

SUBJECT: Consultation Report on proposal to close the Special Needs Resource Base (SNRB) at Deri View Primary School.

MEETING: Cabinet
DATE: 13th April 2016

DIVISION/WARDS AFFECTED: Abergavenny

1. PURPOSE:

- 1.1 The local authority has completed its consultation on the proposed closure of the Special Needs Resource Base (SNRB) at Deri View Primary School, for pupils aged 4 to 11 years with moderate learning difficulties and social, emotional and behavioural difficulties. This consultation constitutes part of Stage 2 of the Additional Learning Needs Review of provision across the county.
- 1.2 The purpose of the report is to provide Cabinet with the consultation report, which studies the responses received in reply to the proposals arising from the consultation undertaken.

2. RECOMMENDATION:

- 2.1 To fully consider the place of the SNRB within a the much wider review currently underway including the provision for Additional Learning Needs and Inclusion Services across the authority and the South East Wales region.

3. KEY ISSUES:

- 3.1 The statutory consultation process on the proposal took place between the 19th October 2015 and 24 January 2016.
- 3.2 A file of all the comments and views received during the consultation period has been made available to Elected Members as part of this process and, before any decisions are made, the file has been located in the members library.
- 3.3 As a summary of the comments, the key issues raised were:
 1. It was evident that there was concern from parents with regard to how children would continue to be supported and what would happen should a child need unit provision.
 2. Parents were concerned that young children could be travelling long distances and may feel anxious thinking that they can't go to Deri View

3. The staff at the school were concerned about the possibility of staff redundancy and how children would be supported in mainstream schools.
 4. Only one Monmouthshire school responded to the Consultation and the concern was around adequate training for teachers and teaching assistants in mainstream schools.
 5. The children's view was that the SNRB was great and could not be improved upon; only perhaps they could have a larger room.
- 3.4 The consultation process highlighted that closing the SNRB at Deri View could have implications for wider ALN provision across the county that had not been previously considered. Therefore, in pursuing a closure the authority would need to follow additional statutory process.
- 3.5 Also, arrangements for Additional Learning Needs provision across the region has changed since the consultation period started and so the impact of these changes on the original proposal will now need to be re-considered.
- 3.6 In context of the considerations outlined above, until the future of ALN provision and Inclusion Services is concluded out of the wider review currently underway, the future of the SNRB cannot be confirmed. This means that the specialist resources currently in the unit are not fully utilised at this base.

4. REASONS:

- 4.1 Publication of the consultation report substantiates the Council's responsibility as part of the School Standards and Organisation (Wales) Act in:
- Summarising each of the issues raised by consultees
 - Responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons; and
 - Setting out Estyn's view (as provided in its consultation response) of the overall merits of the proposal.

5. RESOURCE IMPLICATIONS:

- 5.1 The work associated with the ALN and Inclusion Services Review already constitutes part of the present work programme of officers within Children and Young People Directorate.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

- 6.1 The future generation's process has been completed and is at Appendix 5 of the attached consultation report.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

- 7.1 There are no safeguarding or corporate parenting implications associated with this report in the light that it only informs on the consultation and not on the future of Deri View

8. CONSULTEES:

Cabinet Members
DMT
SLT

A full list of consultees can be found in appendix 1 of the consultation report.

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

9. BACKGROUND PAPERS:

The School Standards and Organisation (Wales) Act 2013
School Organisation Statutory Code 006/2013
Consultation Document on the proposal to close the Special Needs Resource Base (SNRB) at Deri View Primary School.
Responses received during the consultation period.

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**Proposed Closure of the
Special Needs Resource
Base at
Deri View Primary School
Consultation Report March 2016**



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Introduction

The Council is determined to improve educational attainment through achieving the aspirational objectives contained in the Single Integrated Plan 2015-2018. This document contains three specific high level themes and two of these have a clear focus on improving educational performance of children and young people.

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

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

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

The focus of the ALN review has been 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.

The vision and strategic direction for children with ALN is to place the child, parent and the school at the centre of a process which will enable us to meet the needs of as many Monmouthshire pupils as possible and ensure all achieve their full potential.

Our focus is to ensure:

- An inclusive education as close to the home and the local community as possible.
- An increase in children being educated in mainstream school where they will have access to a wider peer group, which will fulfil the Council's ambition for greater cohesion.

