

**Name of meeting:** Cabinet

**Date:** 13 November 2018

**Title of report:** To decommission specialist provision at Headlands CE(VC) JI&N School and deliver the service in a different way - Consultation Outcome report.

**Purpose of report:** To present Cabinet with the outcomes from the non-statutory consultation to deliver services in a different way and to seek approval to move to the representation stage of the legal process to decommission 6 transitional places at Headlands CE(VC) JI&N School for children with Autistic Spectrum Disorder.

<b>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?</b>	<b>Yes</b>
<b>Key Decision - Is it in the <a href="#">Council's Forward Plan (key decisions and private reports?)</a></b>	<b>Yes</b>
<b>The Decision - Is it eligible for call in by Scrutiny?</b>	<b>Yes</b>
<b>Date signed off by <u>Strategic Director</u> &amp; name</b>	Saleem Tariq 29 October 2018
<b>Is it also signed off by the Service Director for Finance IT and Transactional Services?</b>	Eamonn Croston 2 November 2018
<b>Is it also signed off by the Service Director for Governance and Commissioning?</b>	Julie Muscroft (John Chapman) 29 October 2018
<b>Cabinet member <a href="#">portfolio</a></b>	<b>Cllr Masood Ahmed – Children Cllr Viv Kendrick – Children</b>

**Electoral wards affected:** All

**Ward councillors consulted:** Yes

**Public or private:** Public

## **APPENDICES**

- Appendix A - Distribution list for consultation document.
- Appendix B - Consultation document.
- Appendix C - Detailed feedback received in response to consultation by stakeholder

## 1. Summary

On **10 July 2018** Cabinet members authorised officers to develop plans for a non-statutory consultation for September 2018 on the proposals to decommission 6 transitional places at Headlands CE(VC) JI&N School for children with Autistic Spectrum Disorder and deliver the service in a different way.

### **The LA proposal is**

- To decommission 6 transitional places and outreach at Headlands CE(VC) JI&N School for children with Autistic Spectrum Disorder
- To work with the families of any affected children to ensure that their needs can continue to be met with minimum disruption
- The capacity released through a decommission would be used to enhance the central outreach offer for primary age children
- The LA would undertake an analysis of the effectiveness of the enhanced central outreach team to see if it meets the needs of children with Complex Communication and Interaction Needs within their local schools, and determine any future provision that may be required

## 2. Information required to take a decision

### **2.1 The statutory process for school re-organisation.**

The proposed re-organisation of the specialist provision at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder will be subject to School Organisation (Prescribed Alterations to maintained Schools) (England) Regulations 2013.

**2.2** This regulation requires a statutory process to be followed for establishing, removing or altering a special educational needs provision at voluntary and foundation schools. Either the LA or the GB can propose the change for voluntary and foundation schools. A statutory process must then be followed, and the LA is the decision maker.

The LA is proposing these changes, but must follow the four stage statutory process set out below.

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

**2.3** It was agreed that a non-statutory consultation would take place with key stakeholders to enable them to have an opportunity to comment on the proposals. At the meeting on the 10<sup>th</sup> July, members requested that officers report the outcomes of the non-statutory consultation to Cabinet for further consideration of the next steps.

## **2.4 Consultees and their opinions**

**2.4.1 Consultation Strategy and Methodology.** A four week term-time non-statutory consultation about the proposals to decommission specialist provision at Headlands CE(VC) JI&N School and deliver the service in a different way took place between 4 September 2018 and 1 October 2018, to seek the views of parents/carers, school staff, professionals, governors, pupils, other schools with specialist provisions, ward members, wider community stakeholders and other interested parties.

**2.4.2** The 'Digital by Design' approach was adopted to bring processes into line with current council policies. Paper copies were also made available if requested. Responses to the consultation could be made online via the council website, where the full details of the consultation were also available to view. Letters were sent to the families of pupils at Headlands CE(VC) JI&N School with a link to the web page. Letters with the link to the web page were also sent to school staff, school governors, ward members, MPs, the Diocese, neighbouring Local Authorities and other key stakeholders. Copies of the consultation document were sent to Trade Union representatives, community centres/groups, libraries and health centres in the area. A brief outline and a link to the consultation was published on HeadsUP! and in the weekly governors bulletin. A complete distribution list is attached at Appendix A.

**2.4.3** A copy of the consultation document 'Non-statutory consultation: The LA proposes to decommission specialist provision at Headlands CE(VC) JI&N School and deliver the service in a different way' can be found at Appendix B.

