

**Name of meeting: Cabinet - Date: 4<sup>th</sup> April 2017**

**Title of report:** Overview of progress made in relation to changes to specialist provision for children with special educational needs across Kirklees.

- 1. Summary: The report seeks permission** to carry out a non-statutory consultation on the proposed new communication and interaction provision to be hosted by Windmill Church of England Primary School and to complete the legal process to discontinue the specialist provision at Ashbrow School for children with speech, language and communication needs (SLCN).

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 <a href="#">Council's Forward Plan (key decisions and private reports?)</a>	Yes – March 2017
The Decision - Is it eligible for "call in" by <a href="#">Scrutiny?</a>	Yes
Date signed off by <u>Director</u> & name	Gill Ellis 24 <sup>th</sup> March 2017
Is it also signed off by the Assistant Director for Financial Management, IT, Risk and Performance?	Debbie Hogg (Philip Deighton) 23 <sup>rd</sup> March 2017
Is it also signed off by the Assistant Director for Legal, Governance and Monitoring?	Julie Muscroft (John Chapman) 23 <sup>rd</sup> March 2017
Cabinet member <a href="#">portfolio</a>	Cllr Masood Ahmed Community Cohesion and Schools

**Electoral [wards](#) affected:** All wards

**Ward councillors consulted:** Yes

**Public or Private:** Public

## 2. Information required to take a decision

### 2.1 Background

#### **Kirklees review of specialist provision for children with special educational needs**

Guidance from the government states that the pattern of specialist provision in each Local Authority (LA) area should be informed by local needs and circumstances. Further, it should follow careful consultation and a widely shared understanding of the role of specialist provision in meeting children and young people's special educational needs.

To plan for the very best provision for Kirklees children and young people, an independent review of special educational needs was carried out by Cambridge Education in 2008.

Following the report that was prepared by Cambridge Education in April 2008, Kirklees officers reorganised specialist provision across Kirklees to meet demand. On 13th March 2012, Cabinet approved the reorganisation of specialist provision for disabled children and those with special educational needs across Kirklees. Since then specialist provision across Kirklees has been under review to offer local children more choice at their local school.

## 2.2 The current pattern of specialist provision

<b>Strand</b>	<b>Primary</b>	<b>Secondary</b>
<b>HI</b>	<b>Lowerhouses CE (VC) JI &amp; EY School</b>  10 Fixed places 4 Transitional places & Outreach	<b>Newsome High School &amp; Sports College</b>  12 Fixed places 2 Transitional places & Outreach
<b>VI</b>	<b>Dalton School</b>  10 Fixed places 4 Transitional places & Outreach	<b>Moor End Academy</b>  12 Fixed places 2 Transitional places & Outreach
<b>PI</b>	<b>Rawthorpe St. James (CE) VC I&amp;N and Rawthorpe Junior School</b>  5 Transitional places & Outreach	<b>Newsome High School &amp; Sports College</b>  10 Fixed places 2 Transitional places & Outreach
<b>SLCN</b>	<b>Ashbrow School</b>  12 Transitional places & Outreach	<b>Royds Hall Community School</b>  20 Fixed places 4 Transitional places & Outreach
<b>Autism</b>	<b>Headlands CE (VC) JI &amp; N School</b>  6 Transitional places & Outreach  <b>Central Team Support for outreach covering South Kirklees Primary</b>	<b>Honley High School</b>  15 Fixed places 5 Transitional places & Outreach  <b>Thornhill Community Academy</b>  15 Fixed places, 5 Transitional places & Outreach

## 2.3 The type of places currently available

Each school provides placements as part of the school-based provision (fixed/transitional), as well as outreach support. The flexibility around the capacity for outreach work is governed by the numbers attending either fixed or transitional places. Where numbers are low, this releases capacity and maximises the outreach support available to all Kirklees schools.

## 2.4 Fixed places

At primary levels, fixed places exist for children with complex sensory impairments where there is a requirement for long term, specialist interventions and support, which

cannot be offered routinely across all mainstream settings. These involve regular use of specialist staff such as braille and visual resource technicians, a high level of specialist teaching time from a teacher of the deaf or teacher of the visually impaired, access to a signing environment with accompanying expertise to address the associated significant language needs associated with a profound and significant hearing loss, amongst other things. Fixed placements are offered to children and young people where indicated following a review of the statement of special educational needs.