Our annual engagement events with stakeholders have ensured that the child's, parent's and the school's views are understood to shape the direction of education for ALN children going forward. So far the review has resulted in:

- A new strategy, policy and procedure being introduced into schools, which has meant that resources and funding are given directly to schools through a resource assist agreement
- A service level agreement for schools to ensure there is equity and consistency in the delivery of ALN services.
- A review of specialist provision to ensure that it meets the needs of our children. The review of Deri View Special Needs Resource Base (SNRB) is stage 2 of the ALN review.

Distribution of the Consultation Report

The consultation report will be put on the Council's website and the following will be informed of this:

- Parents/Carers of pupils on roll at Deri View Primary School.
- Consultees who have requested notification

The following will receive an emailed link to the website where the consultation report has been published.

- Parents/Carers of pupils on roll at Deri View Primary School
- Headteacher, staff and governors of schools directly 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
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Careers Wales
- Teaching and staff trade unions representing teachers and other staff at the school
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Language Commissioner
- Welsh Government – Schools & Post-16 Divisions
- ESTYN
- RHAG
- Mudiad Meithrin
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- South East Wales Transport Alliance (SEWTA)
- Gwent Police and Crime Commissioner
- Early Years & Childcare Partnership
- Local Community First Partnership
- SNAP Cymru Parent Partnership Service
- Local Health Board

Consultation Arrangements

The consultation document was published on the 19th October 2015, and this date also represented the start of the consultation process. It was recognised during the consultation process that additional information concerning the proposal would be beneficial to consultees. In the interests of facilitating an effective, informative consultation, the consultation document was revised and the consultation period was extended by an additional 42 days and closed on 24th January 2016.

All consultees were directly advised of the consultation process, a list can be found at Appendix 1. The consultation document was made available on the Council's website at www.monmouthshire.gov.uk/schoolreorganisation.

A paper copy of the Consultation Document was distributed to all parents/carers of pupils on role at Deri View Primary School.

The public were also made aware of the consultation process on the Council's Twitter and Facebook pages on the 19th October 2015.

Consultation Meetings

Staff, the Governing Body, Parents /Carers of pupils and any other interested parties were given the opportunity to attend drop-in sessions/meetings to discuss the proposal. The sessions were held on the 3rd November 2015 and following the extension of the consultation period on the 14th December 2015.

All the sessions were held at Deri View Primary School between 3:30pm – 6:30pm. The Cabinet Member for Education, Chief Officer for Children and Young People and a number of Council Officers attended to answer questions. Consultees were encouraged to provide feedback using their preferred method.

Pupil Consultation

On the 19th January 2016, the views of the children and young people at Deri View Primary school were gained regarding the possible closure of the SNRB within their school. Members of the School Council and children on roll within the SNRB were consulted using key questions. Questions were sent to the school prior to the school visit.

The children were asked these questions as a group. Pupils appeared well prepared for these questions and appeared happy and confident to share their views. Two members of the School Council had put together a written response to the questions which they presented at the end.

Public Consultation

A poster was displayed within the community to advise them of the consultation process and provided details of the meetings/sessions that had been arranged.

Results and Comments

A broad profile of respondents both in writing and in attendance at the consultations sessions are shown in the table below.

	Total
Parents/Carers	32
Staff	18
Governors	7
Pupils	14
Other interested Parties	1
Union Representatives	4
Monmouthshire Schools	1
Youth Service	1
Total	75
Petition Signatures	1140

Comments raised during the consultation

The following section outlines each of the comments/questions raised by the consultees and the response provided by the authority.

1. The level of support provided to pupils if the SNRB closes.

Response - There are different funding streams to support pupils in Monmouthshire schools:

- 1. School based resources and additional delegated lump sum provided by the authority specifically for ALN pupils.*
- 2. Individual pupils are supported by Band funding where the need is high level and complex learning needs. This is for 75% or 100% of the school day.*
- 3. Placement within a special needs resource base, staff funded by the authority.*
- 4. The delegated lump sum is given to schools at the beginning of the financial year and is based on pupil numbers and Free School Meals data. The Band Funding is defined by Statement of Special Educational Needs or School Action Plus Resource Assist agreement. The Code of Practice Wales 2002 requires a graduated response in identifying children's needs to ensure that children are given the opportunity to be assessed and their needs met. Placement in an SNRB is by appropriate assessment and detailed reports. Placement is then agreed by Panel.*

The Authority has three Key Stage 2 SNRBs, 1 Key Stage 3 and 4 SNRB, 1 special school and 2 Key Stage 3 and 4 special classes. Over 80% of the pupils in Monmouthshire are included within mainstream schools.

