

Name of meeting: Cabinet
Date: 7th March 2017

Title of report: Report on the proposals for changes to specialist provision for children with Speech, Language and Communication Needs (SLCN) and autism

1. Purpose of report

- To advise members on the outcome of the statutory processes for the statutory proposals by Kirklees Council to discontinue the 10 transitional places plus outreach for children with autism at Moldgreen Community Primary School.
- To update Cabinet on progress in determining a host school for a new communication and interaction provision.
- To advise Cabinet of the conclusions and recommendations of the School Organisation Advisory Group (SOAG) regarding the statutory process followed for the proposals to discontinue 10 transitional at places plus outreach for children with autism at Moldgreen Community Primary School.
- To advise that Cabinet approve the statutory proposals.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes – this impacts on all wards across Kirklees.
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	Yes – February 2017
The Decision - Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Director</u> & name	Gill Ellis, Director for Children's Services, 23 February 2017
Is it also signed off by the Assistant Director for Financial Management, IT, Risk and Performance?	Debbie Hogg, 22 February 2017
Is it also signed off by the Assistant Director (Legal Governance and Monitoring)?	Julie Muscroft, 22 February 2017
Cabinet member portfolio	Cllr Masood Ahmed Community Cohesion and Schools

Electoral [wards](#) affected: All wards

Ward councillors consulted: Yes

Public or private: Public

2. Background

2.1 The benefits of changes to specialist resource provisions.

By continually reviewing the specialist provision offer:-

- The overall pattern of specialist school provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provision tailored to meet their special educational need or disability and which takes 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 stay safe.
- 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 local school and community.
- Supports 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.
- Takes account of the original consultations with a wide range of stakeholders regarding the range of specialist provision in Kirklees.

2.2 The current pattern of provision at Moldgreen Community Primary School, Thornhill J&I School and at Ashbrow School

Moldgreen Community Primary School

Moldgreen Community Primary School provides 10 transitional places with outreach for children with autism between the ages of 4 and 11 years old.

Thornhill J&I School

Thornhill J&I School provides 12 transitional places for children Speech, language and Communication needs (SLCN) between the ages of 4 and 11 years old.

Ashbrow School

Ashbrow School provides 12 transitional places for children Speech, language and Communication needs (SLCN) between the ages of 4 and 11 years old.

3. The statutory process regarding the statutory proposals

School organisation decisions for Local Authority maintained schools have to follow a process set out by law. Kirklees Council has had due regard to legislation and followed the statutory process in respect of these proposals. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 came into force on 28th January 2014. The new regulations removed the statutory requirement to carry out a 'pre-publication' consultation for significant changes to schools.

However, the Council did carry out a four week term time non-statutory consultation to ensure the maximum opportunity was available to all key stakeholders to understand and comment upon the proposals, prior to publication.

The statutory process for making prescribed alterations to specialist resource provisions in community schools consists of four stages:

- Publication
- Representation
- Decision
- Implementation

This report reviews the performance of the first two stages of the statutory process to confirm that they have been carried out in full compliance with the law and relevant Department for Education (DfE) guidance.

The proposals are presented for the consideration of decision makers so that they can then determine the related proposals.

Kirklees Council Cabinet, as decision maker considering the proposals has to have regard to certain guidance issued by the DfE, **School Organisation. Maintained Schools. Annex B: Guidance for Decision-makers January 2014**

3.1 Consultation

The Cabinet decision on 5th April 2016, authorised officers to develop plans for a four week (term time) non-statutory consultation about proposals to:

- (1) Moldgreen Community Primary School: To discontinue the 10 transitional places with outreach for autism for children aged between 4-11 years
- (2) Thornhill J&I School: To discontinue the 12 transitional places with outreach for children with speech, language and communication needs (SLCN) aged between 4-11 years (This proposal enables the legal closure of this specialist provision where there have been no children in transitional places since July 2014)
- (3) Ashbrow School: To discontinue the 12 transitional places with outreach for children with speech, language and communication needs (SLCN) aged between 4-11 years
- (4) Primary outreach provision for Speech, Language and Communication Needs (SLCN) and autism across Kirklees: Proposal to increase resources for a centralised primary outreach provision 'hub' to serve the whole of Kirklees for children with Speech, Language and Communication Needs (SLCN) and autism.

A non-statutory consultation took place between 16th May 2016 and 17th June 2016 to seek the views of parents/carers, school staff, professionals, governors, pupils, the local community and other stakeholders. (See Appendix 1 for Consultation Document)

There were many concerns as a result of the consultation about the effectiveness of the outreach 'hub' proposal.

During the consultation phase, new matters came to light that challenged the educational rationale for the proposals. Therefore the proposal for Ashbrow School was not taken forward to the next stage of the statutory process.

Therefore, permission was sought to proceed to a 4 week period for an opportunity to seek expressions of interest for a primary school to host a combined 'Communication and Interaction' specialist provision with 12 transitional places plus outreach.

Officers will bring forward alternative proposals for consideration by Cabinet for further approval to proceed with 'recommissioning' once this work is complete.

On 15th November 2016, Cabinet received the report of the outcomes of the non-statutory consultation and it was agreed to:-

- proceed to commence the statutory process, which was for the publication of the statutory proposals to:
 - Discontinue the 10 transitional places for autism for children aged between 4-11 years at Moldgreen Community Primary School.
 - Invite expressions of interest for a period of 4 weeks from Kirklees Primary schools to host a new communication and interaction provision with 12 transitional places with outreach

***Thornhill J&I School** - It should be noted that the school converted to become and Academy on 1st September 2016. As part of the conversion process the matter of discontinuance of the specialist provision was considered. By mutual agreement, the funding agreement signed between Focus Trust (the Multi Academy Trust that Thornhill J & I School has joined) and the Secretary of State, does not include any specialist provision places and therefore no further statutory process is required for this school. If the process of academisation had not taken place, member's approval would have been sought to move to the next stage of the statutory process also.*

3.2 Publication and representations

On the 12th December 2016 the combined statutory notice (appendix 2) was published in the Huddersfield Examiner. The statutory notice and statutory proposals (appendix 3) were also sent to staff and governors from the school. The statutory notice was posted at the main entrances to the school on 12th December 2016. Copies of the statutory proposals were also given to the following venue;

- Dalton Library and Information Centre

The combined statutory notice is attached at Appendix 2. From the publication date of 12th December 2016, copies of the complete statutory proposals were available upon request from Directorate for Children & Young People, c/o School Organisation and Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY. The statutory proposals are attached at Appendix 3. On 9th January 2017 the representation period ended.

3.3 Decision : The role of the Kirklees School Organisation Advisory Group (SOAG)

The Local Authority is the primary decision maker for school re-organisation proposals and under Kirklees arrangements, the Cabinet of Kirklees Council is the decision making body. Under School Organisation Regulations, if the Cabinet of Kirklees Council is unable to make a decision within 2 months of the end of the statutory representation period, then the decision passes to the Schools Adjudicator.

The Kirklees School Organisation Advisory Group (SOAG) was established by Cabinet on 12th September 2007 to advise the Cabinet on school organisation decision-making matters. The constitution and purpose of SOAG is attached at Appendix 4. SOAG exists to provide advice to Cabinet, but Cabinet is the Decision Maker.

3.4 Review of the statutory process for statutory proposals to discontinue 10 transitional places for children with autism at Moldgreen Community Primary School.

Kirklees SOAG met on 16th January 2017 to consider the statutory process and any representations for the proposals and to formulate advice for the Cabinet as decision makers. The report of the meeting is attached at Appendix 5.

3.4.1 Representations received regarding the statutory process

No representations have been received regarding the statutory process.

3.4.2 Statutory process check by SOAG

The details relating to the statutory processes for the statutory proposals are set out in the check sheets (attached at appendix 6). The processes that were followed in relation to the proposals were checked with appropriate evidence that each point had been completed.

3.4.3 SOAG conclusions about the process: The statutory notice, statutory proposals and statutory processes are valid and within time limits;

- Non statutory consultation has been carried out.
- The published statutory notice complies with statutory requirements.
- The proposals are not related to any proposals published by the EFA. The proposals are valid and can be decided by Kirklees Council Cabinet.
- The statutory four week period has been allowed for representation.
- The decisions have been brought to the cabinet on 7th March 2017, which is within two months after the end of the statutory four week representation period which ended on the 9th January 2017.

3.4.4 SOAG advice: Kirklees Council Cabinet are able to take a decision about the statutory proposals to discontinue 10 transitional places for children with autism at Moldgreen Community Primary School.

4. SOAG review of the related proposals and representations using the DfE statutory guidance for decision makers.

4.1 Factors to be considered in making the decisions about the related statutory proposals.

In order to support decision making by Cabinet, a range of factors have been considered. These factors are derived from the guidance issued by the Department for Education. **School Organisation Maintained Schools. Annex B: Guidance for Decision Makers January 2014.** Factors can vary depending upon the nature and type of proposals. The full list of factors is presented in Appendix 7, accompanied by responses to the relevant factors for these proposals. The relevant factors for these proposals are:

- A: CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD**
- B: EDUCATION STANDARDS AND DIVERSITY OF PROVISION**
- C: DEMAND**
- D: SCHOOL SIZE**
- E: PROPOSED ADMISSION ARRANGEMENTS (including post 16 provision)**
- F: NATIONAL CURRICULUM**
- G: EQUAL OPPORTUNITY ISSUES**
- H: COMMUNITY COHESION**
- I: TRAVEL AND ACCESSIBILITY**
- J: CAPITAL**
- K: SCHOOL PREMISES AND PLAYING FIELDS**
- L: CHANGES TO SPECIAL EDUCATION NEED PROVISION – THE SEN IMPROVEMENT TEST**

On 16th January 2017, SOAG examined the rationale for the proposals against each of the above factors. SOAG reviewed a statement of the rationale for the proposals for each section of the guidance. The guidance and rationale are set out in Appendix 7.

4.2 SOAG conclusions for decision makers

SOAG agreed that

The statutory process had enabled a detailed presentation of the statutory proposals for Moldgreen Community Primary School.

- To discontinue 10 transitional places for children with autism aged between 4 and 11 years.

