Establishment of a Resourced Provision at St Paul’s Church of England Primary School

Report of Michael Jameson, Executive Director Commissioning (Director of Children’s Services)

Portfolio Holder: Councillor Hughie McDonald, Cabinet member, Education and Safeguarding

3rd September 2012

Officer Contact : John Wood, Interim Service Director, Transforming Learning

Ext. 5503

Purpose of Report

This paper seeks Cabinet approval for the establishment of an Additional Resourced Provision (ARP) at St Paul’s Church of England School, Royton.

Recommendations

1. That Cabinet approve the establishment of an Additional Resourced Provision (ARP) at St Paul’s Church of England School, Royton. [The ARP is designated for children with special educational needs identified as having complex communication and interaction difficulties (CCID), including autistic spectrum disorders (ASD) ]

2. That Cabinet notes that this proposal will make no material change to the services being delivered by the unit or its day to day operation.
Establishment of a Resourced Provision at St Paul's Church of England Primary School

1 Background

1.1 An Additional Resourced Provision ARP has now been in place at St Paul’s Church of England School, Royton for several years. The ARP supports up to 12 children aged 5 – 11 years and is designed for children with special educational needs, having complex communication and interaction difficulties (CCID), including autistic spectrum disorders (ASD).

1.2 This facility forms part of the Council’s overall provision for children with ASD and CCID who can remain in mainstream education with the support of the resourced provision. There will be a secondary ARP provision established at a new facility in North Chadderton School. Together will support children from Reception to 19 years old.

1.3 The facility at St Paul’s has never been formally established in law as a separate facility from the mainstream school and so is not assessed independently by OfSTED.

1.4 There is a need, therefore, for Oldham Council to publish proposals to establish the ARP and to then seek approval from Cabinet in accordance with The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007.

1.5 The Council was obliged to follow a prescribed process which includes opportunities for both consultation on the proposals and formal representation.

1.6 In line with its service improvement plans, capital works were completed in May 2012 to extend the school in order to create a dedicated ASD unit.

2 Current Position

2.1 The statutory process referred to in 1.4 above includes five mandatory stages:

i. Consultation - 6 weeks from 23rd April to 1st June 2012;
ii. Publication of proposals - Week commencing 7th June 2012
iii. Representation - 6 weeks from 11th June to 20th July 2012
iv. Decision - Cabinet - 3rd September 2012
v. Implementation - 3rd September 2012

The representation phase ended on 20th July with no representations being received. Assuming the proposals are approved by Cabinet the DfE have to be informed of the decision before the 10th September and the ARP will then be established as a separate educational entity.
3 Options/Alternatives

3.1 Do Nothing

Untenable. The ARP needs to be established in law and must be able to be subject to assessment by OfSTED independent of the mainstream school.

3.2 Establish the Additional Resourced Provision ARP at St Paul’s CoE School, Royton

4 Preferred Option

The preferred option is that the Council establishes the Additional Resourced Provision ARP at St Paul’s CoE School, Royton.

This proposal will make no material changes to the current provision, but for the sake of completeness a summary of what the ARP delivers is described below:

4.1 The ARP supports up to 12 children aged 5 – 11 years through:

- Higher than normal and/or enhanced staffing ratios
- Specialist teaching
- Specific interventions and strategies
- Small groups for teaching and learning
- Small groups for interaction and social skills development
- Individualised learning and/or personalised curriculum, including flexible timetables
- Access to Speech & Language Therapy (S&LT) as detailed in the Statement of Special Educational Needs.

All of the above has the aim of supporting individuals in accessing, where appropriate, mainstream inclusion. The ARP is not seen as a class in itself, but the mechanism to support access to mainstream classes and inclusion with peers.

The degree of access to mainstream inclusion is managed through an ongoing process of assessment, ensuring a match between need and provision and the child’s level of functioning in the following areas:

- Social and emotional skills
- Academic achievement
- Language and communication
- Behaviour
5 Consultation

5.1 Under the terms of the statutory procedure there are two phases consultation:

- 6 weeks for informal feedback on the council’s proposals
- 6 weeks for formal representation;

5.2 For both exercises the following were consulted:

- Reverend Peter McEvitt, Chair of Governors, St Paul’s Church of England Primary School
- Joanne Caine, Headteacher, St Paul’s Church of England Primary School
- Councillor H. McDonald,
- Ward Councillors, Royton North;
- Colette Gill, Chair, Primary Executive
- Jason Smith, Chair, CAMHS Strategic Steering Group
- Michael Jameson, Chair, Children’s Trust Board
- Council Officers
- Parents, pupils of St Paul’s CoE School

5.3 Public notices were placed in public buildings (such as libraries and post offices close to the school site and also in the school.

