Alterations other than alterations proposed in foundation proposals which may be published by a Governing Body or Local Authority as specified in regulations 4 and 5

Published in accordance with Schedule 2 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2016

1. Contact details

The name and contact address of the local authority or governing body publishing the proposals and the name, address and category of the school

Kirklees Council, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY intends to make a prescribed alteration to Ashbrow School, Ash Meadow Close, Sheepridge, Huddersfield, HD2 1EX - A Community School.

2. Description of alteration and evidence of demand

It is proposed:
- To decommission the 12 transitional places for children with Speech, Language and Communication Needs at Ashbrow School.

3. Objectives - the objectives of the proposals (including how the proposals would increase Educational Standards and parental choice)

The objectives of these proposals are to
- Ensure that the overall pattern of specialist resource provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences.
- Provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.
- Support the LA’s strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for people with SEN.
- Takes into account responses from consultations with a wide range of stakeholders regarding re-organising of specialist provision in Kirklees.

4. The effect on other schools

The effect on other schools, academies and educational institutions in the area

This proposal does not affect other schools in the area.

5. Project costs

Project cost and indication of how these will be met, including how long term value for money will be achieved.

- Should these proposals be implemented, there is no capital cost.
• The education budget that the Council receives from government, known as the Dedicated Schools Grant (DSG), can only be spent on education – so the proposals have no revenue impact for the Council. Specialist school places are funded from the “high needs block” of the DSG and the number of places has to be formally agreed with the Education Funding Agency (EFA) each year.

6. Implementation and any proposed stages for implementation

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, the number of stages intended and the dates of each stage.

The proposed implementation date is 1 October 2017.

There will be one child at the school from 1 September 2017, the pupil would have the option of staying at Ashbrow School with special provision support until they change school at the usual transition point if this is what the parent(s) wish.

7. Change to special educational need provision - the SEN improvement test.

In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

(a) take account of parental preferences for particular styles of provision or education settings
(b) take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it.
(c) offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream schools), extended school and Children’s Centre provision; regional centres (of expertise), regional and sub-regional provision; out of LA day and residential special provision
(d) take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment, where children can be healthy and be safe
(e) support the LA’s strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people
(f) provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community
(g) ensure appropriate provision for 14-19 year-olds; and
(h) ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority, should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.

When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in standards, quality and/or range of
educational provision for those children. Decision-makers should make clear how they are satisfied that the SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer’s assessment.

(a) On 1st September 2012 Kirklees Council implemented proposals to secure 12 transitional places reserved for pupils aged 4-11 years with Speech, Language and Communication special educational needs at Ashbrow School. Following a non-statutory consultation matters came to light which reflected the increasing challenges to schools with regard to meeting the needs of children and young people with very complex communication and interaction needs which were not being catered for under current provision arrangements. Therefore the LA propose a specialist provision in order to cater for this cohort changing from singly ‘SLCN’ to ‘communication and interaction’ would better reflect the needs of this more complex cohort of children.


(b) The LA has consulted with parent/carers and other key stakeholders, and has taken into account their views in a non-statutory consultation and reported these in an outcomes report for decision makers. Link to cabinet report of 15 November 16:- http://bit.ly/15thNov16

(c) Children and young people with SEN would continue to be offered a range of services to meet their needs as part of their Education Health Care Plan.

(d) The proposals aim to ensure that the overall pattern of specialist provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and parental preferences.

(e) This proposal relates to children with Speech, Language and Communication Needs. Schools across the Local Authority have significantly improved accessibility with regard to staff expertise, which has contributed towards parents and carers making a preference for their local mainstream school. A full equality Impact assessment has been done and can be viewed at:- https://www.kirklees.gov.uk/you-kmc/deliveringServices/impactAssessments/impactassessments.asp

(f) The present structure of the provision enables children with SEN to receive the required level of support, either in their school or in a school with a designated specialist provision. Specialist provision staff would be given the skills they need to work with schools through recognised and accredited training. Opportunities for Career development pathways would be established for all specialist staff in order to recruit and retain the high quality of specialist skills and expertise we need.

(g) This proposal does not affect provision for 14-19 year olds.

(h) No children are displaced as a result of these proposals. The one remaining affected child will have the option to remain in the provision at Ashbrow.

8. Travel and accessibility

Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

The decision-maker should bear in mind that a proposal should not unreasonably extend journey times, increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

A proposal should also be considered on the basis of how it will support and contribute to the LA’s duty to promote the use of sustainable travel and transport to school.
If the proposal is implemented there will be no impact on travel as the existing pupils will remain on roll at the school

9. Objections and comments

Any person may send objections or comments in relation to any proposals to the local authority within four weeks form the date of publication. Objections and comments must be received by the 31 August 2017. Copies of the proposals can be obtained from: Directorate for Children & Young People, c/o School Organisation & Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY

The address of the authority to which objections or comments should be sent:

Within four weeks from the date of publication of this proposal, 31 August 2017, any person may object to or make comments on the proposal by sending them to Director for Children & Young People, c/o School Organisation & Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY or via Council email at school.organisation@kirklees.gov.uk

10. Contact details

The name and contact address of the local authority or governing body publishing the proposals and the name, address and category of the school

Kirklees Council, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY intends to make a prescribed alteration to:- Windmill Church of England Voluntary Controlled Primary School, Upper Batley Lane, Batley, WF17 0NP - A Voluntary Controlled School

11. Description of alteration and evidence of demand

It is proposed:

- To create 12 new transitional places at Windmill Church of England Voluntary Controlled Primary School for children with complex communication and interaction needs.