The rationale for the proposals had been clearly articulated against the factors in the decision maker's guidance. Issues raised in the non-statutory consultation had been presented for consideration against the decision maker's guidance.

4.3 Officers' recommendations for decision makers regarding the proposal.

Guidance note: Type of decision

The decision maker can make one of four types of decision for the statutory proposals:

- reject the proposals;
- approve the proposals without modification;
- approve the proposals with a modification, having consulted the LA and/or governing body of both schools (as appropriate);or
- approve the proposals with or without modification subject to certain prescribed events (such as the granting of planning permission) being met.

Following the SOAG review, officers recommend, subject to consideration of any further matters raised at the decision-making meeting, that the statutory proposals for Moldgreen Community Primary School can be considered for approval for the following reasons (see Appendix 5 - Notes of SOAG meeting held on the 16th January 2017)

4.4 Rationale for the proposals

4.4.1 A: CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved because Kirklees Local Authority has had due regard to legislation and followed the statutory process in respect of these proposals. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2016 came into force on 28 January 2014. The new regulations removed the statutory requirement to carry out a 'pre-publication' consultation for significant changes to schools. However, the LA did carry out a four week term time non-statutory consultation 16.05.16 to 17.06.16 to ensure the maximum opportunity was available to all key stakeholders to understand and comment upon the proposals, prior to publication. On the 07.11.16 the non-statutory consultation outcomes report was published on the Council's external website and key stakeholders were notified and sent a link to the report. On the 15.11.16 Kirklees Council's Cabinet (decision making authority) received the consultation outcomes report of the non-statutory consultation and it was agreed to proceed with the next stage of the statutory process and the publication of the related statutory notice and proposals.

The publication of the statutory notice, proposals and representation period commenced on 12.12.16 and ended on 09.01.17, thereby lasting for a period of four weeks and meeting the requirements of School Organisation Regulations.

4.4.2 B: EDUCATION STANDARDS AND DIVERSITY OF PROVISION

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved as they would ensure that the overall pattern of specialist provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences.

This is delivered in a safe environment, where young people can thrive in buildings and provision tailored to meet their special educational need or disability. The proposals 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 stay safe. The proposals will also provide access to appropriately trained staff and to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning, while participating at their local mainstream school and in their community. The proposals 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.

The proposals are for the discontinuance of a specialist provision for autism in a primary school. The school to which these proposals relate is not proposed to close, nor are any new schools being established as part of these proposals.

4.4.3 C: DEMAND

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved as the proposals have been designed to re-organise specialist provision places for children with autism and speech, language and communication needs. This is due to changes in demand patterns. At Moldgreen Community Primary School there has been a lack of take up of transitional places for children with autism and there have been no places allocated since July 2014 in agreement with the school. The reduced demand for these places is due to the success of existing outreach support and also because of the increased levels of physical accessibility of schools in the borough.

4.4.4 D: SCHOOL SIZE

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved as the proposals relate specifically to the specialist provision in this school and does not impact on the size of the existing mainstream provision in the school.

4.4.5 E: PROPOSED ADMISSION ARRANGEMENTS (including post 16 provision)

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved as the proposals are for the discontinuance of a specialist provision (to which normal admissions criteria do not apply) in a mainstream school and, therefore, do not affect admission arrangements at Moldgreen Community Primary School.

4.4.6 F: NATIONAL CURRICULUM

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved as Moldgreen Community Primary School would continue to implement the National Curriculum from Key Stage One through to Key Stage Two.

4.4.7 G: EQUAL OPPORTUNITY ISSUES

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved. It is considered that there are no adverse impacts arising from the proposals under this duty.

Following re-organisation in 2011-2013, some further changes are necessary to continue to improve service delivery and outcomes for children and young people. The proposals reduce the number of overall transitional places, which would still meet demand and so the overall impact following change is considered to be minimal.

The absence of take up of transitional places for children with autism at Moldgreen Community Primary School has meant that no places have been allocated since July 2014, in agreement with the school. The Council's SEN team provides a broad range of support, including outreach for children with autism across settings in Kirklees and, therefore, it is considered that there is no negative impact from an equalities perspective.

The proposals do not give rise to any sex, race or disability discrimination issues. The proposal which aims to reduce the number of transitional places for children with autism demonstrates the increased accessibility in schools that is enabling children to receive the required level of support in their local mainstream school and not a specialist provision.

4.4.8 H: COMMUNITY COHESION

No representations were received

Advice: The proposals for Moldgreen Community Primary should be approved as it is considered that there is no adverse impact upon community cohesion as a result of these proposals for Moldgreen Community Primary School. The school would continue to provide primary education to the community that it presently serves.

4.4.9 I: TRAVEL AND ACCESSIBILITY

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved. Moldgreen Community Primary School would remain open. The proposed discontinuance of the transitional places for children with autism will reduce travel and improve accessibility, as increasing numbers of children are able to receive outreach and other forms of support that meet their needs, yet enable them to stay in their local school.

4.4.10 J: CAPITAL

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved as there are no capital implications arising as a result of these proposals. The proposals are not therefore reliant on any capital funding being made available from the Education Funding Agency.

4.4.11 K: SCHOOL PREMISES AND PLAYING FIELDS

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved as there are no implications for school premises or playing fields as a result of these proposals. This is because the proposals are to reduce numbers of transitional places; no expansions are being proposed that would impact on playing fields or any other aspect of school premise regulations

4.4.12 L: CHANGES TO SPECIAL EDUCATION NEED PROVISION – THE SEN IMPROVEMENT TEST

No representations were received

Advice: The proposals for Moldgreen Community Primary School should be approved:-

These proposals take account of parental preferences and the existing local offer for children. Following the re-organisation of specialist provision in mainstream schools, a broad range of provision was established. This included transitional places that enabled specialist provision staff to identify and assess needs in order to establish teaching and learning strategies, and to prepare children, staff and parents for the transition of the child into their named mainstream school.

Prior to the publication of these proposals, the Local Authority held a non-statutory consultation. This provided the opportunity for a wide range of stakeholders, including parents and carers from Moldgreen Community Primary School, to give the Local Authority their views before any decisions have been taken. To support the non-statutory consultation, the Local Authority published a consultation document that outlined the proposals. Consultation drop-in sessions were held, which were designed to enable stakeholders to discuss the proposals with officers from the Local Authority. The feedback from the consultation was published on the Council's website on the 7th November 2016. The report on the outcomes of the consultation was heard by Kirklees Council Cabinet on the 15th November 2016.

Should these proposals be approved, there would be no adverse impact on the broad range of provision for children with SEN in Kirklees. The proposed discontinuance of the 10 transitional places for children with autism at Moldgreen Community Primary School reflects the lack of demand for these places and, with agreement from the school, no places have been allocated since July 2014.

The proposals aim to ensure that the overall pattern of specialist provision in Kirklees maintains flexibility, with a broad range of provision and support that can respond to the needs of individual pupils and parental preferences. This is delivered in a safe environment, where young people can thrive in buildings and provisions tailored to meet their special educational needs or disability. The proposal takes 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 stay safe.

This proposal relates to children with autism. Schools across the Local Authority have significantly improved physical accessibility and staff expertise; this has contributed towards a reduced level in demand for specialist provision. This reduced demand is a consequence of a reduction in the number of referrals from schools, as the needs of these children are being met in their own school. A contributory factor is the improved physical accessibility of many school buildings in Kirklees.

The present structure of the provision enables children with SEN to receive the required level of support either in their local school or in a school with a designated specialist provision.

This proposal does not affect provision for 14-19 year olds. No children are displaced as a result of these proposals.

No children are being displaced as a result of this proposal. The absence of take up of transitional places for children with autism at Moldgreen Community Primary School has meant that, with the agreement of the school, no places have been allocated to the provision since July 2014. The Council's SEN Team provides a broad range of support, including outreach for children with autism needs, across settings throughout Kirklees and, therefore, it is considered that there is no negative impact. No representations have been received on any aspects of these proposals.

Please see Appendix 7 (factors for decision making) for further information.

4.5 Officer conclusion and recommendation to the decision makers

The statutory proposals by Kirklees Local Authority to discontinue the 10 transitional places plus outreach for children with autism at Moldgreen Community Primary School should be approved for implementation from the 1st April 2017 without modification.

5. Update on new proposals for a communication and interaction provision following feedback from the non-statutory consultation

Taking into consideration the consultation responses along with feedback from schools and in order to enhance the positively evaluated current outreach provision, on 15th November 2016, Cabinet received the report of the outcomes of the non-statutory consultation and agreed to the officers recommendation for a new 'commission' of a primary specialist provision.

The new provision would offer 12 transitional places and outreach to cater for children with complex Communication and Interaction needs that are impacting significantly upon their social development and emotional wellbeing.

A process to identify a host school for the proposed provision began in November 2016 following permission from cabinet to proceed with invitations for expressions of interest from primary schools across Kirklees. The four week expressions of interest period ran from 23rd November to 20th December 2016.

During this period, an expression of interest was submitted by 10 Kirklees primary schools. We are now in the next stage of the process where we have provided these schools with further information in the form of a briefing session on 6th January 2017. All the schools who had shown an interest, whether they were able to attend the briefing session or not, were then issued with a copy of the presentation from the session and an application form should they wish to move to the next step of the process. The schools have been given a timeframe from 6th January to 10th February 2017 in order to submit the application along with governing body approval.

A further report will be submitted to cabinet following the outcome of a decision making panel, the panel will meet following the closing date to consider which of the applications received satisfies the criteria and should be considered to host the new communication and interaction provision.

Following permission from cabinet to proceed, it is intended to carry out a non-statutory consultation involving all key stakeholders including: parents and carers, governing bodies, school staff, ward members, wider community stakeholders and other interested parties, to allow an opportunity for all involved with the prospective host school to voice their opinions on the proposals for the new provision. The responses received as part of this consultation would be reported to members for a decision on the next stage.

It has been acknowledged that this proposal requires interim arrangements and as part of this transitional phase, support arrangements for children currently accessing a place at the provision at Ashbrow School have been discussed and agreed with school senior leaders, as has the proposal for the new commission outlined above.

