul style="list-style-type: none"> • 21st October 2015, 16th December 2015 • 23rd November 2015, 16th December 2015 	
Public or other stakeholders	In line with consultation & engagement plan	
Cabinet (sign off to proceed)	21st October 2015	
Neighbouring Local Authorities		
Head Teacher, teachers and parent of children attending Deri View Primary School	See attached statutory consultation document.	
Governing Body of schools in Abergavenny Cluster		

Staff and parents of children attending the SEN unit at Deri View Primary	Consultaion process on going until 6th January.	
Church in Wales Diocesan and RC Diocesan		
Welsh Ministers		
Local AM – Nick Ramsey		
Local MP – David Davies		
Estyn		
Educational Achievement Service		
Regional Transport Consortium		
Professional Associations and Trade Unions		
Police and Crime Commissioner		
Abergavenny town council, Llantillo Pertholey Community Council.		
Admission Forum		
Local Community Frist Partnership		
SNP Cymru Parent Partnership Service		
Child Development Team, Aneurin Bevan Health Board.		
Headteachers	Mounton House 23rd November 2015	Consultation closes 6th 2016
All Governors	Mounton House 23rd November 2015	Consultation closes 6th 2016
School Budget Finance Forum	Mounton House 23rd November 2015	Consultation closes 6th 2016
Diosen Director of Education	Mounton House 23rd November 2015	Consultation closes 6th 2016
All Elected Members	Mounton House 23rd November 2015	Consultation closes 6th 2016

Will any further consultation be needed?

All consultation will be carried out in in line with statutory consultation rules.

5. Actions to deliver the mandate

Describe the key activities that will be undertaken to deliver the mandates and the action holders. This includes any actions contributed to by other services. Give the timescales to complete the work. This must also factor in any business activities that will need to be done differently or cease in order to achieve the mandate.

Action	Officer/ Service responsible	Timescale
A – In line with statutory consultation plan. (attached)	Sharon Randal-Smith	January to September 2016
B – Notify all current external organisations of plans to increase pricing structure as of January 2016. Price increase implemented from 1 st January onwards.	Stephanie Hawkins.	October to November 2015 January 2016
B- Consult with school funding forum on proposed amendamnts of delegated formula Consultation period to commence following school forum school consideration. Proposed consultation period to close 6 th January. Consultation results to cabinet for decision making,	Nikki Wellington Nikki Wellington	November 2015 Jan/ Feb 2016

6. Additional resource/ business needs

Describe any additional finance, resource and capability needed in order to carry out the proposed mandate successfully. For example new funding, expertise e.g. marketing and knowledge etc.

Any additional investment required	Where will the investment come from	Any other resource/ business need (non-financial)
Part A No capital expenditure anticipated. The building is in good state of repair for the 2 rooms to be given back to the school.	Not applicable	
Project Management	This will be provided by the current management team within CYP.	
Potential redundancies estimated costs (at worse) £54,000.	In line with policy. If applicable any redundancy costs will not come out of the ALN budget.	
Part B. Potential redundancy costs - Until modelling has taken place the costs are unknown. This decision sits with the governing body.	In line with policy.	

7. Measuring performance on the mandate

How do you intend to measure the impact of the mandate? This could include: speed of service; quality of service; customer satisfaction; unit cost; overall cost. For advice on developing performance measures you can contact Policy and Performance Team, for advice on unit costs speak with your directorate accountant.

Focus- Budget / Process / Staff / Customer	Indicator	Actual 2016/17	Actual 2017/18	Actual 2018/19	Target 2016/17	Target 2017/18	Target 2018/19
Project Plan	Complete all milestones with the agreed timeline in line with both detailed action plans for both part A&B.						
Children	Measureable outcomes of pupil performance (A and B)						
Customer	Review numbers of children attending the school from external organisations.						
	Establish way of measuring customer satisfaction and continue to review.						
Finance	Track the financial position of the school with the reduced funding formula to ensure any deficit budget is recovered within the 3 year period.						

8. Key Risks and Issues

Are there any potential barriers and risks that will need to be managed in delivering the mandate, including any negative impacts identified in section 1 that need to be accounted for. Also, set out the steps that will be taken to mitigate these. The risks should be scored in accordance with the [council's policy](#).

Barrier or Risk	Strategic/ Operational	Reason why identified (evidence)	Risk Assessment			Mitigating Actions	Post mitigation risk level
			Likelihood	Impact	Overall Level		
In the future a child with moderate learning difficulties and SEBD can not have their needs met in Deri View special needs	Operational		Low	Low	Low	Staff training to build capacity in school.	Low

resource base.							
Out of County pupils withdrawn from Mounon House	Operational / strategic		Medium	High	Medium	Early consultation with other LEA's	Med
Governing Body do not identify operational need areas given the proposed reduction in funding.	Operational		Low	Low	Low	Finance team working with Governing body and helping with options for savings.	Low

9. Assumptions

Describe any assumptions made that underpin the justification for the option.