**2.4.4** The consultation document outlined the proposals and a proposed timeline for developments. A comprehensive online response sheet was available on the Council website. The response sheet asked whether people supported or opposed the proposals and the reasons for those views.

**2.4.5** Response forms could be completed electronically on the Council website. In addition, individuals were encouraged to feedback views either via email or letter. A 'Freepost' address was available for returning paper forms and/or letters to maximise the opportunities for receiving feedback to the proposals.

**2.4.6** The Council held a consultation 'drop-in session' for parents/carers and key stakeholders to enable individuals to speak with officers about the proposals in more detail (and in particular about the potential implications for them as individuals).

**2.4.7** There were no attendees at the public consultation 'drop-in' session, which took place between 2.45pm and 3.45pm on 19 September 2018 at Headlands CE(VC) JI&N School.

**2.4.8** The purpose of the meeting was for officers to support and advise and to offer clarification to groups and individuals about matters relating to the proposals, in order that they may form a considered view to enable them to respond on the matters on which they were being consulted by either completing the relevant feedback forms or responding via another medium such as email, letter etc. PCAN were also present at the drop in to offer impartial advice to parents and carers.

**2.4.9** Bespoke meetings for staff and governors at Headlands CE(VC) JI&N School were held on the 19<sup>th</sup> September. At the staff meeting two trade union representatives and HR were in attendance to answer any questions about the proposal but no members of staff attended. 1 governor attended and talked about the proposal to an LA officer.

#### **2.4.10 Response to Consultation**

**2.4.10.1** We asked stakeholders the following question and asked for their comments:- *‘Do you support or oppose the proposals relating to the specialist provision at Headlands CE(VC) JI&N School and delivering the service in a different way?’*

**2.4.10.2** Attached at Appendix C is a comprehensive report which details the responses received to the consultation in full.

**2.4.10.3** The consultation was primarily undertaken online, adopting the ‘Digital by design’ approach, during the consultation period there were also approximately 35 paper documents distributed either via Royal Mail or at the consultation event. See points 4.2 and 4.5 above for further detail.

**2.4.10.4** The Council received 3 responses in relation to this consultation. The types of stakeholders responding to the consultation are detailed in the table below.

<b>Type of respondent</b>	<b>Number received</b>
Parent/carer	2
Governor	1
Member of staff	0
Pupil	0
Local resident	0
Other	0
Not stated	0
<b>Total</b>	<b>3</b>

**2.4.10.5** Responses received were made via the online form on the Kirklees website and by email.

#### **2.4.11 Key Themes from the Consultation Responses**

**2.4.11.1** All responses are included in full in Appendix C. The responses have been analysed to identify key themes and these have been summarised along with an officer commentary on the issues raised.

The feedback from the consultation features the following themes:-

<b>Key Theme: The consultation process</b>	
<b>Summary response</b>	<b>Officer commentary</b>
<p>A parent raised concern that the LA have enforced a change before a decision is made.</p>	<p>The Governing Body at Headlands CE(VC) JI&amp;N School have made a request to close the specialist provision at the school. By Law the LA must follow a statutory process to decommission specialist provision places. (See section 2 Information required to take a decision).</p> <p>The decision about any closure is made by Kirklees Cabinet at the final stage of the statutory process. The new regulations removed the statutory requirement to carry out a 'pre-publication' consultation for establishing, removing or altering a special educational needs provision, the LA carried out a 4 week term time non-statutory consultation ('pre-publication' consultation) on the proposals in order to provide an opportunity for stakeholders to review the proposals and comment on them. These comments are considered within the decision making process. The decision regarding the request to close Headland's specialist provision has not yet been made by Cabinet.</p>
<p>The respondent also raised concerns that staff had already moved prior to any decision being made.</p>	<p>As a result of the governing body's request to consider closure of the specialist provision, the LA had a duty to ensure that the parents of any children affected by a potential decision to close the specialist provision were aware of the impact this might have upon them. This involved early engagement with those parents where alternative options were discussed should the closure go ahead. These options included the right to remain at the Headlands CE(VC) JI&amp;N School should the closure be agreed, return to local mainstream provision or to take up a placement at an alternative provision for children with similar needs. Parents of children currently in the provision chose to move their children to another provision prior to the final decision being made, with a request for transition to take place early on in the Autumn term. This was parental choice</p>