6. Equalities Impact Assessment

The Equality Act 2010 places the Council under a duty - the Public Sector Equality Duty to have due regard to the need to achieve equality objectives when carrying out its functions. An initial Equalities Impact Assessment has been carried out on the proposals. The following is a short initial analysis of the likely changes arising from the revised proposals.

The assessment showed that implementation of the proposals is likely to have little impact. Following the updates made to the EIA after the non-statutory consultation, impact was reduced, although this would continue to be revised as appropriate in light of any further matters being raised, should the completion of the subsequent stages of the statutory process be approved by Cabinet.

No adverse impacts are highlighted as part of this proposal. The EIA can be found here:- <http://www.kirklees.gov.uk/you-kmc/deliveringServices/impactAssessments/impactassessments.asp>

7. Implications for the Council

7.1 Early Intervention and Prevention (EIP)

One of the core principles of Kirklees' specialist provision work is the deliver early intervention to children and their families in as timely a manner as possible, within their locality, in order to address needs and identify strategies early.

7.2 Economic Resilience (ER)

By addressing concerns early, our aim is to ensure that wherever possible a child remains at their local school and is able to follow its curriculum (with some degree of personalisation) in order to achieve their potential into adulthood.

7.3 Improving outcomes for Children

Specialist provision offers high quality advice, guidance and support to our schools in meeting a range of special educational needs, which in turn will improve outcomes for the children in that school.

7.4 Reducing demand of services

This early intervention model works to ensure that wherever possible a child's needs can be met at their local school, with their peers, and reduces the need for more specialist provisions that may not be available locally.

7.5 Human Resources implications

There are human resources implications resulting from these proposals. Should the proposals be agreed, officers would work with the governing bodies and head teachers regarding any necessary revision to structures to provide professional and technical support. However, in terms of the existing provisions there are anticipated to be no outstanding issues, with all staffing expected to be resolved through deployment or alternative posts.

7.6 Financial Implications

Revenue

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 now 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.

Capital

It is not envisaged that there would be any capital implications arising from all the proposals if agreed and implemented.

8. Consultees and their opinions

A non-statutory consultation was carried out by the LA from 16th May 2016 and 17th June 2016. On 15th November 2016 Cabinet received the report of the outcomes of the consultation and the views expressed by stakeholders during this consultation are described in detail in that Cabinet report. The Cabinet agreed to proceed with the statutory process for the proposals for Moldgreen Community Primary School. During the 4 week representation period, no representations were received.

This report brings stakeholders views and comments regarding the statutory proposals to decision makers attention for full consideration giving due regard to the factors for decision making derived from the guidance issued by the Department for Education. School Organisation Maintained Schools. Annex B: Guidance for Decision Makers January 2014

9. Next steps

The table below shows what has happened to date and the next steps and indicative timescales involved in the reorganisation of specialist provision should cabinet approve the officer recommendations.

Steps of the statutory process and indicative timescales	
Activity	Date
Cabinet approval for statutory consultation	April 2016
Non Statutory consultation	May-June 2016
Cabinet consider report on consultation outcomes and decide next steps	15 th November 2016
Publication of notices and representation period (for Moldgreen Community School Only) AND Seeking expressions of interest for a primary school to host a combined 'Communication and Interaction' specialist provision.	November-December 2016
Decision by Cabinet (within 2 Months) (Moldgreen Community School Only)	March 2017
Implementation (Moldgreen Community School only) starts from	1 st April 2017*
Bring back to Cabinet the outcome of the expression of interest period with a view to recommission a Communication and Interaction specialist provision and request Cabinet approval for non-statutory consultation	April 2017*
Non-statutory consultation for new provision	April-May 2017*
Cabinet consider report on consultation outcomes and decide next steps and permission to publish notice and proposals for Ashbrow School and the new host school	June 2017*
Decision by Cabinet (within 2 Months) (Ashbrow and the proposed host school)	August 2017
Implementation (Ashbrow School and new host school) starts from	1 st September 2017*

*Timescales are indicative and are subject to change

If Cabinet approves the proposals then officers would support and work with the Governing Body of Moldgreen Community Primary School to finalise arrangements to implement the proposals from the 1st April 2017. The absence of take up of transitional places for children with autism at Moldgreen Community Primary School has meant that no places have been allocated since July 2014, in agreement with the school.

10. Officer recommendations and reasons

10.1 It is recommended that Members:-

- a. note the advice of Kirklees SOAG that the proposals for Moldgreen Community Primary School to discontinue the provision of 10 transitional places for children with autism are valid and that the required statutory processes have been carried out.
- b. agree that in their role as decision makers, they will take the decision regarding the proposals within the statutory time period.
- c. acknowledge the outcomes and recommendations of the Kirklees SOAG meeting from the 16th January 2017 and the associated officer recommendations for the proposals.
- d. note the HR and financial implications of approving the proposals
- e. confirm that in meeting the obligations of the Equality Act 2010 and the Public Sector Equality Duty 2011 full regard has been given to the Equalities Impact Assessment throughout the statutory process for the proposal including the decision regarding approval.

10.2 It is recommended that Members approve without modification or condition the proposals:-

- To discontinue the provision of 10 transitional places for children with autism at Moldgreen Community Primary School

The proposals should be approved for the following reasons:-

- 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, in a safe environment where young people can thrive in buildings and provisions tailored to meet their special educational need or disability and which takes 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 stay safe.
- 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.
- Supports 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.
- The absence of take up of transitional places for children with autism at Moldgreen Community Primary School has meant that no places have been allocated since July 2014, in agreement with the school.

10.3 It is recommended that Members request officers to support and work closely

with the Governing Body of Moldgreen Community Primary School to finalise arrangements in order to implement the proposals from 1st April 2017.

11. Cabinet portfolio holder's recommendations

As the Cabinet Member for Schools I endorse the recommendations set out by officers in the previous section of this report.

I welcome the feedback following the re-organisation of specialist provision for children with special educational needs and would like to take this opportunity to thank schools for their crucial role in making the provisions a success. The proposals were brought forward because it was recognised that further changes are needed to continue to ensure our resources work as hard as possible to deliver even better outcomes for our children and young people and to ensure that it is matched to need and demand. It is for these reasons that I support the officer recommendations to implement the proposed changes.

In light of the feedback that has been received, it has been important for us to take the time to consider carefully the views that have been expressed and are grateful to those who have engaged and contributed their comments and suggestions. The feedback has influenced changes to be made to the original proposals.

We are keen that the highest quality provision is available fairly to all children with special educational needs/Education, health and care plans (EHCP) across Kirklees to ensure that they have the very best educational experience. It is for these reasons that we support the officer recommendations to finalise the statutory process for Moldgreen Community School, and, to continue with the process to determine a primary school to host a Communication and Interaction provision with outreach that can support young people, wherever possible to stay in their local school. We will be keen to receive further updates following this process.

Cabinet members will consider any further material matters that are brought to our attention in advance of, and during, the Cabinet meeting on the 7th March 2017 and will make our final, oral, recommendations at the end of the discussion of this item at the meeting.

12. Contact officers

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Directorate for Children and Adults
Tel: 01484 221000
Email: jo-anne.sanders@kirklees.gov.uk

13. Background papers

- Report Prepared by Cambridge Education April 2008 : Kirklees Council - Review of the Arrangements for Special Educational Needs in the Children & Young People Service
- Cabinet Report: 28th September 2010 - Specialist Provision for Disabled Children and those with Special Educational Needs
- Cabinet Report: 21st June 2011 - Report on the outcomes of the non-statutory consultation on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees
- Cabinet Report: 13th March 2012 - Report on the representations received from the published Statutory Notices on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees.
- Cabinet Report: 2nd December 2014 - Report requesting approval to carry out a non-statutory consultation on proposed changes to existing specialist provisions at Moldgreen Community Primary School, Flatts Nursery School, Thornhill Junior & Infant School, Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School.
- Cabinet Report 10th March 2015: Report on the outcomes of the consultation on the proposals affecting Flatts Nursery School, Rawthorpe St James CE (VC) I&N School and Rawthorpe Junior School.
- Cabinet Report 2nd June 2015: Report on the statutory proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School.
- Cabinet Report 5th April 2016: Report requesting approval to carry out a non-statutory consultation on proposed changes to specialist provision at Ashbrow School, Thornhill Junior & Infant School & Moldgreen Community Primary School for children with Speech, Language and Communication Needs (SLCN) and autism.
- Cabinet Report 15th November 2016: Report on the outcomes from the non-statutory consultation for Members consideration on proposals for changes to specialist provision for children with Speech, Language and Communication Needs (SLCN) and autism.

APPENDICES

- Appendix 1 Consultation document
- Appendix 2 Statutory notice for proposals for Moldgreen Community Primary School.
- Appendix 3 Statutory proposals – Moldgreen Community Primary School
- Appendix 4 Kirklees SOAG constitution and purpose
- Appendix 5 Notes of SOAG meeting 16th January 2017
- Appendix 6 Statutory process check sheets
- Appendix 7 Factors to be considered – DfE statutory guidance for decision makers
- Appendix 8 Application form for schools to host a communication & interaction provision



Non-statutory consultation on:

Proposals for changes to specialist provision for children with Speech, Language and Communication Needs (SLCN) and autism

Please tell us your views on our proposals

This document tells you the reasons why Kirklees Council is making these proposals. It also explains how the decision making process works.

Please take time to read it and let us know your views. Comments can be made on the response form at the back of this booklet.

The closing date for responses is

17 June 2016

Why are we making these proposals?

We have taken a fresh look at our arrangements for children and young people with special educational needs. Our review covered the areas of:

- Autism
- Speech, Language and Communication Needs (SLCN)
- Sensory Impairment (hearing and visual)
- Physical Impairment

Our aim is always to ensure that the right support is in place for children, young people and their families. For this reason, we have put forward proposals to strengthen our arrangements so that children are better supported, whichever school they attend. The proposals relate to SLCN and autism.

Speech, Language and Communication Needs

We currently have specialist places at Ashbrow School and Thornhill J&I School for children with SLCN, but demand is very low. The reason for the lack of demand is that children with SLCN are being very well supported in their local schools by 'outreach' staff, who work wherever they are needed most. This means most children with SLCN do not need to access the specialist places at Ashbrow and Thornhill. We therefore have more resources than we need in these locations.