Assumption	Reason why assumption is being made (evidence)
That the children who leave the resource base can have their needs met locally.	Both research and our experience shows that where education within the mainstream classroom is appropriate with the relevant support it can be hugely beneficial in developing skills to prepare our children and young people to become as independent as possible. Children leaving the resource base will have access to appropriate support within mainstream classes locally to ensure that their needs are met effectively.
That staff will be subject to protection of employment policy and will be supported to find re-deployment.	We have an established authority policy in place to support this process.
Savings identified in Mounon House to ensure there is no deficit.	On going work indicates potential savings.
Out of County pupils remain with placements for Mounon House.	Following notification of increase to external organisations limited negative feedback has been received to date. We need to continue to review this as this is will become more evident summer 2016.

10. Monitoring the budget mandate

The budget mandates must be monitored through directorate budget monitoring. This will lead into corporate budget monitoring. In addition the action plan, performance measures and the risk assessment must be transferred into the service plans for the business area in order to monitor and challenge the delivery of the budget mandate, including the savings being achieved and the level of impact.

How will you monitor

Monitor mandate via:-	Service improvement plan. Statutory consultation plan. Internal challenge sessions Select committees. Schools financial reporting
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11. Evaluation

It is important to evaluate the impact of the mandate once it has been fully delivered to know whether it has successfully achieved what it set out to do and to ensure that findings can be used to inform future work.

Planned Evaluation Date	Who will complete the evaluation?
At point of final deliver of the mandate.	Sarah McGuiness to report into SLT and cabinet.



<p>Name of the Officer completing the evaluation Stephanie Hawkins</p> <p>Phone no: 01633 644486 E-mail:</p>	<p>Please give a brief description of the aims of the proposal.</p> <p>Mandate B20</p> <p>The objective of the proposal is to review the current specialist provision Monmouthshire provides for children with special educational needs both within Monmouthshire and outside of the Local Authority. We need to ensure that the provision provided for our children and young people is fit for purpose, meets the needs of our community, is robust, flexible and sustainable both now and in the future.</p> <ul style="list-style-type: none"> • 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 behavioral difficulties. • We reviewed the pricing structure for ALN services provided by Monmouthshire County Council to external organisations. • We are proposing to change to the funding formula/ delegation for Mounton House Special School
<p>Name of Service</p> <p>Additional Learning Needs - CYP</p>	<p>Date Future Generations Evaluation form completed</p> <p>14 September 2015 Updated December 2015</p>




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	How does the proposal contribute to this goal? (positive and negative)	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,</p>	<p>The proposal will offer an inclusive education as close to home and the local community as</p>	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
educated people, generates wealth, provides jobs	possible. There may be some staff redundancies as the skill set and expertise for teaching staff may be different.	All staff will be subject to Monmouthshire Staff protection of Employment Policy and will be supported with re-deployment.
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	N/A	
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	Children being educated in mainstream school will have access to a wider peer group, which will fulfill Authorities ambition for greater cohesion.	All extra circular activities will accessible to all children at the school and we will encourage as many as possible to participate fully.
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	N/A	
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	N/A	
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	There are great opportunities for children to access sport, art and recreation within a fully inclusive mainstream setting.	All sport, art, & recreation activities will be accessible to all children at the school and we will encourage as many as possible to participate fully.

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A more equal Wales People can fulfil their potential no matter what their background or circumstances</p>	<p>Positive: As more of our children will be educated in mainstream schools in Wales our children will benefit from our culture where children and young people meet their potential via our teaching standards. In our mainstream school there is a greater range of diversity, culture and opportunities to share experience.</p>	

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

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Balancing short term need with long term and planning for the future</p>	<p>This proposal will enhance the inclusion agenda and ensure it meets Monmouthshire and Welsh Government long term strategic aims for full inclusion. But becoming more efficient and generating more income the organization can continue to focus delivery on its key priorities.</p>	<p>We are ensuring we plan and take into account any changes, by being flexible and actively listening to our communities. This is stage 3 of the ALN review therefore we already have completed extensive consultation and we will continue to consult during the development of stage 3. By being more aware of the market conditions will enable a more viable business plan.</p>
 <p>Working together with other partners to deliver objectives</p>	<p>We'll continue to collaborate with children's services and work in line with their strategy of educating Monmouthshire children in mainstream schools within their own communities.</p>	<p>We continue to work with our partners in Health and Social Care to plan the education of our most vulnerable pupils. We will also to continue to understand and work with other organisations to maximise learning opportunities.</p>
 <p>Involving those with an interest and seeking their views</p>	<p>In line with the statutory consultation we will carry out extensive engagement and consultation with all stakeholders.</p>	<p>We continue to work with schools and the community as well as counsellors to ensure all have a voice and are able to feed back to us. We will continue to listen and shape our services following the consultation.</p>