12. Objectives - the objectives of the proposals (including how the proposals would increase Educational Standards and parental choice)

The objectives of these proposals are to:

- Create 12 transitional places to be delivered in a new specialist provision, which are intended to provide a holistic approach to better support children with complex communication and interaction needs
- Ensure that the overall pattern of specialist resource provision in Kirklees gives a flexible
range of provision and support that can respond to the needs of individual pupils and parental preferences.

- Provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.
- Support the LA’s strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for people with SEN.
- Takes account of the original consultations with a wide range of stakeholders regarding the range of specialist provision in Kirklees.

13. The effect on other schools

The effect on other schools, academies and educational institutions in the area

The proposal does not affect other schools in the area.

14. Project costs

Project cost and indication of how these will be met, including how long term value for money will be achieved.

- Should these proposals be implemented, there is no capital cost.
- The education budget that the Council receives from government, known as the Dedicated Schools Grant (DSG), can only be spent on education – so the proposals have no revenue impact for the Council. Specialist school places are funded from the “high needs block” of the DSG and the number of places has to be formally agreed with the Education Funding Agency (EFA) each year. Schools also receive ‘top-up’ funding on a per pupil basis which relates to standard support needs and the school setting.

15. Implementation and any proposed stages for implementation

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, the number of stages intended and the dates of each stage.

The proposed implementation date is 1 October 2017.

16. Change to special educational need provision - the SEN improvement test.

In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

(a) take account of parental preferences for particular styles of provision or education settings

(b) take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it.
(c) offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream schools), extended school and Children’s Centre provision; regional centres (of expertise), regional and sub-regional provision; out of LA day and residential special provision.

(d) take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment, where children can be healthy and be safe.

(e) support the LA’s strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people.

(f) provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.

(g) ensure appropriate provision for 14-19 year-olds; and

(h) ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority, should be involved.

When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in standards, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that the SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer’s assessment.

a) The LA has taken into account parental preference from the non-statutory consultation in the outcome report of 15th November 2016 – ‘Report on the outcomes of the non-statutory consultation on proposals in relation to the changes to specialist provision for children and young people with additional needs in the areas of autism, speech, language and communication (SLCN)’. [http://bit.ly/15thNov16](http://bit.ly/15thNov16) where it was highlighted that a more holistic approach is needed to meet the needs of children. Therefore this proposal is to create a new specialist provision for children with social communication skills and challenging behaviour. This proposal is intended to better support the needs of children around social communication skills and challenging behaviour. Changing from singly ‘SLCN’ to ‘communication and interaction’ would better accommodate this more complex cohort of children.

b) The LA has consulted with parents and key stakeholders and has taken into account their views during the non-statutory consultation in the outcome report of 25 July 2017, ‘Specialist provision for Kirklees children with communication and interaction needs’, and has reported the outcomes.

c) This proposal is intended to work in collaboration with a range of different services and other schools. The majority of places in specialist provisions would be transitional places lasting up to six terms. This proposal would enable specialist provisions to identify and assess a child’s needs, establish appropriate curriculum, teaching and learning strategies and prepare children, parents and school staff for the transition of the child to a named local school.

d) The proposal aims to ensure that the overall pattern of specialist provision in Kirklees maintains flexible and has a broad range of provision and support that can respond.
to the needs of individual pupils and parental preference.

e) The Local Authority has significantly improved physical accessibility and staff expertise, which has contributed to more children accessing their local mainstream school.

f) As part of this proposal it is intended that specialist provision staff would be given the skills they need to work with families and schools through recognised and accredited training. Opportunities for career development pathways would be established for all specialist staff in order to recruit and retain the high quality of specialist skills and expertise we need.

g) this proposal does not affect provision for 14-19 year olds

h) there would be no displaced pupils as part of this proposal

17. Travel and accessibility

Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

The decision-maker should bear in mind that a proposal should not unreasonably extend journey times, increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

A proposal should also be considered on the basis of how it will support and contribute to the LA’s duty to promote the use of sustainable travel and transport to school.

If the proposal is implemented there would be an impact on travel for some children accessing the provision. In accordance with the LA transport policy, school transport may be available.

18. Objections and comments

Any person may send objections or comments in relation to any proposals to the local authority within four weeks form the date of publication. Objections and comments must be received by the 31 August 2017. Copies of the proposals can be obtained from: Directorate for Children & Young People, c/o School Organisation & Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY

The address of the authority to which objections or comments should be sent:-

Within four weeks from the date of publication of this proposal, 4 August 2017, any person may object to or make comments on the proposal by sending them to, Director for Children & Young People, c/o School Organisation & Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY or via Council email at:- school.organisation@kirklees.gov.uk