Outreach support is where specialist provision staff identify what will help children progress in their own school.

Outreach is also about working with staff in schools to allow them to work effectively and confidently with children.

Outreach allows a flexible approach to be taken so that the needs of children are responded to quickly and effectively.

Autism

We currently have specialist places at Moldgreen Community Primary School for children with autism. However, due to a lack of demand, none of the places have been allocated since 2014 and the provision has effectively been closed. We are now proposing to complete the legal process and formally discontinue these places. There are enough specialist autism places at Headlands CE (VC) JI&N School to meet the current and predicted demand.

Our proposals

Overall, our review shows that the SLCN places at Ashbrow and Thornhill, and the autism places at Moldgreen are not needed. Discontinuing these places would allow us to improve our support for primary-aged children throughout the whole of Kirklees by increasing our outreach provision for children with autism and SLCN.

The objective of these proposals is not to reduce or cut the local authority's wider support for children with special educational needs. The aim is to re-allocate resources so that we are able to react to changes in demand and offer high quality support to children and families.

Places will continue to be kept under close review.

Summary of proposals

<p>Proposal 1 Ashbrow School – discontinue the 12 specialist places for children with SLCN</p>	<p>Proposal 2 Thornhill J&I School – discontinue the 12 specialist places for children with SLCN</p>	<p>Proposal 3 Moldgreen Community Primary School – discontinue the 10 specialist places for children with autism</p>
<p style="text-align: center;">Proposal 4 Increase resources to a centralised 'hub' for primary outreach provision, working along side the specialist provision at Headlands CE (VC) JI&N School, to serve the whole of Kirklees for children with SLCN and autism</p>		

What happens next?

This consultation is open between 16 May and 17 June 2016. You have until 17 June to express your views in writing, online or in person at the consultation event.

Once the consultation has finished, all feedback will be reported to Kirklees Council's Cabinet (the council's main decision making body). They will then decide whether to move to the next stage. This would mean the publication of legal notices and another chance to view the proposals and comment on them before a final decision is made.

The following table shows the next steps involved in the process. Dates are subject to change and would be dependent on Cabinet approval to move to each stage.

Activity	Date
Report to Cabinet to approve non-statutory consultation	April 2016
Consultation and engagement	May - June 2016
Outcome report to Cabinet and approval to next stage*	July 2016
Publication of notices and representation period*	September 2016
Decision by Cabinet (within 2 months)*	November 2016
Implementation starts*	1 December 2016

*Subject to scheduling of Cabinet meetings which means dates might change

Consultation event

The following informal 'drop-in' event is open to everybody: families of pupils attending the schools, staff, governors and other members of the community and anyone who would like to hear more and discuss the proposals. Officers from the council will be present to answer questions and hear your views.

Anyone is welcome to attend. Anyone who would like some help in taking part in the consultation will receive it. Please come along and see us any time between the times below.

Kirklees Council wants to know what you think. Your views will be reported back to Kirklees Council Cabinet as part of the decision making process.

Date	Venue	Time
23 May 2016	Ashbrow School	4.30 – 6.00pm

Alternatively, you can complete the response form at the back of this document.

Response form

Please send this form or a letter:

By post: FREEPOST, Kirklees Council, RTBS-CYHU-LSEC, School Organisation and Planning Team (Postage is free, you do not need a stamp).

In person: At the consultation drop-in session or hand it in at one of the schools.

Online: You can also take part in the consultation on our website:

www.kirklees.gov.uk/schoolorganisation

Email: Please note that you can contact us via email should you have any queries regarding these proposals. Please send your emails to **school.organisation@kirklees.gov.uk**

Please make sure you respond by **17 June 2016** to ensure that your views are heard.

Consultation response form

Proposal 1 - Do you support or oppose the proposals relating to Ashbrow School – discontinuing the 12 specialist places for children with SLCN?

Please ✓ tick one box.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know

Why have you decided that is your view? Please tell us about it along with anything else you would like us to consider relating to this proposal.

Proposal 2 - Do you support or oppose the proposals relating to Thornhill J&I School – discontinuing the 12 specialist places for children with SLCN?

Please ✓ tick one box.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know

Why have you decided that is your view? Please tell us about it along with anything else you would like us to consider relating to this proposal.



Proposal 3 - Do you support or oppose the proposals relating to Moldgreen Community Primary School – discontinuing the 10 specialist places for children with autism?

Please ✓ tick one box.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know

Why have you decided that is your view? Please tell us about it along with anything else you would like us to consider?

Proposal 4 - Do you support or oppose the proposals relating to the development and creation of a central 'hub' for primary outreach services for children with SLCN and autism?

Please ✓ tick one box.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know

Why have you decided that is your view? Please tell us about it along with anything else you would like us to consider relating to this proposal.

About you

This section asks you for some information that will help us to analyse the results of the survey and to see who has taken part. You will not be identified by any of the information you provide.

I am a: (Please tick ✓ and complete all those that apply to you)

<input type="checkbox"/>	Parent/carer	Your child's/children's school/s:
<input type="checkbox"/>	Pupil	Your school:
<input type="checkbox"/>	Governor	Your school:
<input type="checkbox"/>	Member of staff	Your school:
<input type="checkbox"/>	Local resident	Please tell us:
<input type="checkbox"/>	Other	Please tell us:

How would you describe your ethnic origin? (Please tick ✓ one box)

White	Asian or Asian British	Other ethnic group
English/Welsh/Scottish/ Northern Irish/British <input type="checkbox"/>	Indian <input type="checkbox"/>	Arab <input type="checkbox"/>
Irish <input type="checkbox"/>	Pakistani <input type="checkbox"/>	Other <input type="checkbox"/>
Gypsy or Irish Traveller <input type="checkbox"/>	Bangladeshi <input type="checkbox"/>	(Please write in)
Any other White background <input type="checkbox"/>	Chinese <input type="checkbox"/>	
(Please write in).....	Any other Asian background <input type="checkbox"/>	
	(Please write in).....	
Mixed	Black or Black British	
White and Black Caribbean <input type="checkbox"/>	Caribbean <input type="checkbox"/>	
White and Black African <input type="checkbox"/>	African <input type="checkbox"/>	
White and Asian <input type="checkbox"/>	Any other Black background <input type="checkbox"/>	
Any other Mixed background <input type="checkbox"/>	(Please write in).....	
(Please write in).....		

Please write in your postcode:

(We will not use this information to contact you)

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Proposal To Make a Prescribed Alterations To The Specialist Provision for pupils with Special Education Needs.

Notice is given in accordance with section 19 (1) of the Education and Inspections Act 2006 that Kirklees Council intends to make a prescribed alteration to the provision for children with special educational needs at the following school:

Moldgreen Community Primary School, The Avenue, Moldgreen, Huddersfield, HD5 8AE - A Community School.

Prescribed alteration to discontinue the 10 transitional places for children with autism at Moldgreen Community Primary School (This proposal enables the legal closure of this specialist provision where there have been no children in transitional places since July 2014)

It is proposed that the changes would begin from 1st April 2017.

This notice is an extract from the complete proposals. Copies of the complete proposals can be obtained from: Kirklees Council, School Organisation and Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY. Tel: 01484 221000. Copies of the full proposals are available on the Kirklees Council website www.kirklees.gov.uk/schoolorganisation

Within four weeks from the date of publication of this proposal, (9th January 2017) any person may object to or make comments on the proposal by sending them to Sarah Callaghan, 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

Sarah Callaghan – Director for Children & Young People, Kirklees Council
Publication Date: 12th December 2016

Note : Due to the lack of demand for transitional places in the specialist provision for primary aged children with Speech Language and Communication Needs (SLCN), 12 transitional places at Thornhill J&I School for children with SLCN will be discontinued. The process for academies differs from maintained schools and therefore a statutory notice is not required for the proposals, if the process of academisation had not taken place, member's approval would have been sought to move to the next stage of the statutory process also.

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 Moldgreen Community Primary School, The Avenue, Moldgreen, Huddersfield, HD5 8AE - A Community School.

2. Description of alteration and evidence of demand

It is proposed:

- **To discontinue the 10 transitional places for children with autism at Moldgreen Community Primary School**

Since July 2014 no children have taken up a transitional place in the specialist provision at Moldgreen Community Primary School. There remains a legal requirement to de-commission the specialist provision and this would effectively complete the closure of the specialist provision at this 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 account of the original consultations with a wide range of stakeholders regarding the range of specialist provision in Kirklees.

4. 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.

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. Schools also receive ‘top-up’ funding on a per pupil basis which relates to standard support needs and the school setting, due to there not being any children at the school with Autism since September 2014 - this would not affect the schools budget.

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 1st April 2017.

There are no children currently being supported in the provision and therefore there would be no need for transitional arrangements for any pupils.

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

Appendix 3

- (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 10 transitional places for children with autism at Moldgreen Community Primary School, plus outreach. Since July 2014 there have been no children taking up a transitional place in the specialist provision in agreement with the school.
- (b) Following the ongoing reduction in transitional place requests, as a result of the high quality outreach support being delivered, the 6 transitional places available at Headlands CE (VC) JI&N School is currently deemed to be sufficient for demand across the borough and are under constant review. Staffing capacity allocated to South Kirklees Primary Autism (formally allocated to Moldgreen Community Primary School) is now located at the Westtown Centre in Dewsbury alongside the Educational Psychology and Early Years SEN teams. These members of staff work alongside specialist provision staff based at Headlands CE (VC) JI&N School to ensure outreach support across the borough, as well as sufficient teacher support to children in transitional places at the school.
- Autism strand support continues to cater for a growing number of children and young people in Kirklees, who are referred for outreach support as they have difficulties with social communication and interaction, as well as those with a diagnosis of autism. As expertise in mainstream settings grows, and with the support of a responsive approach through outreach, more children are able to access their local school.
- (c) There have been no children taking up a transitional place in the specialist provision at Moldgreen Community Primary School since September 2014 in agreement with the school. There remains a legal requirement to decommission this specialist provision which would effectively complete the closure of the specialist provision at this school.
- (d) The proposals aim to ensure that the overall pattern of specialist resource 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 autism. Schools across the Local Authority have significantly improved physical accessibility and staff expertise, which has contributed towards parents and carers making a preference for their local mainstream school.
- (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 resource provision.
- (g) This proposal does not affect provision for 14-19 year olds.
- (h) No children are displaced as a result of these proposals.