	<p>not an implementation of the decision to close.</p> <p>The LA also engaged with staff who might be affected by a closure to ensure that they were fully informed of the potential impact of a decision made to close the specialist provision. All affected staff made an independent decision to secure alternative employment elsewhere outside of this process. This was a personal choice of staff and not the result of a managed move by the LA.</p>
<b>Key Theme: Change in outreach support</b>	
<b>Summary response</b>	<b>Officer commentary</b>
A parent felt that this proposal would overstretch outreach services leading to longer waiting times.	<p>There is no proposal to reduce outreach services. The proposal is that any resources released as a result of a closure would be used to enhance existing outreach support regardless of where that is delivered from and, as such, provide a more timely response. Outreach support will continue to be available for both children with an Education, Health and Care Plan as well as those without.</p> <p>The LA continuously reviews specialist provisions and some changes, such as those requested by the Governing Body at Headlands School, are subject to a statutory process.</p>
<b>Key Theme: Providing services within legal timescales</b>	
<b>Summary response</b>	<b>Officer commentary</b>
A parent felt that the LA currently doesn't provide legally required services within legal timescales	<p>It is very difficult for the LA to respond to individual cases without additional information to that which was provided in the consultation response. LA officers will respond to this as a separate matter to better understand concerns and take any action required.</p>

### 3 Implications for the Council

#### 3.1 Early Intervention and Prevention (EIP)

One of the core principles of Kirklees specialist provisions is the delivery of support and intervention to children in as timely a manner as possible, and wherever possible within their locality, in order to address needs and identify strategies either through

outreach support or where needs are more complex, through the provision of specialist places in order to meet need and prevent further difficulties arising. A child referred for outreach would not need to have an Education Health Care Plan (EHCP).

### **3.2 Economic Resilience (ER)**

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

### **3.3 Improving outcomes for children**

Specialist provision outreach offers high quality advice, guidance and support to our schools in meeting a range of special educational needs and disabilities, as well as increased opportunities for growing capacity across the school workforce, which in turn will improve outcomes for children.

### **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, thus reducing the potential requirement for more costly provision. The service works to build capacity within mainstream schools so that they become better able to meet need and not always rely on costlier external support.

### **3.5 Human Resources implications**

There would be no human resources implications resulting from the decommissioning of the specialist provision for children with Autism at Headlands CE (VC) JI&N School, this is due to staff securing employment elsewhere outside of this process.

### **3.6 Financial Implications**

There would be no financial Implications arising from these proposals for the Council. There would be a change to the current pattern of specialist provision, but the overall financial effect to the Council is nil.

### **3.7 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 Equalities Impact Assessment has been carried out on the proposals. The proposals entail the de-commissioning of under-utilised specialist provision places as a result of a governing body decision. The objective of the proposals is to re-design some services so that children with needs in this area can have those needs met in the most effective way possible whilst achieving a greater utilisation of existing resources through outreach support.

After the non-statutory consultation, the proposal to deliver the service in a different way is still intended, and is very likely to have a positive impact for pupils and their families living in Kirklees because the aims are to strengthen existing specialist provision and outreach arrangements where they are needed, in line with demand. The updated EIA can be found here: <https://www.kirklees.gov.uk/you-kmc/deliveringServices/impactAssessments/impactassessments.asp>



Then select 'Children' and 'Learning and Early Support,  
The stage 1 report is named '181105 Stage 1 EIA Headlands Autism Outcome'  
The stage 2 report is named '181105 Stage 2 EIA Headlands Autism Outcome'

The EIA will continue to be reviewed in the light of any decision taken by Cabinet.

### 3.8 The Councils key principles

- **Working with people not doing to them**  
The LA undertook a four week term-time non-statutory consultation to ensure that a wide range of stakeholders could express their views. LA officers have worked closely with affected families and with staff ensuring they were aware of the proposals at the earliest opportunity, how they could participate in the consultation process and aware any choices that might be available to them.
- **Working with partners**  
The LA has worked with its partner agencies to undertake a high needs review. The review recognises the importance of children needs being met in their local school where ever possible. The resources released through the decommission of fixed places would be used to enhance the outreach offer, supporting local schools to meet the needs of children with additional needs.
- **Place – based working**  
Ensuring services are focused on the needs of the community and delivering excellent value for money.

## 4. Consultees and their opinions

### 4.1 Conclusions to be drawn from the non-statutory consultation

The conclusion to be drawn from the non-statutory consultation is that there were very few responses received. The governing body at Headlands CE (VC) JI&N School responded with the following: “The governing body has had lengthy discussions, including discussions with the LA to try and resolve issues and as a board. About the future of the Specialist Provision at Headlands over a period. Financial challenges and difficulties with recruitment of staff were considered alongside the benefits the provision brings to the wider school community. In the end there was a majority vote by the governing body members to decommission of the specialist provision. This was not a unanimous vote but the decision is accepted by all.”