2. Where are the savings being made and where will it go?

Response – any reduction in funding achieved as a result of the closure of the SNRB would be a saving to the authority's budget.

3. Why are the numbers on roll diminishing at the SNRB?

Response - Schools in the Abergavenny area are working hard to ensure that children are fully included in their nearest mainstream school, which is at parental preference, rather than place the children in a specialist unit

5. Children in mainstream school will suffer because of less staff and children with ALN in their class what impact will this have?

Response - The large majority of mainstream classes across the county have children with additional learning needs within them. These children may need high levels of support, which will be provided within the class. The day-to-day management of the school is the responsibility of the Head Teacher. All teachers will plan to support all children in their classes. It is both beneficial for the mainstream children and children with additional learning needs to work together learning to build an inclusive community.

5. The decision to close the SNRB has already been made

Response – A decision has not been made to close the SNRB, the local authority are consulting on the proposed closure and we are following the statutory process outlined in the Welsh Government's School Organisation Code 2013.

6. The report has not taken the needs of autistic children into account

Response - The designation of the SNRB is to meet the needs of children with moderate learning difficulties and social, emotional and behavioural difficulties. This could include children with ASD but not exclusively so.

7. The Authority should be waiting until the WG draft code has been agreed rather than acting now

Response - The local authority cannot wait for the government to direct us, we have to act now and do what is best for the children.

8. What is the official designation of the SNRB?

Response - The designation of the SNRB is for children with Social, Emotional and Behavioural difficulties and Moderate Learning difficulties.

9. This proposal is financially driven to save £140,000.

Response - The proposal is not financially driven, the children are at the heart of the proposal.

10. Staff feel vulnerable because the consultation document talks about staff being put at risk.

Response - The local authority is required to include information concerning any potential risk to staff as a result of the proposal in order to conduct an open and transparent consultation and to comply with the School Organisation Code.

11. What if children are moved into mainstream classes and they can't cope?

Response - Children's performance is tracked by schools through a variety of means to ensure the programme of teaching and levels of intervention are appropriate and timely.

12. The way the SNRB is currently used is to support pupils sometimes but not all the time and this works. The SNRB is adaptable to the needs of the children.

Response – This is the way we would expect schools to work to include children in mainstream establishments with a range of supportive packages to ensure all children reach their potential. However, currently there are not enough children who need this facility to make it viable.

13. Do we need an SNRB could it be something else? Could we change the designation rather than close?

Response - The SNRB is currently working on the lines of a special class that supports the needs of the children within the school only and not like an SNRB which meets the wider local authority needs. We would have to follow the same statutory process in order to change the designation.

14. What happens when another school within the area decides they cannot meet the needs of the child and wants them transferred to the SNRB?

Response - There may have been school to school transfers but currently we have not placed a child into the SNRB on the request of another Monmouthshire school.

15. Parents don't want their children travelling to Chepstow or Monmouth and feel anxious thinking they can't go to Deri View

Response - Children in the SNRB are not being asked to transfer to other SNRBs within the county as their needs will either be met within the mainstream school at Deri View, or in two cases will be transferring to special schools.

16 - If the SNRB is closed there will be no specialist provision in this side of the County.

Response - All schools are able to accommodate children with special educational needs, for example there is no Key Stage 2 SNRB in the Caldicot area.

17 - By removing the SNRB and saving £140,000 will more money be spent as a result of sending children further away?

Response – The proposal to close the SNRB is focused on meeting the needs of children with Special Educational needs within an inclusive environment, and is not one that is financially driven. The funding for children sent to specialist provision is already in the budget and no child is being sent to another Monmouthshire school.

18 – If it is a proposal how has one of the classes already closed?

Response - One of the classes has not already closed; staffing levels have remained the same and are funded as such even though the number of pupils attending the SNRB has fallen.

19 – What will the transport costs will be to send pupils elsewhere?

Response – There are a very small number of children transferring to specialist provision. This has been anticipated and has been part of the ongoing review process. The remainder of the children will access education within mainstream classes in Deri View. Have we answered this?

20 – How do we know what the needs of the children are coming through?

Response - The local authority receives information from several sources; the Health Authority, the Acorn Centre, Early Years Advisory Teacher, Playgroups and Day Nurseries, Educational Psychology and most importantly from the parents themselves.

21 – Who works with parents on a child's statement?

Response - Statements are written using all the information given to the local authority by parents, school, a paediatrician, the educational psychologist who is working with the child and any other information received. The parent partnership service of SNAP Cymru can help parents in making sure their views are heard.