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.

There has been no take up of transitional places at Moldgreen Community Primary School since July 2014, and more children are being able to be supported in their local school. It is therefore considered that there is no adverse travel and accessibility issues for disadvantaged groups, there are no extension of journey times or increase in transport costs.

9. Objections and comments

Any person may send objections or comments in relation to any proposals to the local authority within four weeks from the date of publication. Objections and comments must be received by the 9th January 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, 12th December 2016, any person may object to or make comments on the proposal by sending them to Sarah Callaghan, 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

Kirklees School Organisation Advisory Group Constitution & Purpose

The Education and Inspections Act 2006 confirms Local Authority responsibility for school organisation decision-making.

To assist the Local Authority in reaching decisions on school organisation statutory notices, a School Organisation Advisory Group will be established to consider and advise Cabinet, as the decision-making body, on statutory proposals related to school organisation.

The Advisory group will not have decision-making powers.

Constitution of the School Organisation Advisory Group.

Membership of the Advisory Group will be as follows:

1. Member representation in line with the current political ratio of the Council (6)
2. Schools representative (1)
3. Governing Body representative (1)
4. Diocesan representatives. (Catholic and Anglican) (2)
5. Learning Skills Council (1)
6. Minority Community representative (1)

The Chair of the School Organisation Advisory Group will be the lead member for Children and Young People Service.

The group may decide to invite other individuals to attend the group to receive information related to the school organisation proposal as appropriate.

As an Advisory group, the Council's quorum guidelines do not apply.

Purpose of the School Organisation Advisory Group.

The proposed draft terms of reference for the School Organisation Advisory Group are detailed below.

At the end of the 6 week statutory notice period where the notice outlines a school organisation proposal, the School Organisation Advisory Group will meet as soon as possible to:

- Check and confirm that all required information is available regarding the school organisation proposal;
- Check and confirm that the published notice complies with statutory requirements;
- Check and confirm that the statutory consultation has been carried out prior to the publication of the Notice;
- Consider the prescribed information related to the proposal to change the pattern of school provision;
- Consider the proposal for change with regard to the DCSF statutory guidance on implementing change to the pattern of school organisation; (Statutory Guidance-Factors to be considered by Decision-Makers);
- Consider any objections received during the statutory notice period and the Local Authority response to these objections;
- Receive a presentation on the proposal for change from the Proposer;
- Having considered the statutory proposal with regard to the above, prepare a list of reasons for the decision they would recommend to Cabinet in respect of the school organisation proposal. This should be prepared using the factors to be considered in the statutory guidance as the framework for their collective view

Notes of School Organisation Advisory Group – 16th January 2017

1. Introductions and membership apologies

Present: Councillor Masood Ahmed (chair)

Officers in support:

Jo-Anne Sanders – Interim Assistant Director for Learning and Skills
Mandy Cameron (Deputy Assistant Director Children and Vulnerable Groups – Learning and Skills)
Jane Weatherill (Principal Development & Team Manager – Learning and Skills)
Shahzia Ashraf (School Place Planning Officer - Learning and Skills)

Apologies:

Councillor Pinnock
Councillor Lisa Holmes
Councillor Erin Hill
Councillor Marielle O'Neill
Councillor Michelle Grainger-Mead
Diocese of Leeds - Church of England
Diocese of Leeds
Jane Acklam Executive Principle of Moor End Academy

2. Overview of the meeting - purpose of SOAG:

- Review of the statutory process to discontinue 10 transitional places for children with autism at Moldgreen Community Primary School.

3. Review of the statutory process using Check List 1

Proposal to discontinue 10 transitional places for children with autism at Moldgreen Community Primary School.

4. SOAG conclusions and recommendations to decision makers:

- Consultation has been carried out.
- The published statutory notice complies with statutory requirements.
- The proposal is not related to any other proposal for any other school and is not related to any proposals published by the EFA.
- The proposal is valid and can be decided by Kirklees Council Cabinet.
- The statutory four week period has been allowed for representation.
- The decisions have been brought to the cabinet on 7th March 2017. This is within two months of the end of the statutory four week representation period which ended on the 9th January 2017 .

SOAG Advice: Kirklees Council Cabinet can decide the proposals under its current decision making powers.

5. Review of factors from DfE guidance to be considered in making the decisions.

These factors are derived from the guidance issued by the Department for Education. School Organisation Maintained Schools. Annex B: Guidance for Decision Makers January 2014. Factors can vary depending upon the nature and type of proposals. The full list of factors is presented in Appendix 7, accompanied by responses to the relevant factors for these proposals. The relevant factors for these proposals are:

- Consideration of consultation and representation period

- Education standards and diversity of provision.
 - Demand
 - School size
 - Proposed admission arrangements (including post 16 provision)
 - National curriculum
 - Equal opportunities issues
 - Community cohesion
 - Travel and accessibility
 - Capital
 - School Premises and Playing Fields
 - Changes to special Educational needs Provision the SEN improvement test
- The rationale for the proposals was examined against each of the above factors and associated guidance.
 - The factors, guidance and rationale for the proposals are set out in Appendix 7.

SOAG Comments: This proposal enables the legal closure of this specialist provision where there have been no children in transitional places since July 2014

6. Final conclusions and recommendations for decision makers

SOAG agreed that:

- The statutory process had enabled a full and detailed presentation of the proposals to interested parties.
- The rationale for the proposal had been clearly articulated against the factors in the decision maker's guidance (see Appendix 7).
- Issues raised in consultation had been presented for full consideration against the factors in decision maker's guidance.
- Cabinet are able to reach a decision regarding the proposal.

1 Statutory process check sheet: Moldgreen Community Primary School

School	Statutory Proposals
Moldgreen Community Primary School	<ul style="list-style-type: none"> To discontinue 10 transitional places for children with autism

1. CONSULTATION		Y,N,N/A	NOTES/EVIDENCE
1.1	Has a formal consultation taken place?	Y	Consultation outcome report: 15.11.16
1.2 Consultation process	a. Has adequate time been allowed for the consultation process?	Y	Consultation outcome report: 15.11.16 (Consultation period 16.05.16 to 17.06.16) 4 weeks term time non-statutory consultation has been completed
	b. Does the consultation document provide sufficient information to those who are being consulted?	Y	Consultation outcome report : 15.11.16 Appendix B (consultation document)
	c. Does the consultation material make it clear how interested parties can make their views known?	Y	Consultation outcome report : 15.11.16 Appendix B (consultation document)
	d. Does the report that summarises the outcome of the consultation demonstrate how the views expressed during the consultation have been taken into account in reaching any subsequent decision as to the publication of proposals?	Y	Consultation outcome report: 15.11.16
1.3 Evidence that interested parties have been consulted. To Include	a. the governing body of any school which is the subject of proposals (if the LA are publishing proposals);	Y	Consultation outcome report: 15.11.16 Appendix A – distribution list
	b. the LA that maintains the schools (if the governing body is publishing the proposals);	N/A	
	c. families of pupils, teachers and other staff at the schools	Y	Ward members for Dalton
	d. any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;	Y	
	e. the governing bodies, teachers and other staff of any other schools that may be affected;	Y	MPs.
	f. families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;	Y	Special Schools
	g. any trade unions who represent staff at the schools; and representatives of any trade union of any other staff at schools who may be affected by the proposals;	Y	Schools with specialist provisions
	h. (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;	N/A	
	i. the trustees of the schools (if any)	N/A	
	j. (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC)/EFA/DfE	N/A	
	k. MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;	Y	
	l. any other interested party, for example, the Early Years Development and Child Care Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and	Y	
	m. such other persons as appear to the proposers to be appropriate.	Y	
1.4 Pupils	Have pupils been formally consulted?	N	

2. PUBLICATION		Y,N,N/A	NOTES/EVIDENCE
2.1	a. Have formal proposals been published by the appropriate body (ie LA/GB etc)?	Y	The LA are able to publish proposals for specialist resource provisions in maintained schools. Proposals published 12.12.16
	b. Have proposals been published within 12 months of the consultation end	Y	Consultation period ended 17.06.16 and proposals published 12.12.16
2.2	a. Do the complete proposals contain all the specified information?	Y	See complete proposal
2.3 Statutory notice	a. Have statutory notices been prepared?	Y	See statutory notice
	b. Have the statutory notices been published in a local newspaper?	Y	Copy was published in Huddersfield Examiner on 12.12.16
	c. Have the statutory notices been posted at the main entrance of the schools (or all entrances if there are more than one)?	Y	Posted at the main and rear entrances of Moldgreen Community Primary School on 12.12.16
	d. Has the statutory notice and full proposal been given to all children affected at the school.	N/A	Under current regulations for prescribed alterations for SEN provision in mainstream schools this is not required.
	e. Have the statutory notices been posted in other conspicuous areas in the area served by the school (eg local library, community centre, post office etc.)?	Y	Posted in a public area at Dalton & Rawthorpe Library and Information Centre on 12.12.16
2.4 Related proposals	a. Are these proposals interdependent on any other proposals?	N	
	b. If so, are the related proposals included on the same Statutory Notice?	N/A	
	c. If so, is this clearly identified in the Statutory Notice?	N/A	
	d. If so, is it clear who is proposing what on the Statutory Notice?	N/A	
2.5 Implementation date	a. Are the implementation dates for the proposals specified on the Statutory Notices?	Y	Statutory notice
	b. Is the time scale for implementation reasonable (proposals should be implemented within 3 years of their publication with the possible exception of Authority wide re-organisations.)?	Y	Proposals published 12.12.16 for implementation from 01.04.17
2.6 Explanatory note	a. Is the full effect of the proposals clear to the general public?	Y	Statutory notice
	b. If not, has an explanatory note been included alongside the Statutory Notice?	Y	Statutory notice
2.7	Has the council's legal team advised on the validity of the Statutory Notices? * If a published notice has not been properly formulated in accordance with regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or the schools adjudicator. Should this be the case a revised notice must be published clearly stating that it is a replacement notice.*	Y	LA legal team have reviewed the statutory notices prior to publication.
2.8 Have the proposers distributed the complete proposal and notice to all relevant parties?	Within a week of publication		
	a. to the Governing Bodies (LA proposal)	Y	To governing bodies
	b. any person who requests a copy.	Y	Any persons requesting a copy would receive one. No requests have been received.