5.4 No representations or other feedback has been received at any stage in the consultation.

6 Financial Implications

6.1 The school currently receives funding for this provision from the Dedicated Schools Grant Delegated budget for 2012-13. As the funding is already in place there are no additional costs as a result of this provision. (Liz Caygill)

7 Legal Services Comments

7.1 Local Authorities have a statutory duty to ensure sufficient school places in their area, to promote high educational standards and to promote opportunity for every child to achieve their educational potential. This report addresses an identified need in the Council’s current provision for children with additional needs and the preferred proposals for ensuring the Council meets its statutory obligations.

7.2 The statutory process for school organisation, including alterations is set out in the Education & Inspections Act 2006 and regulations made under the Act together with statutory and non-statutory guidance. There is a five stage process involving consultation, publication of the proposals, representations, decision and implementation of the decision. Proposals should be considered
on their merits and the views of those affected by the proposals should be taken into account when making the decision. (Janice Thompson)

8  **Cooperative Agenda**
8.1 Has no impact.

9  **Human Resources Comments**
9.1 Not applicable

10  **Risk Assessments**
10.1 Not applicable

11  **IT Implications**
11.1 None

12  **Property Implications**
12.1 None resulting from the proposals within the report. (Cath Conroy)

13  **Procurement Implications**
13.1 None

14  **Environmental and Health & Safety Implications**
14.1 None

15  **Equality, community cohesion and crime implications**
   • 15.1 None

16  **Equality Impact Assessment Completed?**
16.1 No

17  **Key Decision**
17.1 No

18  **Forward Plan Reference**
18.1 PCS-37-12

19  **Background Papers**
19.1 None

20 Appendices

20.1 Appendix 1 – Consultation Letter
Appendix 2 – Statutory notice sent to DfE
Date: 20th April 2012
Our ref:
Your ref:

Dear Colleague

Re: Establishment of Additional Resourced Provision at St Paul’s Church of England Primary School

An Additional Resourced Provision ARP has now been in place at St Paul’s C of E School for several years. The ARP supports up to 12 children aged 5 – 11 years and is reserved for children with special educational needs identified as having complex communication and interaction difficulties (CCID), including autistic spectrum disorders (ASD). This facility however has never been formally established in law as a separate facility from the mainstream school and so is not assessed independently by Ofsted.

There is therefore a need for Oldham Council to publish proposals to establish the ARP and to then seek approval from Cabinet in accordance with The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007. The Council must follow a prescribed process which includes opportunities for both consultation on the proposals and formal representation. This statutory process includes five mandatory stages:

i. Consultation - 6 weeks from 23rd April to 1st June 2012
ii. Publication of proposals - Week commencing 7th June 2012
iii. Representation - 8 weeks from 11th June to 20th July 2012
iv. Decision - Cabinet - 3rd September 2012
v. Implementation - 3rd September 2012

The purpose of this latter is to make you aware of the Council’s proposals and to explain how you can take part in the consultation process.

You may be aware that the Council is currently investing £320K at St Paul’s to expand and improve the ARP facility with works due to complete in May 2012. However, it would like to stress the point that neither these works nor our formal proposals will change the current provision either in terms of scope of services provided or capacity; they are solely aimed at formalising the existing provision.

The first phase of the statutory process is Consultation which is an opportunity for you to provide feedback on the proposals. Responses can be submitted by email or in writing to John Wood:
PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

NB. If the School Organisation Notice Builder tool is used to create a draft statutory notice, a template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in “Standard Forms” in the Members’ Area of the website or you can enter the information required in the expandable boxes below.


In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school.

St Paul’s Church of England Primary School, Hindle Drive, Royton Oldham, OL2 5LU
Voluntary Aided Primary School

Implementation and any proposed stages for implementation

1. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

The proposal will be implemented in full on 3 September 2012

Objections and comments

2. A statement explaining the procedure for making representations, including —
   (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
   (b) the address of the authority to which objections or comments should be sent.

All representations must be made in writing and to arrive by 1700 hrs on 23 July 2012 or within 6 weeks of publication of this notice:
By email: john.wood@oldham.gov.uk
By letter:
John Wood
Interim Service Director for Transforming Learning
10th Floor,
Civic Centre
Oldham
OL1 1UH

Alteration description
3. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

It is proposed that additionally resourced provision (ARP) of up to 12 places be added to the school which will be reserved for children with special educational needs identified as complex communication and interaction difficulties (CCID) including autistic spectrum disorders (ASD).

Capital works to extend the existing school building were completed in May 2012.