22 – Have parents been consulted with on their children being moved into mainstream?

Response - This matter has been dealt with by the school.

23 – Does the SNRB belong to the Council or the School?

Response - The SNRB, like the school, belongs to the local authority and is registered with Welsh Government.

24 – Parents are not being recommended to come to Deri View but are being recommended Pembroke or Overmonnow SNRB

Response - The range of needs dealt with by Pembroke and Overmonnow SNRBs are different from those of the children in Deri View SNRB, therefore, children will be supported to attend the SNRB that is equipped to meet their special educational needs.

25 – Is this the only unit for SEBD and MLD in the County, if so why is not full?

Response - Parents are now opting for mainstream schools rather than supported classes as their preference. In addition, schools are able to meet a wider range of need within mainstream classes than they were able to do in the past.

26 – The school was built in 2005 which wasn't that long ago how come the authority got the designation wrong?

Response - At the time the school was built the SNRB was full, like everything else special educational needs has changed in the last decade and now mainstream schools meet a much wider range of need for their children.

27 - What is the process and what has changed in the revised consultation document?

Response - The consultation process has been extended and now ends on the 24th January 2016. Additional information has been included in the document regarding the process and how people could respond, the strengths and weaknesses regarding the options of remaining open or closing, the surplus places information.

A consultation report will be prepared giving details of all the responses received and will be shared with Cabinet Members on the 2016; parents will be notified of the publication of the report. If cabinet decide to publish a statutory notice this will be published, parents will be notified of this and will have 28 days, after the date of publication, to object to the proposal. An objection report will then be prepared outlining details of all the objections received and it will be shared with Cabinet Members for them to decide whether to go ahead with the closure of the SNRB. If cabinet decide to go ahead, the SNRB will close on 31st December 2016.

28 – Pupil with a diagnosis of SEBD present behaviours that have a negative impact on their own and other pupils' learning.

Response - The local authority works in collaboration with the EAS to build the capacity of schools to meet the needs of a wide range of pupils through training teachers and teaching assistants.

29 - The proposals do not provide an equitable range of educational opportunities for students with additional learning needs across the county of Monmouthshire.

Response - This SNRB meets the needs of a very small number of pupils in the north west of Monmouthshire. As a rural authority, pupils may need to travel to their school.

30 - Closure would be to the detriment of children with special educational needs in North Monmouthshire and their families.

Response - Currently only two pupils are on roll at the SNRB, this means that a large part of the SEN budget is directed to a very small number of children.

31 - Closure would result in greater costs for MCC and not the budget saving projected by officers.

Response - It is not clear in what way greater costs would be incurred.

32 - A consultation document was issued in June 2015 indicating a single member decision was made on 22nd May 2015.

Response - There have been two Consultation documents; one dated September 2015 and a revised document dated November 2015. There have been draft documents that have been worked on but have not been distributed as a consultation. No single member decision has been made and there is no record of such.

33 - The Consultation exercise is incompetent, fundamentally flawed and educationally unsound and at worst calculated, contrived and cost-cutting to the detriment of vulnerable children, their families, staff at Deri View Primary School and the interests of the wider community.

Response - The two Consultation documents have been constructed in line with the requirements of the School Organisation Code (July 2013). We disagree with this view; the children are at the heart of the proposal which aims to meet the needs of as many pupils as possible within inclusive, mainstream settings.

34 - The closure of the SNRB AT Deri View is taking place among cuts to services for disabled people across the United Kingdom. This is likely to put a strain on already struggling services.

Response - The children on roll at the SNRB will continue to have their needs met either at the school identified in part 4 of their statement of special educational needs or in Deri View mainstream school with support.

The view of consultees other than pupils

There appears to be significant opposition to the proposal from staff, governors, parents and the wider community.

The consensus with regard to the proposal is that the SNRB should be maintained. However, the designation could be reconsidered to meet the changing needs of learners within the county.

The view of pupils

Overwhelmingly, the children did not support the proposal to close the SNRB at Deri View Primary School.

Pupils said:

- The SNRB is great and could not be improved.
- They felt that the teachers are caring and the children are loved by everyone in the school.
- They did not feel that there any point closing it down because it is needed. Without the SNRB they said that children would have to take a bus ride to go to a different school which wouldn't be a pleasant experience

The view of Estyn

This section provides the summary of the response received by Estyn

The view from Estyn was that the existing proposal contains insufficient information to assess whether it is likely to maintain or improve the current standard of education in the area and more specifically for those pupils who are presently educated in the named special needs resource base.