3. REPRESENTATION		Y,N,N/A	NOTES/EVIDENCE
3.1	Has a period been allowed for statutory representation?	Y	
3.2	Has the representation period been of appropriate length – 4 weeks	Y	In accordance with school organisation regulations a four week representation period has been held between 12.12.16 and 09.01.17
3.3	Have any representations been received during this period?	N	No representations have been received.

4. DECISION – Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).		Y,N, N/A	NOTES/EVIDENCE
4.1	Are these decisions to be made by the LA or the schools adjudicator?	LA	
4.2	Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).	Y	Representation period ended 09.01.17 and decision-making cabinet is scheduled for 07.03.17 Recommendation made by SOAG and reported to cabinet for approval within a 2 month time frame.
4.3	Is there any information missing	N	
4.4	Do the published notices comply with statutory requirements? <i>Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.</i>	Y	
4.5	Has the statutory consultation been carried out (ie have all the criteria in the 'consultation' section been met)? <i>If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals.</i>	N	In accordance with School Organisation Regulations for prescribed alterations to specialist resource provisions in mainstream schools a four week non statutory consultation has been completed.
4.6	Are the proposals 'related' to other proposals (if so, the related proposals must be considered at the same time)? <i>Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals.</i>	N	
4.7	If there are related proposals are they compatible with each other?	N	
4.8	Are the proposals related to proposals published by the EFA (if so, the Decision Maker should defer taking a decision until the Secretary of State has taken a decision on the EFA proposals)?	N	

Factors to be considered in decision making

The factors which are being considered are derived from guidance issued by the Department for Education. School Organisation Maintained Schools. Annex B: Guidance for Decision Makers January 2014, as these proposals have been published after this date.

Paragraph numbers highlighted in **dark grey** relate to factors that are relevant to all types of proposals and these are factors **10-29**. The relevant headings are highlighted in yellow for ease of identification.

Paragraph numbers **highlighted in light grey** relate to additional factors relevant to proposals which impact Post 16 provision (factors **33-37**) and changes to SEN (factors **39-40**). The relevant headings are highlighted in yellow for ease of identification.

Factors that are not highlighted are considered not to be relevant to these proposals. These have been identified as; “Not applicable to these proposals” and are highlighted in red, however for clarity these are fully listed.

CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD 10

(10) The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received.

If the proposer has failed to meet the statutory requirements; a proposal may be deemed invalid and therefore should be rejected.

The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.
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REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS.

(10) School organisation decisions for Local Authority maintained schools have to follow a process set out by law. Kirklees Local Authority has had due regard to legislation and followed the statutory process in respect of these proposals. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2016 came into force on 28 January 2014. The new regulations removed the statutory requirement to carry out a ‘pre-publication’ consultation for significant changes to schools. However, the LA did carry out a four week term time non-statutory consultation 16.05.16 to 17.06.16 to ensure the maximum opportunity was available to all key stakeholders to understand and comment upon the proposals, prior to publication. On the 07.11.16 the non-statutory consultation outcomes report was published on the Council’s external website and key stakeholders were notified and sent a link to the report. On the 15.11.16 Kirklees Council’s Cabinet (decision making authority) received the consultation outcomes report of the non-statutory consultation and it was agreed to proceed with the next stage of the statutory process and the publication of the related statutory notice and proposals.
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The publication of the statutory notice, proposals and representation period commenced on 12.12.16 and ended on 09.01.17, thereby lasting for a period of four weeks and meeting the requirements of School Organisation Regulations.

EDUCATION STANDARDS AND DIVERSITY OF PROVISION 11/12

(11) Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents; raise local standards and narrow attainment gaps.

(12) The decision-maker should also take into account the extent to which the proposal is consistent with the government's policy on academies as set out on the department's website.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(11) The proposals would ensure that the overall pattern of specialist provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is delivered in a safe environment, where young people can thrive in buildings and provision tailored to meet their special educational need or disability. The proposals 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 stay safe. The proposals will also provide access to appropriately trained staff and to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning, while participating at their local mainstream school and in their community. The proposals 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.

(12) The proposals are for the discontinuance of a specialist provision for autism in a primary school. The school to which these proposals relate is not proposed to close, nor are any new schools being established as part of these proposals.

DEMAND 13/14/15

(13) In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).

(14) The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

(15) Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(13/14/15) The proposals have been designed to re-organise specialist provision places for children with autism and speech, language and communication needs. This is due to changes in demand patterns. At Moldgreen Community Primary School there has been a lack of take up of transitional places for children with autism and there have been no places allocated since July 2014 in agreement with the school. The reduced demand for these places is due to the success of existing outreach support and also because of the increased levels of physical accessibility of schools in the borough.

SCHOOL SIZE 16

(16) Decision makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size.

RATIONALE FOR THE PROPOSALS

(16) The proposal relates specifically to the specialist provision in this school and does not impact on the size of the existing mainstream provision in the school.

PROPOSED ADMISSION ARRANGEMENTS (including post 16 provision) 17/18

(17) In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.

(18) Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(17-18) The proposals are for the discontinuance of a specialist provision (to which normal admissions criteria do not apply) in a mainstream school and, therefore, do not affect admission arrangements at Moldgreen Community Primary School.

NATIONAL CURRICULUM 19

(19) All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community. In addition, Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is delivered in a safe environment, where young people can thrive in buildings and provision tailored to meet their special educational need or disability. Full account is taken of educational considerations, in particular the need to ensure a broad and balanced curriculum within a learning environment where children can be healthy and stay safe.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(19) Moldgreen Community Primary School would continue to implement the National Curriculum from Key Stage One through to Key Stage Two.

EQUAL OPPORTUNITY ISSUES 20/21

(20) The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing

bodies, which requires them to have 'due regard' to the need to:

- eliminate discrimination;
- advance equality of opportunity;
- and foster good relations.

(21) The decision-maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(20/21). It is considered that there are no adverse impacts arising from the proposals under this duty. Following re-organisation in 2011-2013, some further changes are necessary to continue to improve service delivery and outcomes for children and young people. The proposals reduce the number of overall transitional places, which would still meet demand and so the overall impact following change is considered to be minimal.

The absence of take up of transitional places for children with autism at Moldgreen Community Primary School has meant that no places have been allocated since July 2014, in agreement with the school. The Council's SEN team provides a broad range of support, including outreach for children with autism across settings in Kirklees and, therefore, it is considered that there is no negative impact from an equalities perspective.

The proposals do not give rise to any sex, race or disability discrimination issues. The proposal which aims to reduce the number of transitional places for children with autism demonstrates the increased accessibility in schools that is enabling children to receive the required level of support in their local mainstream school and not a specialist provision.

COMMUNITY COHESION 22

(22) Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.

REPRESENTATIONS: None

OFFICER COMMENT: None

RATIONALE FOR THE PROPOSALS

(22) It is considered that there is no adverse impact upon community cohesion as a result of these proposals for Moldgreen Community Primary School. The school would continue to provide primary education to the community that it presently serves.

TRAVEL AND ACCESSIBILITY 23/24/25

(23) 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.

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

(25) 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.

REPRESENTATIONS: None

OFFICER COMMENT: None

RATIONALE FOR THE PROPOSALS

(23/24/25) Moldgreen Community Primary School would remain open. The proposed discontinuance of the transitional places for children with autism will reduce travel and improve accessibility, as increasing numbers of children are able to receive outreach and other forms of support that meet their needs, yet enable them to stay in their local school.

CAPITAL 26/27

(26) The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

(27) Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal will trigger the release of capital funds from the department, unless the department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(26/27) There are no capital implications arising as a result of these proposals. The proposals are not therefore reliant on any capital funding being made available from the Education Funding Agency.

SCHOOL PREMISES AND PLAYING FIELDS 28/29

(28) Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.

(29) Setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(28/29) There are no implications for school premises or playing fields as a result of these proposals. This is because the proposals are to reduce numbers of transitional places; no expansions are being proposed that would impact on playing fields or any other aspect of school premise regulations.

FACTORS RELEVANT TO CERTAIN TYPES OF PROPOSALS

EXPANSION 30. Not applicable to these proposals

(30) When deciding on a proposal for an expansion on an additional site (a 'satellite school'), decision-makers will need to consider whether the new provision is genuinely a change to an existing school or is in effect a new school (which would trigger the academy presumption in circumstances where there is a need for a new school in the area⁶). Decisions will need to be taken on a case-by-case basis, but decision-makers will need to consider the following non-exhaustive list of factors which are intended to expose the extent to which the new site is integrated with the existing site, and to ensure that it will serve the same community as the existing site:

- The reasons for the expansion
- What is the rationale for this approach and this particular site?
- Admission and curriculum arrangements
- How will the new site be used (e.g. which age groups/pupils will it serve)?
- What will the admission arrangements be?
- Will there be movement of pupils between sites?
- Governance and administration
- How will whole school activities be managed?
- Will staff be employed on contracts to work on both sites? How frequently will they do so?
- What governance, leadership and management arrangements will be put in place to oversee the new site (e.g. will the new site be governed by the same governing body and the same school leadership team)?
- Physical characteristics of the school
- How will facilities across the two sites be used (e.g. sharing of the facilities and resources available at the two sites, such as playing fields)?
- Is the new site in an area that is easily accessible to the community that the current school serves?