School capacity
4.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

(a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

N/A

(b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

N/A

(c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

N/A
(d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals)/paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

N/A

Implementation

5. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

Additional Site

6. (1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

N/A

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

Changes in boarding arrangements

7.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —
(a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

N/A

(b) the arrangements for safeguarding the welfare of children at the school;

N/A

(c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

N/A

(d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

N/A

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

(a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

N/A

(b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

Transfer to new site

8. Where the proposals are to transfer a school to a new site the following information—

(a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;
(b) the distance between the proposed and current site;

N/A

(c) the reason for the choice of proposed site;

N/A

(d) the accessibility of the proposed site or sites;

N/A

(e) the proposed arrangements for transport of pupils to the school on its new site; and

N/A

(f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

Objectives

9. The objectives of the proposals.

- To formally establish the existing ARP (Additionally Resourced Provision) at St Paul’s with the enhancement of the provision through bespoke capital works.
Consultation

10. Evidence of the consultation before the proposals were published including—
   (a) a list of persons who were consulted;
   (b) minutes of all public consultation meetings;
   (c) the views of the persons consulted;
   (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
   (e) copies of all consultation documents and a statement on how these documents were made available.

Project costs

11. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension of the school to create 140m² of dedicated ASD unit.</td>
<td>£317k</td>
</tr>
<tr>
<td>Funded from the LA capital programme, completed May 2012</td>
<td></td>
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</tbody>
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12. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

| N/A                                                                           |

Age range

13. Where the proposals relate to a change in age range, the current age range for the school.

| N/A                                                                           |

Early years provision

14. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—
   (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

| N/A                                                                           |
(b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

(c) evidence of parental demand for additional provision of early years provision;

N/A

(d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

(e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

N/A

Changes to sixth form provision

15. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

(i) improve the educational or training achievements;

(ii) increase participation in education or training; and

(iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;
(c) Evidence —
(i) of the local collaboration in drawing up the proposals; and
(ii) that the proposals are likely to lead to higher standards and better progression at the school;

(d) The proposed number of sixth form places to be provided.

16. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

Special educational needs

17. Where the proposals are to establish or change provision for special educational needs—
(a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

(Schedule 4 para 5 applies).
The proposal will establish Additionally Resourced Provision for 12 places for children with Complex Communication and interaction Difficulties including Autistic Spectrum Disorders.

(b) any additional specialist features will be provided;
(c) the proposed numbers of pupils for which the provision is to be made;

12

(d) details of how the provision will be funded;

The school already has a delegated budget for staff and other costs.

(e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

Pupils accessing the proposed special provision will have a statement of special educational needs naming St Paul’s ARP in Part 4 of their statement. Those pupils will be registered at St Paul’s school. Where it is necessary to make an emergency placement for a pupil whose SEN can only be assessed by attending the ARP, that pupil would not have a statement of SEN but would be registered at St Paul’s for the duration of the Statutory Assessment period.

(f) a statement as to whether the expenses of the provision will be met from the school’s delegated budget;

Staffing and running costs have already been delegated to the schools budget.

(g) the location of the provision if it is not to be established on the existing site of the school;

N/A

(h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

N/A
(i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

N/A

18. Where the proposals are to discontinue provision for special educational needs—
(a) details of alternative provision for pupils for whom the provision is currently made;

N/A

(b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

N/A

(c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

(d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

19. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—
(a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority’s Accessibility Strategy;
(b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
(c) improved access to suitable accommodation; and
(d) improved supply of suitable places.

a.b.) The ARP will support up to 12 children aged 5 – 11 years through:

- Higher than normal and/or enhanced staffing ratios
- Specialist teaching
- Specific interventions and strategies
- Small groups for teaching and learning
- Small groups for interaction and social skills development
- Individualised learning and/or personalised curriculum, including flexible timetables
- Access to Speech & Language Therapy (S&LT) as detailed in the Statement of Special Educational Needs

All of the above is with the aim of supporting individuals in accessing, where appropriate, mainstream inclusion. The ARP will not be seen as a class in itself, but the mechanism to support access to mainstream classes and inclusion with peers.

The degree of access to mainstream inclusion will be through the ongoing process of assessment, ensuring a match between need and provision and the child's level of functioning in the following areas:

- Social and emotional skills
- Academic achievement
- Language and communication
- Behaviour

The National Curriculum will be modified as necessary, as well as differentiated.

c). New facilities, 140m2 have been provided which will improve physical access

Sex of pupils

20. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

(a) details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

(b) evidence of local demand for single-sex education; and
21. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—
   (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and
   (b) evidence of local demand for single-sex education.

Extended services

22. If the proposed alterations affect the provision of the school’s extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Need or demand for additional places

23. If the proposals involve adding places—
   (a) a statement and supporting evidence of the need or demand for the particular places in the area;
(b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

N/A

(c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

24. If the proposals involve removing places—
   (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

N/A

(b) a statement on the local capacity to accommodate displaced pupils.

N/A

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

   (a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;
(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4


N/A