## **2.5 Transitional places**

These give placements for children for up to a maximum of 6 terms and are for children and young people who require support over and above that provided through outreach. Any transitional placement is likely be preceded by a period of outreach involvement which has exhausted every avenue that would normally result in the child's needs being best met in their local school. Transitional placements are offered where indicated following a review of the statement of special educational needs or education health and care plan.

## **2.6 Proposals to make adjustments to some existing specialist provisions**

On 5th April 2016 a Cabinet report was taken forward to adjust some existing specialist provisions. This report provided an overview of progress made in relation to the changes from December 2014 to specialist provision for children and young people with additional needs in the areas of autism; SLCN; physical impairment (PI); and sensory impairment (HI & VI).

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

- (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 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 SLCN aged between 4-11 years.
- (4) Primary outreach provision for 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 SLCN and autism.

## **2.7 Outcome from the non-statutory consultation: proposals in relation to the changes to specialist provision for children and young people with additional needs in the areas of autism and SLCN.**

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.

The Cabinet report of 15th November 2016 reported on the outcomes of the non-statutory consultation on the proposals in relation to the changes to specialist provision for children and young people with additional needs in the areas of autism and SLCN.

In the consultation the LA proposed the following:-

### *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.*

*Proposals relating to Ashbrow School to discontinue 12 transitional places for children with SLCN and Thornhill J&I School to discontinue 12 transitional places for children with SLCN.*

During the non-statutory consultation there were concerns raised about the effectiveness of the outreach 'hub' proposal as a sole provision and the lack of specialist places. During the consultation phase, new matters came to light which reflected the increasing challenges to schools with regard to meeting the needs of children and young people with very complex communication and interaction needs which were not being catered for under current provision arrangements. Therefore the proposal for Ashbrow School was not taken forward to the next stage of the statutory process.

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. For some children, the overlap of a range of difficulties, one of which may be SLCN, means that a more holistic approach is needed to better support needs around social communication skills and challenging behaviour and that a refocus of a primary provision from singly 'SLCN' to 'Communication and Interaction' would better accommodate this more complex cohort of children.

Permission was sought to proceed to a four 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 brought forward alternative proposals for consideration by Cabinet for further approval to proceed with 'recommissioning'.

**Cabinet Report 7<sup>th</sup> March 2017** - Report on the proposals for changes to specialist provision for children with Speech, Language and Communication Needs (SLCN) and autism.

- To complete the process to discontinue 10 transitional places plus outreach for children with autism at Moldgreen Community Primary School.
- To update on progress in determining a host school for a new communication and interaction provision.
- *During this process, Thornhill J&I School converted to academy status on 1<sup>st</sup> 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 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.*

*Therefore the 12 transitional places for children with SLCN were discontinued as the provision was not part of the academy funding agreement. There have been no children in transitional places at the provision since July 2014.*

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, expressions of interest were submitted by 10 Kirklees primary schools. The next stage of the process was to provide schools that had expressed an interest 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 (Appendix 1) and an application form (Appendix 2) should they wish to proceed to the next step of the process.

Schools who wished to proceed to the next stage were asked to fill out the application form to deliver a communication and interaction Provision at primary level and submit by e-mail to: [school.organisation@kirklees.gov.uk](mailto:school.organisation@kirklees.gov.uk) by 10th February 2017.

In total, four applications were received. On 14<sup>th</sup> February 2017, senior Kirklees council officers reviewed the applications to determine which school would be the preferred host for the new communication and interaction provision.

The successful school was Windmill CE (VC) Primary School.

- The school application demonstrated a strong, inclusive ethos where staff championed their pupils. It gave examples of where they had worked successfully with children to ensure they were happy and successful in the school.
- They described well-managed SEN provision, and an understanding of the needs of children with complex needs.
- They were able to evidence how the school already worked collaboratively with other schools, and expressed a desire to work in partnership with the Local Authority.
- They saw the inclusion of the provision within the school as something that would benefit their existing pupils.
- They were explicit about the value they placed on the involvement of parents and carers
- They had identified space within the school that would need very little adaptation.

## **2.8 The LA proposal**

- A. To decommission 12 transitional places for SLCN at Ashbrow School
- B. To create 12 transitional places for communication and interaction needs at Windmill Church of England Primary School

The proposals are subject to the completion of a statutory process for school re-organisation. The LA proposes a non-statutory consultation in order to gain the view of all key stakeholders. It is intended to carry out a four week term-time non-statutory consultation involving all key stakeholders including: parents and carers, governing bodies, school staff, ward members, wider community stakeholders and other interested parties. The responses received as part of this consultation would be reported to members for a decision on the next steps.