LA officers arranged bespoke meetings at the school with parents, staff and Governors. The responses that were received questioned the process, staff and pupil movement ahead of a decision and increased pressure on outreach services. For which explanations have been provided in officer commentary in the above section 2.4.11.1 No concerns have been raised which represent a material reason to change the proposal.

## 5. Next steps

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

Activity	Date
Cabinet Report seeking permission to begin consultation as part of the statutory processes	10 July 2018
Four week non-statutory consultation	4 September – 1 October 2018
Outcome report to cabinet and approval to next stage	13 November 2018
Publication of notices and four week representation period*	November/December 2018
Final decision by Cabinet*	January 2019
Implementation*	From 1st February 2019

\* These dates are subject to Cabinet approval and may change

## 6. Officer Recommendations and Reasons

### 6.1 Cabinet is recommended to:-

Note the responses to the non-statutory consultation proposal to decommission specialist provision at Headlands CE (VC) JI&N School and deliver the service in a different way.

### 6.2 Request that officers take steps to carry out the next stage of the legal process:-

- Publish statutory notices to decommission 6 transitional places and outreach at Headlands CE(VC) JI&N School for children with Autistic Spectrum Disorder

6.3 Request officers to report the outcomes of the representations received during the statutory publication period to Cabinet for determination.

## 7. Cabinet Portfolio Holder's Recommendations

We, the Cabinet Members for Children's Services note the responses to the non-statutory consultation proposal to decommission specialist provision at Headlands CE (VC) JI&N School and deliver the service in a different way.

We endorse the recommendations set out by officers to publish statutory notices to decommission 6 transitional places and outreach at Headlands CE(VC) JI&N School for children with Autistic Spectrum Disorder.

## 8. Contact Officer

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## 9. Background papers and history of decisions

- Cabinet Report: 28<sup>th</sup> September 2010 - Specialist Provision for Disabled Children and those with Special Educational Needs  
<http://bit.ly/28Sept10>
- 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  
<http://bit.ly/21June11>
- 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  
<http://bit.ly/6Dec11>
- 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  
<http://bit.ly/13Mar2012>
- 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.  
<http://bit.ly/2ndDec14>
- 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.  
<http://bit.ly/10Mar15>

- 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.  
<http://bit.ly/2June15>
- 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.  
<http://bit.ly/5thApr16>
- 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).  
<http://bit.ly/15thNov16>
- 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.  
<http://bit.ly/7thMar17>
- Cabinet Report 4<sup>th</sup> April 2017 - Overview of progress made in relation to changes to specialist provision for children with special educational needs across Kirklees.  
<http://bit.ly/04Apr17>
- Cabinet Report 25<sup>th</sup> July 2017 - Specialist provision for Kirklees children with communication and interaction needs  
<http://bit.ly/25July17>
- Cabinet Report 19<sup>th</sup> September 2017 - Specialist provision for Kirklees children with communication and interaction needs  
<https://democracy.kirklees.gov.uk/documents/s19927/11.%202017-09-19%20Specialist%20Provision%20Report.pdf>
- Cabinet Report 20<sup>th</sup> February 2018- Summary of findings from the Special Education Needs and/or Disability (SEND) High needs Strategic review  
<https://democracy.kirklees.gov.uk/documents/s21928/2018%2002%2020%20HN R%20redacted%20version%20of%20report.pdf>
- Cabinet Report 10 July 2018 - Headlands CE (VC) JI&N School – Permission to consult  
<http://democracy.kirklees.gov.uk/documents/s23800/Item%208%202018%2006%2027%20-%20Headlands%20CE%20VC%20JIN%20School%20-%20permission%20to%20consult%20v%203%20003.pdf>