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

EXPANSION OF EXISTING GRAMMAR SCHOOLS 31 Not applicable to these proposals

(31) Legislation prohibits the establishment of new grammar schools⁷. Expansion of any existing grammar school onto a satellite site can only happen if it is a genuine continuance of the same school. Decision-makers must consider the factors listed in paragraph 30 on ‘expansions’ when deciding if an expansion is a legitimate enlargement of an existing school.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

CHANGES TO BOARDING PROVISION 32 **Not applicable to these proposals**

(32) In making a decision on a proposal to close a school that has boarding provision, or to remove boarding provision from a school that is not closing, the decision-maker should consider whether there is a state maintained boarding school within reasonable distance from the school. The decision-maker should consider whether there are satisfactory alternative boarding arrangements for those currently in the school and those who may need boarding places in the foreseeable future, including the children of service families.

REPRESENTATIONS

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

ADDITION OF POST 16 PROVISION 33/34/35/36/37 **Not applicable to these proposals**

(33) In assessing a proposal to add post-16 provision, decision-makers should look for evidence that the proposal will improve, extend the range, and increase participation in high quality educational or training opportunities for post-16 pupils within the LA or local area.

(34) The decision-maker should also look for evidence on how new places will fit within the 16-19 organisation in an area and that schools have collaborated with other local providers in drawing up a proposal.

(35) The decision-maker may turn down a proposal to add post-16 provision if there is compelling and objective evidence that the expansion would undermine the viability, given the lagged funding arrangements, of an existing high quality post-16 provider.

(36) Decision-makers should consider the viability of a proposal bearing in mind the formulaic approach to funding; that the school will have to bear any potential diseconomies of scale; and the impact of future demographic trends.

(37) A proposal should take account of the timeline for agreeing 16-19 funding which will be available in the most recent guidance on the department’s website. Decision-makers should note that post-16 funding runs on an August – July academic year cycle

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

CHANGES OF CATEGORY TO VOLUNTARY AIDED 38 **Not applicable to these proposals**

(38) For a proposal to change the category of a school to voluntary-aided, the decision-maker must

be satisfied that the governing body and/or the Foundation are able and willing to meet their financial responsibilities for building work. The decision-maker may wish to consider whether the governing body has access to sufficient funds to enable it to meet 10% of its capital expenditure for at least five years from the date of implementation, taking into account anticipated building projects.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

CHANGES TO SPECIAL EDUCATIONAL NEEDS PROVISION THE SEN IMPROVEMENT TEST 39/40

(39) 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:

- take account of parental preferences for particular styles of provision or education settings;
- take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;
- 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), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- 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 stay safe;
- 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;
- 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;
- ensure appropriate provision for 14-19 year-olds; and
- 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.

(40). 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 the standard, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that this SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(a-b) These proposals take account of parental preferences and the existing local offer for children. Following the re-organisation of specialist provision in mainstream schools, a broad range of provision was established. This included transitional places that enabled specialist provision staff to identify and assess needs in order to establish teaching and learning strategies, and to prepare children, staff and parents for the transition of the child into their named mainstream school.

Prior to the publication of these proposals, the Local Authority held a non-statutory consultation. This provided the opportunity for a wide range of stakeholders, including parents and carers from Moldgreen Community Primary School, to give the Local Authority their views before any decisions have been taken. To support the non-statutory consultation, the Local Authority published a consultation document that outlined the proposals. Consultation drop-in sessions were held, which were designed to enable stakeholders to discuss the proposals with officers from the Local Authority. The feedback from the consultation was published on the Council's website on the 7th November 2016. The report on the outcomes of the consultation was heard by Kirklees Council Cabinet on the 15th November 2016.

(c) Should these proposals be approved, there would be no adverse impact on the broad range of provision for children with SEN in Kirklees. The proposed discontinuance of the 10 transitional places for children with autism at Moldgreen Community Primary School reflects the lack of demand for these places and, with agreement from the school, no places have been allocated since July 2014.

(d) The proposals aim to ensure that the overall pattern of specialist provision in Kirklees maintains flexibility, with a broad range of provision and support that can respond to the needs of individual pupils and parental preferences. This is delivered in a safe environment, where young people can thrive in buildings and provisions tailored to meet their special educational needs or disability. The proposal takes 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 stay safe.

(e) This proposal relates to children with autism. Schools across the Local Authority have significantly improved physical accessibility and staff expertise; this has contributed towards a reduced level in demand for specialist provision. This reduced demand is a consequence of a reduction in the number of referrals from schools, as the needs of these children are being met in their own school. A contributory factor is the improved physical accessibility of many school buildings in Kirklees.

(f) The present structure of the provision enables children with SEN to receive the required level of support either in their local school or in a school with a designated specialist provision.

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

(h) No children are displaced as a result of these proposals.

(40) No children are being displaced as a result of this proposal. The absence of take up of transitional places for children with autism at Moldgreen Community Primary School has meant that, with the agreement of the school, no places have been allocated to the provision since July 2014. The Council's SEN Team provides a broad range of support, including outreach for children with autism needs, across settings throughout Kirklees and, therefore, it is considered that there is no negative impact. **No representations have been received on any aspects of these proposals.**

ADDITIONAL FACTORS RELEVANT TO PROPOSALS FOR NEW MAINTAINED SCHOOLS

SUITABILITY⁴¹ Not applicable to these proposals

(41) When considering a proposal for a new maintained school, the decision-maker should consider each proposal on its merits, and take into account all matters relevant to the proposal. Any proposals put forward by organisations which advocate violence or other illegal activity must be rejected. In order to be approved, a proposal should demonstrate that they would support UK democratic values including respect for the basis on which UK laws are made and applied; respect for democracy; support for

individual liberties within the law; and mutual tolerance and respect.
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS Not applicable to these proposals

COMPETITION (under section 7 EIA 2006) 42/43/44/45 Not applicable to these proposals
<p>(42). Where a LA considers that there is a need for a new school in its area it must first seek proposals to establish an academy/free school under section 6A of EIA 2006 (though proposals may also be made under section 10 and 11 of the EIA 2006). In such cases the Secretary of State is the decision-maker. However, in exceptional circumstances where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of the EIA 2006 may be held. Where there is demand for faith places the LA may seek to establish a new faith VA school (see paragraphs 47-51).</p> <p>(43). Where two or more proposals are complementary, and together meet the requirements for the new school, the decision-maker may approve all the proposals.</p> <p>(44). The specification for the new school is only the minimum requirement; a proposal may go beyond this. Where a proposal is not in line with the specification, the decision-maker must consider the potential impact of the difference to the specification.</p> <p>(45). Where additional provision is proposed (e.g. early years or a sixth-form) the decision-maker should first judge the merits of the main proposal against the others. If the proposal is judged to be superior, the decision-maker should consider the additional elements and whether they should be approved. If the decision-maker considers they cannot be approved, they may consider a modification to the proposal, but will need to first consult the proposers and - if the proposal includes provision for 14-19 year olds - the Education Funding Agency (EFA).</p>
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS Not applicable to these proposals

CAPITAL IN COMPETITIONS (46) Not applicable to these proposals
<p>(46) For competitions the LA will be expected to provide premises and meet the capital costs of implementing the winning proposal, and must include a statement to this effect in the notice inviting proposals. Where the estimated premises requirements and/or capital costs of a proposal submitted in response to a competition exceed the initial cost estimate made by the LA, the decision-maker should consider the reasons for the additional requirements and/or costs, as set out in the proposal and whether there is agreement to their provision.</p>
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS Not applicable to these proposals

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NEW VOLUNTARY-AIDED SCHOOLS (under section 11 of EIA 2006) 47/48/49/50/51 **Not applicable to these proposals**

(47). Section 11 of the EIA 2006 permits a new VA school to be proposed without the requirement for the Secretary of State's approval. Such a school must be proposed following the required statutory process and may be for a school with or without a designated religious character.

(48). Many VA schools are schools with a religious character. The department recognises the important contribution that faith schools make to the education system and that 'faith need' (demand for faith places on choice grounds) may be viewed as separate from 'basic need' (demand for new school places).

(49). When assessing basic need, LAs need to look at the general demand for places and if a new school is needed to address basic need, must go down the academy presumption route. Where there is a demand for faith places, the law allows for LAs to seek to establish a new academy with religious designation, or for other proposers to establish new VA schools outside the presumption process.

(50). The approval of a new school to meet local demand for faith places may also meet the demand (or some of the demand) for basic need.

(51). Legislation allows maintained schools to seek to convert to academy status.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

INDEPENDENT FAITH SCHOOLS JOINING THE MAINTAINED SECTOR 52 **Not applicable to these proposals**

(52) Legislation allows an independent faith school to move into the maintained sector. However, decision-makers must ensure that the decision to proceed with such a proposal is clearly based on value for money and that the school is able to meet the high standards expected of state-funded educational provision. The department would expect the decision-maker to consider the following points:

- that there is genuine demand/need for this type of school place in the local community;
- that the current and projected financial health of the proposer is strong;
- that the proposal represents long term value for money for the taxpayer;
- that the school will be able to deliver the whole of the national curriculum to the expected high standard
- that all aspects of due diligence have been considered and undertaken; and that the school building is appropriate for the delivery of a high standard of education and in good condition throughout, or can easily be improved to meet such standards.

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

REPLACEMENT GRAMMAR SCHOOLS 53 **Not applicable to these proposals**

(53) A new school can only be designated as a grammar school by the Secretary of State where it is being established in place of one or more closing grammar schools⁸. Decision-makers should therefore satisfy themselves that if a new school is proposed as a grammar school it is eligible for designation. Where an existing grammar school is expanding the proposer and decision maker must consider the points listed in paragraph 30.