## 2.9 The statutory process for school re-organisation

The proposed re-organisation of the specialist provisions at Ashbrow School and Windmill Church of England Primary School will be subject to School Organisation (Prescribed Alterations to maintained Schools) (England) Regulations 2013. The regulations require a statutory process to be followed for establishing, removing or altering special educational needs provision at a mainstream school. The LA may propose these changes, but must follow a four stage statutory process as set out below.

- Publication
- Representation (statutory consultation)
- Decision
- Implementation

To ensure a robust consultation process is in place to enable the maximum number of stakeholders to have an opportunity to comment, the LA will hold a four week term time non-statutory consultation on the proposals.

## 3. Implications for the Council

### Council priorities

Council policies affected by this proposal include the Children & Young People Plan. The proposals will support the Council priorities which are to:

**Enhance life chances for young people:** Working in partnership to improve health and educational attainment to enable them to reach their full potential. The proposals offer the opportunity to continue to improve and enhance the overall educational opportunities and achievements of young people in Kirklees.

**Support older people to be healthy, active and involved in their communities:** Focusing on preventative work, while empowering those with long term conditions to live independent lives to the full and be in control of making their own decisions.

**Business growth and jobs:** Creating the right conditions for business to sustain the Kirklees economy, facilitating investment in skills, jobs and homes and providing pathways into work.

**Provide effective and productive services:** Ensuring services are focused on the needs of the community and delivering excellent value for money.

### 3.1 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.

### 3.2 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.

### 3.3 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.

### 3.4 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.

### **3.5 Human resources implications**

There would be human resources implications resulting from the re-organisation of the specialist provision at Ashbrow School and Windmill Church of England Primary School. Should the proposals be agreed, officers from the LA would work with the governing bodies of these two schools and head teachers regarding any revision to structures. Following this, consultation would need to be held with staff and recognised Trade Unions.

### **3.6 Financial Implications**

#### **3.6.1 Revenue**

The Specialist Provisions are fully funded from the “high needs block” of the Dedicated Schools Grant (DSG), which is an annual government grant received by the Council. This can only be spent on education so the proposals have no revenue impact for the Council budget. The proposals do not reduce the funding allocated to Specialist Provision services; the change is that the funding will be redirected to pay for specialist SLCN and Autism support for pupils remaining in their local school.

#### **3.6.2 Capital**

There would be no capital implications arising from these proposals if agreed and implemented.

### **3.7 Equalities implications.**

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 to assess the implications of the proposals and would be developed into a full assessment, taking into account the responses from the full consultation process, which would be reported to Cabinet. The assessment showed that implementation of the proposals is likely to have little impact. 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:-

<https://www.kirklees.gov.uk/youkmc/deliveringServices/impactAssessments/impactassessments.asp>

### **4. Consultees and their opinions**

The specific proposals have been shaped resulting from a non-statutory consultation with key stakeholders. Officers have collaborated with Special Educational Needs Coordinators (SENCOs) to look at how specialist provision for autism and SLCN is delivered across Kirklees to meet the needs of children.

It is intended to carry out a 4 week term-time non-statutory consultation about the proposals involving all key stakeholders including: parents and carers, Governing Bodies, school staff, schools in the local area, ward members, wider community stakeholders and other interested parties. The responses received as part of this consultation would be reported to members to inform a decision on the next steps

## 5. Next steps

Subject to decisions made by Cabinet, the indicative timeline for the next stages of the statutory processes are set out below:

<b>Activity</b>	<b>Date</b> * <i>These dates are indicative and may change; they are also subject to Cabinet approval.</i>
Cabinet Report seeking permission to begin consultation as part of the non-statutory processes	4 <sup>th</sup> April 2017
4 week non-statutory statutory consultation *	24 <sup>th</sup> April till 22 <sup>nd</sup> May 2017
Outcome report to cabinet and approval to next stage*	May/June 2017
Publication of notices and 4 week representation period*	July/August 2017
Final decision by Cabinet*	August 2017
Implementation*	1 <sup>st</sup> September 2017

## 6. Officer recommendations and reasons

It is recommended that Members:

Delegate authority to the Director for Children and Adults in consultation with the Cabinet Portfolio leads to:-

- develop consultation materials on the basis of the proposals.
- organise and carry out a non-statutory consultation about the proposals.
- require officers to report the outcomes of the non-statutory consultation to Cabinet for further consideration of the next steps.