**10. Service Director responsible**

Jo-Anne Sanders

Service Director – Learning and Early Support

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## Distribution List

<b>List of Consultees</b>		
<b>Kirklees Council Officers</b>	Chief Executive Strategic Director Economy and Infrastructure Strategic Director for Adults and Health Strategic Director - Corporate Strategy and Public Health Director for Children's Services Deputy Director for Children's Services Service Director - Learning and Early Support	
<b>Kirklees Learning Service</b>	Kirklees Learning Partner	
<b>Kirklees Councillors</b>	All Wards	
<b>Dioceses</b>	Diocese of Leeds Church of England – Diocese of Leeds	
<b>Further Education Colleges</b>	Greenhead College Huddersfield New College Kirklees College	
<b>HR</b>	HR Lead School Governor Service	
<b>KIAS</b>	Kirklees Information Advice & Support Service	
<b>University</b>	University of Huddersfield	
<b>MPs</b>	Thelma Walker MP Barry Sheerman MP	Paula Sherriff MP Tracy Brabin MP
<b>DfE</b>	School Organisation Unit	
<b>Neighbouring LAs</b>	Barnsley Council	• Service Director – Education, Early Start & Prevention
	Calderdale Metropolitan Borough Council	• Director of Adult & Children's Services
	City of Bradford Metropolitan District Council	• Strategic Director - Children's Services
	Leeds City Council	• Director of Children's Services
	Oldham Council	• Assistant Executive Director
	Wakefield Metropolitan District Council	• Director of Children's Services
<b>The Children &amp; Young People Partnership Board Members</b>	<ul style="list-style-type: none"> <li>• Calderdale &amp; Hudds NHS Foundation Trust</li> <li>• Kirklees Active Leisure</li> <li>• National Children's Centre</li> <li>• Calderdale &amp; Kirklees Careers</li> <li>• Primary Pupil Referral Service</li> <li>• The Mid-Yorkshire Hospitals</li> <li>• NHS Kirklees Council</li> <li>• University of Huddersfield</li> <li>• West Yorkshire Police</li> </ul>	<ul style="list-style-type: none"> <li>• WY Fire &amp; Rescue Authority</li> <li>• Kirklees College</li> <li>• North Kirklees Clinical Commissioning Group</li> <li>• Clinical Commissioning Group</li> <li>• Children &amp; Adult Services</li> <li>• Locala Community Partnerships</li> <li>• Job Centre Plus</li> <li>• South/West Yorkshire Partnership NHS</li> <li>• West Yorkshire Probation Trust</li> </ul>
<b>Unions</b>	AEP ASCL ASPECT NEU - ATL GMB NAHT	NASUWT NEU - NUT UNISON UNITE VOICE THE UNION
<b>Parent / Guardians of pupils at:</b>	Headlands Church of England VC JI & N School	