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

ADDITIONAL FACTORS RELEVANT TO CLOSURE PROPOSALS

CLOSURE PROPOSALS (under s15 EIA 2006) 54 Not applicable to these proposals

(54) The decision-maker should be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall quality of provision, the likely supply and future demand for places. The decision-maker should consider the popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for those schools.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

SCHOOLS TO BE REPLACED BY PROVISION IN A MORE SUCCESSFUL/POPULAR SCHOOL 55 Not applicable to these proposals

(55) Such proposals should normally be approved, subject to evidence provided.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

SCHOOLS CAUSING CONCERN 56 Not applicable to these proposals

(56) For all closure proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools should be made available. Decision-makers should have regard to the length of time the school has been in special measures, requiring improvement or otherwise causing concern. The decision-maker should also have regard to the progress the school has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable travelling distance. There is a presumption that these proposals should be approved, subject to checking that there are sufficient accessible places of an acceptable standard available to accommodate displaced pupils and to meet foreseeable future demand for places in the area.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS. Not applicable to these proposals**RURAL SCHOOLS 57/58/59 Not applicable to these proposals**

(57). There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and the proposal clearly in the best interests of educational provision in the area. Those proposing closure should provide evidence to show that they have carefully considered the following:

- alternatives to closure including the potential for federation with another local school or conversion to academy status and joining a multi-academy trust or umbrella trust to increase the school's viability;
- Not applicable where a rural infant and junior school on the same site are closing to establish a new primary school on the same site(s).
- the scope for an extended school to provide local community services; and facilities e.g. child care facilities, family and adult learning, healthcare, community internet access etc.;
- the transport implications; and
- the overall and long term impact on local people and the community of closure of the village school and of the loss of the building as a community facility.

(58). When deciding a proposal for the closure of a rural primary school the decision-maker must refer to the Designation of Rural Primary Schools Order to confirm that the school is a rural school.

(59). For secondary schools, the decision-maker must decide whether a school is to be regarded as rural for the purpose of considering a proposal. In doing so the decision-maker should have regard to the department's register of schools – EduBase which includes a rural/urban indicator for each school in England. Where a school is not recorded as rural on Edubase, the decision-maker can consider evidence provided by interested parties, that a particular school should be regarded as rural.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals**EARLY YEARS PROVISION 60/61 Not applicable to these proposals**

(60). In considering a proposal to close a school which currently includes early years provision, the decision-maker should consider whether the alternative provision will integrate pre-school education with childcare services and/or with other services for young children and their families; and should have particular regard to the views of the Early Years Development and Childcare Partnership.

(61). The decision-maker should also consider whether the new, alternative/extended early years provision will maintain or enhance the standard of educational provision for early years and flexibility of access for parents. Alternative provision could be with providers in the private, voluntary or independent sector.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

NURSERY SCHOOL CLOSURES 62 Not applicable to these proposals
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(62). There is a presumption against the closure of nursery schools. This does not mean that a nursery school will never close, but the case for closure should be strong and the proposal should demonstrate that:

- plans to develop alternative provision clearly demonstrate that it will be at least as equal in terms of the quantity as the provision provided by the nursery school with no loss of expertise and specialism; and
- replacement provision is more accessible and more convenient for local parents.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

BALANCE OF DENOMINATIONAL PROVISION 63/64 Not applicable to these proposals

(63). In deciding a proposal to close a school with religious character, decision-makers should consider the effect that this will have on the balance of denominational provision in the area.

(64). The decision-maker should not normally approve the closure of a school with a religious character where the proposal would result in a reduction in the proportion of relevant denominational places in the area. However, this guidance does not apply in cases where the school concerned is severely under-subscribed, standards have been consistently low or where an infant and junior school (at least one of which has a religious character) are to be replaced by a new all-through primary school with the same religious character on the site of one or both of the predecessor schools.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

COMMUNITY SERVICES 65 Not applicable to these proposals

(65) Some schools may be a focal point for family and community activity, providing extended services for a range of users, and its closure may have wider social consequences. In considering proposals for the closure of such schools, the effect on families and the community should be considered. Where the school is providing access to extended services, provision should be made for the pupils and their families to access similar services through their new schools or other means.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

ADDITIONAL FACTORS RELEVANT TO PROPOSALS TO CHANGE CATEGORY TO

FOUNDATION, ACQUIRE/REMOVE A TRUST AND ACQUIRE/REMOVE A FOUNDATION MAJORITY GOVERNING BODY

STANDARDS 66/67/68 **Not applicable to these proposals**

(66) Decision Makers should consider the impact of changing category to foundation and acquiring or removing a Trust on educational standards at the school. Factors to consider include:

- the impact of the proposals on the quality, range and diversity of educational provision in the school;
- the impact of the proposals on the curriculum offered by the school, including, if appropriate, the development of the school's specialism;
- the experience and track record of the Trust members, including any educational experience and expertise of the proposed trustees;
- how the Trust might raise/has raised pupils' aspirations and contributes to the ethos and culture of the school;
- whether and how the proposals advance/have advanced national and local transformation strategies;
- the particular expertise and background of Trust members. For example, a school seeking to better prepare its pupils for higher education might have a higher education institution as a partner.

(67) In assessing standards at the school, the decision-maker should take account of recent reports from Ofsted or other inspectorates and a range of performance data. Recent trends in applications for places at the school (as a measure of popularity) and the local reputation of the school may also be relevant context for a decision.

(68) The government wants to see more schools benefit from the freedom to control their own assets, employ their own staff and set their own admissions criteria. However, if a proposal is not considered strong enough to significantly improve standards at a school that requires it, the decision maker should consider rejecting the proposal

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

COMMUNITY COHESION 69 **Not applicable to these proposals**

(69) Trusts have a duty to promote community cohesion. In addition to the factors outlined in paragraph 22, the decision-maker should also carefully consider the Trust's plans for partnership working with other schools, agencies or voluntary bodies.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

GENERAL POINTS ON ACQUIRING A TRUST 70 **Not applicable to these proposals**

Appendix 7

(70). For new Trust schools (foundation schools with a charitable foundation) the decision-maker must be satisfied that the following criteria are met for the proposal to be approved:

- the proposal is not seeking to alter the religious character of a school or for a school to acquire or lose a religious character. These alterations cannot be made simply by acquiring a Trust;
- the necessary work is underway to establish the Trust as a charity and as a corporate body; and
- that none of the trustees are disqualified from exercising the function of trustee, either by virtue of:
 - disqualifications under company or charity law;
 - disqualifications from working with children or young people;
 - not having obtained a criminal record check certificate¹⁴; or
 - the Requirements Regulations which disqualify certain persons from acting as charity trustees.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

OTHER POINTS ON TRUST PROPOSALS 71

Not applicable to these proposals

(71). Additionally, there are a number of other factors which should be considered when adding or removing a Trust:

- whether the Trust acts as the Trust for any other schools and/or any of the members are already part of an existing Trust;
- if the proposed Trust partners already have a relationship with the school or other schools, how those schools perform (although the absence of a track record should not in itself be grounds for regarding proposals less favourably);

how the partners propose to identify and appoint governors. What, if any, support would the Trust/foundation give to governors?

- to what extent the proposed Trust partners have knowledge of the local community and the specific needs of the school/area and to what extent the proposal addresses these; and
- the particular expertise and background of Trust members.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

GENERAL POINT ON REMOVING A TRUST 72

Not applicable to these proposals

(72) If a proposal is for the removal of a Trust, the governing body should consider the proposal in the

Appendix 7

context of the original proposal to acquire the Trust, and consider whether the Trust has fulfilled its expectations. Where new information has come to light regarding the suitability of Trust partners, this should be considered.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

SUITABILITY OF PARTNERS 73/74 **Not applicable to these proposals**

(73) Decision-makers will need to be satisfied of the suitability of Trust partners and members. They should use their own discretion and judgement in determining on a case-by-case basis what circumstances might prevent the reputation of a Trust partner being in keeping with the charitable objectives of a Trust, or could bring the school into disrepute. However, the decision-maker should seek to come to a balanced judgement, considering the suitability and reputation of the current/potential Trust. Decision-makers should seek to assure themselves that:

- the Trust members and proposed trustees (where the trustees are specified in the proposals) are not involved in illegal activities and/or activities which could bring the school into disrepute;
- the Trust partners are not involved in activities that may be considered inappropriate for children and young people (e.g. tobacco, gambling, adult entertainment, alcohol).

(74)The following sources may provide information on the history of potential Trust partners **(N/A)**

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

LAND AND ASSETS, WHEN REMOVING A TRUST/FOUNDATION MAJORITY 75/76 **Not applicable to these proposals**

75. When removing a Trust, the governing body is required to resolve all issues relating to land and assets before the publication of proposals, including any consideration or compensation that may be due to any of the parties. Where the parties cannot agree, the issues may be referred to the Schools Adjudicator to determine.

76. The Schools Adjudicator will take account of a governing body's ability to pay when determining any compensation. Therefore, all of these issues must be resolved by the point at which the decision is made and the amount of compensation due to either party may be a factor in deciding proposals to remove a Trust.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

FINANCE - WHEN REMOVING A TRUST/FOUNDATION MAJORITY 77 **Not applicable to these proposals**

77. Trusts are under no obligation to provide financial assistance to a school, but there may be instances

Appendix 7

where the Trust does provide investment. The well-being and educational opportunities of pupils at the school should be paramount, and no governing body should feel financial obligations prevent the removal of a Trust where this is in the best interests of pupils and parents.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

OTHER SERVICES PROVIDED BY THE TRUST WHEN REMOVING A TRUST/FOUNDATION MAJORITY 78 **Not applicable to these proposals**

78. Trusts may offer a variety of services to the school, such as careers advice, work experience placements, strategic partnerships with other schools, and access to higher education resources and so on. The damage to relationships and/or loss of any of these advantages should be weighed up against the improvements envisaged by a change in governance or the removal of the Trust

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

APPLICATION FORM:

To deliver a Communication and Interaction Provision at primary level

Applicant details (personal information will be treated in accordance with the Data Protection Act)	
Main contact for this application	
	Name:
	School address:
	Email address:
	Telephone number:
About your school / organisation	
1	What is it about hosting specialist provision that particularly interests you?
2	What strengths and successes does your school already have in terms of inclusive practice and support for children with SEN which will act as a strong foundation upon which to build and develop specialist provision in this area?

APPENDIX 8

3	What do you see as the benefits to hosting specialist provision within your school?
4	What do you see as the key challenges for school in taking on this new venture and what would you consider as potential solutions to these challenges taking into account the need for in school provision and outreach support across the LA.

We confirm that:

(a)	We will adhere to the Admissions Code.
(b)	The governing body of the school/multi-academy trust have discussed and agreed with the application (Written evidence of this should be sent with your application)

Signature

(Print Name

Date

Note: Application forms must be returned electronically no later than 10th February 2017 to: school.organisation@kirklees.gov.uk