## 7. Cabinet Portfolio Holders' Recommendation

We, the Cabinet Members for Children's Services, endorse the recommendations set out by officers in the previous section of this report.

Ensuring there is the best possible organisation of support in order that our children and young people can succeed is of the utmost importance. It is because of this that we recognise that further changes are needed if we are able to ensure our resources are configured in such a way that will help deliver better outcomes. It is for these reasons that we support the officer recommendations to carry out a non-statutory consultation about the proposals to make the necessary changes at some existing specialist provisions as described in this report.

We will consider any further material matters that are brought to our attention in advance of, and during, the Cabinet meeting on the 4<sup>th</sup> April 2017 and will make our final, oral, recommendations at the end of the discussion of this item at the meeting.

## 8. Contact officers

Mandy Cameron, Deputy Assistant Director, Vulnerable Children and Groups



Directorate for Children and Adults  
Civic Centre 1, 01484 221000  
[mandy.cameron@kirklees.gov.uk](mailto:mandy.cameron@kirklees.gov.uk)

Martin Wilby, Interim Deputy Assistant Director, LA Statutory Duties  
Directorate for Children and Adults  
Civic Centre 1, 01484 221000  
[martin.wilby@kirklees.gov.uk](mailto:martin.wilby@kirklees.gov.uk)

## 9. Background papers and history of decisions

- 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: 28<sup>th</sup> September 2010 - Specialist Provision for Disabled Children and those with Special Educational Needs  
Item 10  
<https://democracy.kirklees.gov.uk/CeListDocuments.aspx?Committeed=139&Meeti nglD=4028&DF=28%2f09%2f2010&Ver=2>
- Cabinet Report: 21<sup>st</sup> 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  
Item 21  
<https://democracy.kirklees.gov.uk/CeListDocuments.aspx?Committeed=139&Meeti nglD=4048&DF=21%2f06%2f2011&Ver=2>
- Cabinet Report 6<sup>th</sup> December 2011 - Report on the outcomes of the statutory consultation on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees  
Item 8  
<https://democracy.kirklees.gov.uk/CeListDocuments.aspx?Committeed=139&Meeti nglD=4062&DF=06%2f12%2f2011&Ver=2>
- Cabinet Report 13<sup>th</sup> 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 at the following schools:- Ashbrow I & N School, Ashbrow Junior School, Carlinghow Princess Royal J I & N School, Dalton School, Flatts Nursery School, Headlands CE(VC) J I & N School, Honley High School, Lowerhouses CE(VC) JI & EY School, Moldgreen Community Primary School, Netherhall Learning Campus - Rawthorpe Junior School, Netherhall Learning Campus - Rawthorpe St. James CE(VC) I & N School, Netherhall Learning Campus High School, Newsome High School, Park Road J I & N School, Royds Hall High School, The Community Science College @ Thornhill, Thornhill J & I School  
Item 15  
<https://democracy.kirklees.gov.uk/CeListDocuments.aspx?Committeed=139&Meeti nglD=4071&DF=13%2f03%2f2012&Ver=2>
- Cabinet Report 2<sup>nd</sup> December 2014 - Overview of progress made in relation to changes to specialist provision for disabled children and those with special educational needs across Kirklees.  
Item 8  
<https://democracy.kirklees.gov.uk/CeListDocuments.aspx?Committeed=139&Meeti nglD=4146&DF=02%2f12%2f2014&Ver=2>
- Cabinet Report 10<sup>th</sup> March 2015 - Report on the outcomes from the non-statutory consultation for Members consideration on proposals for change to existing specialist provisions

Item 14

<https://democracy.kirklees.gov.uk/CeListDocuments.aspx?CommitteeId=139&MeetingId=4153&DF=10%2f03%2f2015&Ver=2>

- 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  
Item 11

<https://democracy.kirklees.gov.uk/documents/g206/Public%20reports%20pack%202nd-Jun-2015%2016.00%20Cabinet.pdf?T=10>

- Cabinet - Date: 5th April 2016 - Overview of progress made in relation to changes to specialist provision for disabled children and those with special educational needs across Kirklees. The report requests approval to take forward proposals for adjustments to some existing specialist provisions  
Item 8

<https://democracy.kirklees.gov.uk/documents/g228/Public%20reports%20pack%205th-Apr-2016%2016.00%20Cabinet.pdf?T=10>

- Cabinet report 15<sup>th</sup> November 2016 - Report on the outcomes of the non-statutory consultation on proposals in relation to the changes to specialist provision for children and young people with additional needs in the areas of autism, speech, language and communication (SLCN).  
Item 12

<https://democracy.kirklees.gov.uk/documents/g4980/Public%20reports%20pack%2015th-Nov-2016%2016.00%20Cabinet.pdf?T=10>

- Cabinet Report 7th March 2017 - Report on the proposals for changes to specialist provision for children with Speech, Language and Communication Needs (SLCN) and autism. To complete the process to discontinue 10 transitional places plus outreach for children with autism at Moldgreen Community Primary School and to update on progress in determining a host school for a new communication and interaction provision.