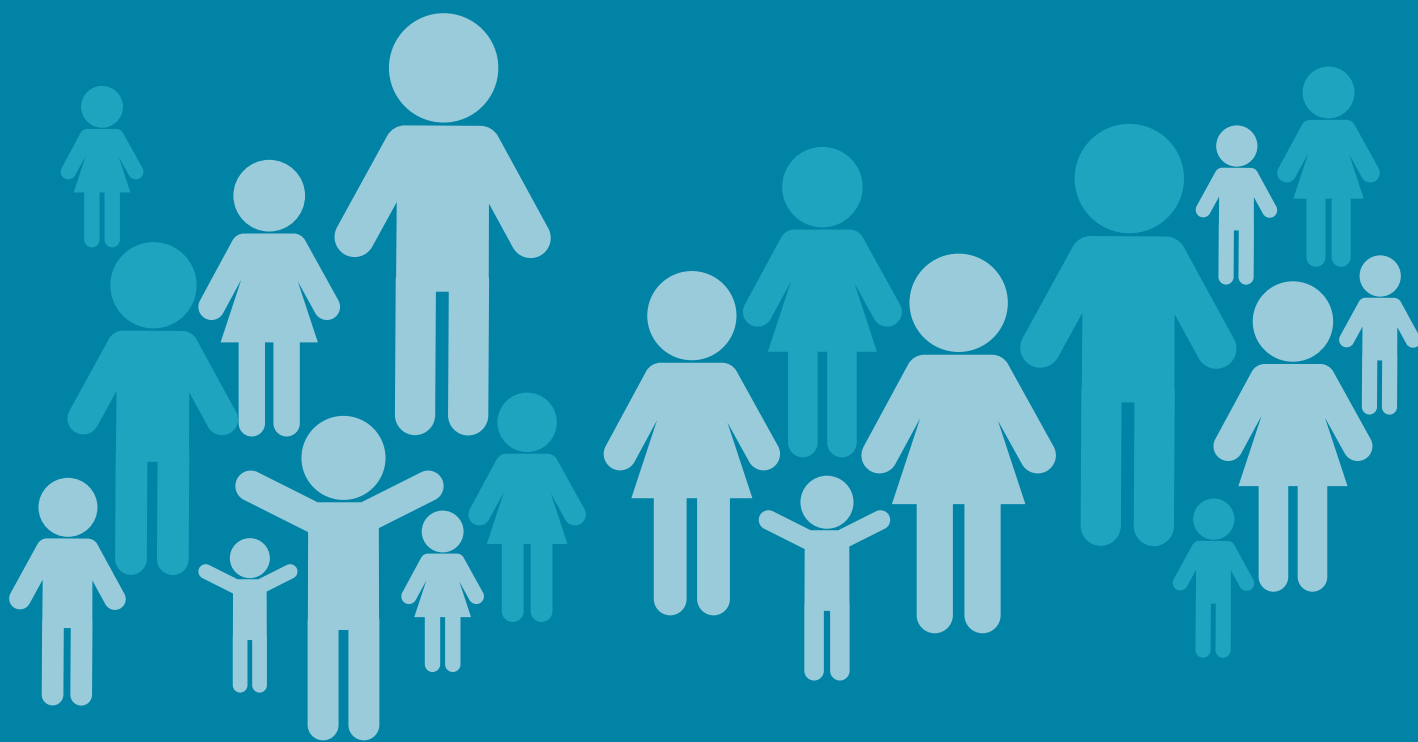
<b>Governors &amp; Staff at:</b>	Headlands Church of England VC JI & N School
<b>Special Schools</b>	Castle Hill School Fairfield School Woodley School and College Southgate School Joseph Norton Academy Ravenshall School Holly Bank School
<b>Schools with Specialist Provisions</b>	Honley High School Lowerhouses CofE (VC) JI & EY School Newsome High School and Sports College Rawthorpe Junior Dalton School Moor End Academy Rawthorpe St James I&N Royds Hall High School Thornhill Community Academy Windmill Church of England Primary School
<b>Libraries</b>	Batley Library Birstall Library Dewsbury Library Cleckheaton Library Heckmondwike Library
<b>Health Centres</b>	Batley Health Centre Cleckheaton Health Centre Dewsbury Health Centre
<b>Community Centres</b>	Batley Community Outreach Centre
<b>Community Groups</b>	Parents of Children with Additional Needs (PCAN)
<b>Others</b>	SENCO Team Strand lead for ASD and team Locala Speech Therapy Team

# Kirklees Children and Young People Services

Non-statutory consultation:

**The LA proposes to decommission specialist provision at Headlands CE (VC) JI&N School and deliver the service in a different way.**

Please tell us your views on our proposals.



*The closing date for responses is  
1st October 2018.*





Kirklees council wants to ensure that support is effective, flexible and meets the needs of our children and young people to enable them to succeed. Support needs to be targeted where it is most needed whilst giving us the opportunity to analyse future provision that will help deliver better outcomes.

In 2012 Kirklees Cabinet (the council's main decision making body) 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 continuous review to offer local children more choice at their local school.

## The current pattern of specialist provision in Kirklees

Strand	Primary	Secondary
<b>Hearing Impairment</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>Visual Impairment</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>Physical Impairment</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>Complex Communication and Interaction Needs</b>	<b>Windmill Church of England Primary School (Communication &amp; Interaction)</b> 12 transitional places & Outreach <b>Headlands CE (VC) JI &amp; N School</b> <b>(Autistic Spectrum Disorder)</b> 6 Transitional places & Outreach <b>Central Team Support for Outreach across Kirklees</b>	<b>Royds Hall Community School (SLCN)</b> 20 Fixed places 4 Transitional places & Outreach <b>Honley High School</b> 15 Fixed places 5 Transitional places & Outreach <b>Thornhill Community Academy</b> 15 Fixed places, 5 Transitional places & Outreach



## 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.

- **Fixed places**

At primary phase, 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.

- **Transitional places**

These are placements 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 following a review of the Education Health and Care Plan.

## Why are we making these proposals?

Over the last year, the Governing Body at Headlands CE (VC) JI&N School has expressed concerns about the amount of money available to maintain the provision at their school. An additional challenge for the school has been the difficulty with the recruitment of specialist teachers. The shortage in specialist staffing at the school has limited the ability to deliver outreach to other schools where there is an increased demand.

Currently this outreach is delivered by the centrally based outreach team. However given the increased demand this is not enough to meet future needs. As a key area of need identified through the Strategic High Needs Review, schools cited the need for additional outreach support to enable them to meet their responsibilities with an ever increasing number of children with Complex Communication and Interaction Needs (including ASD). Outreach is delivered by specialist provision staff and those in the centrally based team. The specialist teams work alongside staff in mainstream schools to develop their skills and knowledge, and also to support the school in developing appropriate strategies and provision for individual children. After a series of conversations between school leaders and the Local Authority LA, a decision was taken by the Governing Body to request a proposal to decommission the provision at their school.