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Monmouthshire schools have a delegated budget to utilize to support special needs pupils at 'school action' and 'school action plus' of the SEN Code of Practice. (Wales),</p>	<p>We will be planning to work even closer with schools and clusters to support schools make best use of their resources. The Local Authority has a responsibility to support all schools with budget planning and managing change.</p>
 <p>Positively impacting on people, economy and environment and trying to benefit all three</p>	<p>More children will be included in mainstream education.</p>	<p>During our monitoring and evaluation it is even more evident that children will benefit from being educated in their local school. Less children will be travelling round the county, this will also have social and financial benefits.</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.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	n/a	No	
Disability	Monmouthshire will continue to meet the needs of all children with disabilities.	n/a	n/a
Gender reassignment	n/a	n/a	n/a
Marriage or civil partnership	n/a	n/a	n/a
Race	n/a	n/a	n/a
Religion or Belief	n/a	n/a	n/a
Sex	n/a	n/a	n/a
Sexual Orientation	n/a	N/a	n/a
Welsh Language	We will continue to follow our policy to teach Welsh in all Monmouthshire schools.	n/a	n/a

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 note <http://hub/corporatedocs/Democratic%20Services/Equality%20impact%20assessment%20and%20safeguarding.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	Staff will deliver specific safeguarding duties and ensure the school's systems and processes that need to be in place to keep learners safe are robust and resilient. School staff have the knowledge and understanding of statutory guidance in Wales which applies to all educational settings. All school staff will understand their responsibility in regards to abuse and neglect.	To our knowledge there are no negative impacts that would affect safeguarding.	We positively promote safeguarding as everyone's responsibility. We provide regular training, regular updates and audits to ensure all of our provision is as safe as can be. Systems will be regularly reviewed by the school and Estyn.
Corporate Parenting	The council has a corporate duty to consider Looked After Children especially and promote their welfare (as though those children were their own).	To our knowledge there are no negative impacts that would affect corporate parenting.	We continue to review the impact of all our decisions that may affect Looked After Children. We will highlight any negative impacts should they be evident.

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

We engaged (2014 and 2015) with children and young people, parents and staff regarding their views on how the Local Authority should continue to meet the needs of children with learning disabilities.

We have used Estyn and School data to shape our proposal.

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 main positive of this proposal is that Monmouthshire will close a special needs resource base which does not meet the needs of children and young people within the County as is evidenced by the decline in pupils who attend the base. Due to all the evidence gathering, information, outcome data and consultation the impact on this decision will be limited and the evidence suggests this solution meets the needs of Monmouthshire Children.

We recognise that the inclusion of this small number of pupils into mainstream may have a distracting influence in the classroom for other pupils. We believe this potential impact is minimal due to the small number of children and in order to mitigate against this we will ensure that the support provided is of a specialist nature and that training is provided to mainstream staff the school if required. Part of this proposal only impacts on one school in Monmouthshire (Deri View) where there is significant experience and skills available to fully support this transition. There will be minimal disruption for the pupils as they are already familiar with the building, teaching & support staff and other pupils.

The pricing structure for the ALN services provided by Monmouthshire to external organisations will now be realigned to be competitive with the market.

The funding formula delegation rate will reduce funding the amount of funding to Moun-ton House School, however the amount of delegation is now aligned to the actual number of residential places rather than a historic figure.

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
Ensure the LA follows the Statutory guidelines covering school closure.(2 classes SNRB)	Within the attached timeline, Appendix 1	Stephanie Hawkins	Progress will be measured by pupil attainment against teacher targets.
Ensure that the transition plan is carried out to minimize any potential disruption to all pupils and staff.	Plan will be developed with the team once the statutory consultation is completed and well in advance of start of the transition process.	Stephanie Hawkins	Progress measured against the plan. Review of effectiveness following integration. (in line with agreed outcomes)
To ensure any identified training needs are delivered	This will be developed as part of the transition plan and in line with the time scales above		As above. This will be continuously reviewed and monitored in line with current performance management

			processes.
Monitor external organization placement take-up at Mouton House Special School	Termly review number on roll from external placements	Stephanie Hawkins	Increased charges do not commence until January 2016
Ensure Statutory procedures to change funding formula delegation is followed	School Budget Forum received proposal November 2015, consultation period closes in January, conclusions of consultation scheduled to go to Cabinet for decision Jan/Feb 2016	Nikki Wellington	School Forum received consultation document. Consultation has commenced with all stakeholders informed.

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:	Regularly, in line with the Service Improvement Plan Assessment/progress of pupils now educated in main stream Financial position of Mouton House
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