<https://democracy.kirklees.gov.uk/documents/s17256/e.%202017-03-07%20Specialist%20Provision.pdf>

## 10. Assistant Director responsible

Jo-Anne Sanders, Interim Assistant Director  
Directorate for Children and Adults  
Civic Centre 1, 01484 221000  
[jo-anne.sanders@kirklees.gov.uk](mailto:jo-anne.sanders@kirklees.gov.uk)

## APPENDICES

**Appendix 1 – Communication and interaction – Powerpoint presentation to schools who expressed an interest in hosting the new provision**

**Appendix 2 – Application form for schools to be considered to deliver the new communication and interaction provision**

# Specialist Provision – Key Principles

- Continuity of provision throughout the local area
- Building capacity across the system
- The majority of children should be able to remain in their local school
- Access to high quality and holistic support wherever you are from staff with current expertise and knowledge

# Background

- Review of primary SLCN provision – low number of referrals
- Too much capacity around SLCN (v pressures on other areas)
- Consultation with 2 primary SP schools, evaluation, SENCO focus group
- Consultation outcome: gap in provision for children with complex communication and interaction needs.

# Commission

- 12 places in provision, pupils dual registered
- Staffing to work within school based provision and deliver outreach across Kirklees
- Work to the requirements of the SLA
- Partnership with the Local Authority as part of the wider Communication and Interaction provision (including SLCN, ASD)

# SP Staffing

- Teacher in Charge – close links with Strand Lead
- Specialist teachers
- Specialist support staff (Grade 8,7,6)
- Admin support and LTSA
- Specified in SLA – **under review**
- Some staff already in post
- School responsible for recruitment in partnership with LA

# Which children?

- Recognition of overlap between SLCN and ASD
- Cannot successfully access mainstream provision at present time even after extensive outreach
- Often out of school or reduced attendance
- Typically have overwhelming levels of anxiety which impacts significantly upon on behaviour

# What do they need?

- Highly personalised approach to their learning
- Specific and intensive teaching in a structure, flexible and nurturing environment
- Holistic approach to support learning encompassing communication, social, independence and life skills
- Planned return to their local school at earliest opportunity



# What are we looking for?

- Strong ethos and practice around inclusion which you are able to demonstrate
- Commitment to SP as part of a whole school approach and support across the LA
- Overall capacity to take on SP – leadership, teaching
- Capacity to create an appropriate environment
- An ability to meet need across KS1 and KS2

# Environment

- Teaching base for delivery of individualised learning packages and group work (where appropriate)
- Break out space/s around school where children can go for calming

# Next Steps

- Schools which have expressed an interest in hosting the primary communication and interaction provision will be invited to attend a session on Friday 6<sup>th</sup> January where Council representatives will offer further information and answer questions.
- Schools who would like to continue in the process and would like to be considered to host the provision, will be asked to complete an application form to supply further details to inform a decision making panel.

# Draft timeline\*

6 January – Information session

**10 February – Deadline for applications**

**17 February – LA to name chosen school**

7 March – Cabinet report for permission to start  
non-statutory consultation

March/April – 4 week term-time consultation

September 2017 - Proposed implementation

\*Dates are subject to change

# Statutory process

- The chosen school will need to go through a statutory process to legally commission a new communication and interaction provision at that school.
- The School Organisation and Planning team will consult with families and other stakeholders to gather views and opinions from interested parties prior to proceeding to Cabinet for permission to implement.



**APPLICATION FORM:**

**To deliver a Communication and Interaction Provision at primary level**

<b>Applicant details</b> (personal information will be treated in accordance with the Data Protection Act)	
<b>Main contact for this application</b>	
	Name:
	School address:
	Email address:
	Telephone number:
<b>About your school / organisation</b>	
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?

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 10<sup>th</sup> February 2017 to: [school.organisation@kirklees.gov.uk](mailto:school.organisation@kirklees.gov.uk)**