## The LA proposal is:

- to decommission 6 transitional places and outreach at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder
- to work with the families of the remaining children to ensure that their needs can continue to be met with minimum disruption.

The capacity released through a decommission would be used to enhance the central outreach offer.

The LA would undertake an analysis of the effectiveness of the enhanced central outreach team to see if it meets the needs of children with Complex Communication and Interaction Needs within their local schools, and determine any future provision that may be required.

## The objectives of the proposal are to:

- continue to ensure specialist support is available where it is needed and is able to have the biggest impact for children, young people and their families
- continue to ensure that the overall pattern of specialist resource provision in Kirklees is flexible and can support and respond to the needs of individual pupils and parental preferences

- continue to 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
- continue to support the LA's strategy for making schools and settings more accessible to disabled children and young people and the scheme for promoting equality of opportunity for people with SEND.

## What happens next?

A 4 week non-statutory consultation is open between 4 September 2018 and 1 October 2018. You have until then to express your views online, in writing, or in person at the consultation event. Your opinions are important to us.

Once the consultation has finished, all feedback will be reported to Kirklees Council's Cabinet. 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
<b>Report to Cabinet to approve non-statutory consultation</b>	<b>10 July 2018</b>
<b>Consultation and engagement</b>	<b>September 2018</b>
<b>Outcome report to Cabinet and approval to next stage*</b>	<b>November 2018</b>
<b>Publication of notices and representation period*</b>	<b>November 2018</b>
<b>Decision by Cabinet (within 2 months)*</b>	<b>January 2019</b>
<b>Implementation starts*</b>	<b>February 2019</b>

*\*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.

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
19 September 2018	Headlands CE (VC) JI&N School	2.45pm – 3.45pm

## Response form

**Online:** You can take part in the consultation by completing the online form on our website:

[www.kirklees.gov.uk/schoolorganisation](http://www.kirklees.gov.uk/schoolorganisation)

**By post:** FREEPOST Kirklees Council School Organisation & Planning (Postage is free; you do not need a stamp)

**In person:** At the consultation drop-in session or hand in at the school.

**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](mailto:school.organisation@kirklees.gov.uk)

Please make sure you respond by **1 October 2018** to ensure that your views are heard.



Do you support or oppose the proposals relating to the specialist provision at Headlands CE (VC) JI&N School and delivering the service in a different way?

Please  tick one of these boxes.