General Overview and Consensus

The consensus is that parents, staff, governors, children and the wider community do not support the proposal in its current form. However, there is some support for considering the designation of the unit to meet the changing needs of learners in Monmouthshire.

Conclusion/Recommendation

After full consideration of all of the responses received during the consultation period, the recommendation is not to continue with the proposal at present but to consider fully the place of the unit within a wider review of provision. This review would include both Additional Learning Needs and Inclusion Services within the authority and across the South East Wales region.

Appendix 1 – List of Consultees

- Parents/Carers of pupils on roll at Deri View Primary School

- Headteacher, staff and governors of schools directly 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
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Careers Wales
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Language Commissioner
- Welsh Government – Schools & Post-16 Divisions
- ESTYN
- RHAG
- Mudiad Meithrin
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- South East Wales Transport Alliance (SEWTA)
- Gwent Police and Crime Commissioner
- Early Years & Childcare Partnership
- Local Community First Partnership
- SNAP Cymru Parent Partnership Service
- Local Health Board

Appendix 2 – Future Generations



Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p>Name of the Officer completing the evaluation Sharon Randall-Smith</p> <p>Phone no: 01633 644486 E-mail:</p>	<p>Please give a brief description of the aims of the proposal. 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 consider closure of the Special Needs Resource Base at Deri View Primary School for pupils aged 4 to 11 years with moderate learning difficulties and social, emotional and behavioural difficulties.
<p>Name of Service Additional Learning Needs - CYP</p>	<p>Date Future Generations Evaluation form completed 14 September 2015 Updated January 2016</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?
A prosperous Wales Efficient use of resources, skilled,	The proposal will offer an inclusive education as close to home and the local community as	

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 redeployment.
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	N/A	
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.
A more equal Wales People can fulfil their potential no matter what their background or circumstances	<i>Positive: As more of our children will be educated in mainstream schools in Wales our children will benefit from a culture where children and young people meet their potential via high teaching standards. In our mainstream schools, there is a greater</i>	

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?
	<i>range of diversity, culture and opportunities to share experiences.</i>	

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>Long-term</p> <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 organisation 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 the next stage of the ALN review therefore we already have completed extensive consultation and we will continue to consult during the process. By being more aware of the market conditions will enable us to develop a more viable business plan.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>We will 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.</p> <p>We will also to continue to understand and work with other organisations to maximise learning opportunities for example the EAS and wider SEWC partners.</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 data-bbox="172 441 325 467">Involvement</p> <p data-bbox="352 305 640 414">Involving those with an interest and seeking their views</p>	<p data-bbox="676 305 1234 397">In line with the statutory consultation, we will carry out extensive engagement and consultation with all stakeholders.</p>	<p data-bbox="1264 305 1953 397">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.</p> <p data-bbox="1264 441 1900 500">We will continue to listen and shape our services following the consultation.</p>
 <p data-bbox="172 644 325 670">Prevention</p> <p data-bbox="352 508 640 649">Putting resources into preventing problems occurring or getting worse</p>	<p data-bbox="676 508 1234 669">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 data-bbox="1264 508 1953 636">We will 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 data-bbox="172 815 325 841">Integration</p> <p data-bbox="352 678 640 852">Positively impacting on people, economy and environment and trying to benefit all three</p>	<p data-bbox="676 711 1092 769">More children will be included in mainstream education.</p>	<p data-bbox="1264 711 1953 872">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	n/a
Disability	Monmouthshire will continue to meet the needs of all children with disabilities.	n/a	n/a

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?
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	<i>We will continue to follow our policy to teach Welsh in all Monmouthshire schools.</i>	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	<i>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.</i>	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. The school and Estyn will regularly review systems.
Corporate Parenting	<i>The council has a corporate duty to consider Looked After Children especially and promote their welfare (as though those children were their own).</i>	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, staff, the wider community and Estyn 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 advantage of this proposal is that Monmouthshire will be able to meet the needs of more learners in mainstream schools. This proposal is supported by the significant decline in the number of learners currently attending the SNRB.

Due to all the evidence gathering, information, outcome data and consultation we recognise that there is significant opposition to the proposal. There is a consensus that the current designation of the SNRB does not currently meet the needs of Monmouthshire learners and that a review of the designation would be a more appropriate and sustainable solution. This is most appropriately addressed within a wider review of ALN and inclusion services.

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
There is no further action in relation to the initial proposal	N/A	N/A	N/A

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 impact of this proposal will be evaluated on:	NA
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