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



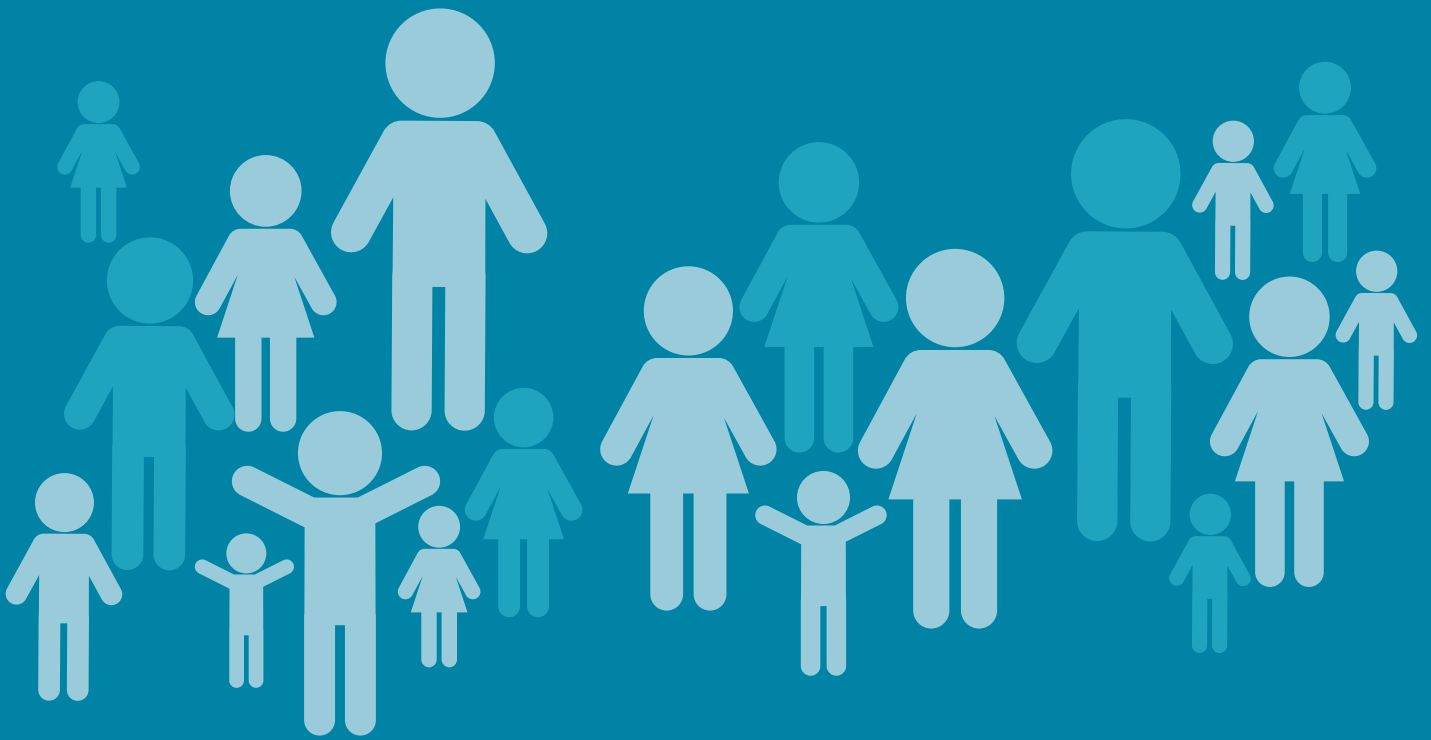
This section asks you for some information that will help us to analyse the results of the survey and to see who has taken part. You will not be identified by any of the information that you provide.

**I am a:** (please  tick and complete all those that apply to you)

	Parent/carer	your child's/ children's school(s):
	Pupil	your school:
	Governor	your school:
	Member of staff	your school:
	Local resident	please tell us:
	Other	please tell us:

\* This information will form part of the outcome report which will be presented to Cabinet for a decision to proceed to the next stage. Please note all responses will remain anonymous.

# Kirklees Children and Young People Services



**Q. Do you support or oppose the proposals relating to the specialist provision at Headlands CE (VC) JI&N School and delivering the service in a different way?**

<b>Response from parent at Millbridge Junior Infant &amp; Nursery School</b>	
<b>Oppose</b>	Headlands and staff there have provided a good level of ongoing support for my asc son. Like many other support arrangements centralising this will lead to overuse and long waiting times. Also I find it ludicrous that this “consultation” is taking place after outreach has already moved to windmill so it is not a consultation.

<b>Response from parent</b>	
<b>Not Stated</b>	<p>I am contacting you to express my concern over the below consultation to centralise services that have been provided at Headlands - my concern lays around the consultation to move autism outreach as per the below link:</p> <p><a href="http://www.kirklees.gov.uk/beta/schools/school-organisation-and-planning.aspx">http://www.kirklees.gov.uk/beta/schools/school-organisation-and-planning.aspx</a></p> <p>I wanted to firstly express my disappointment and concern about this “consultation” - my son attends Millbridge and received ongoing support from autism outreach. My question is why is there a consultation on moving autism outreach now? Especially since we were informed by the provision in July 2018 that outreach moved over the summer holidays when X left and X moved to Windmill, where the provision is now supplied from. Why are the council “consulting” over something they have already done?</p> <p>As special needs parents we spend a lot of time chasing for services that our scarce or not supplied at all by Kirklees, causing unnecessary stress and meaning I have had to change my work to be part time to try and keep up with managing my sons education but to then be consulted about a change you have already enforced? This is incredibly wrong. I am so disappointed in my council, Kirklees do not provide legally required services within legal timescales and are now wasting everyone’s time doing this! I cannot express my concerns enough over the lack of proper procedure, communication and education for our children within Kirklees.</p>

<b>The governing body of Headlands CE J I &amp; N School</b>	
<b>Not Stated</b>	The governing body has had lengthy discussions, including discussions with the LA to try and resolve issues and as a board about the future of the Specialist Provision at Headlands over a period. Financial challenges and difficulties with recruitment of staff were considered alongside the benefits the provision brings to the wider school community. In the end there was a majority vote by the governing body members to seek the decommission of the specialist provision. This was not a unanimous vote but the decision is accepted by all.