

**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 2013

**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

**Proposer:**

Kirklees Council, School Organisation & Planning Team, PO Box 1720, Huddersfield, HD1 9EL  
school.organisation@kirklees.gov.uk

**Schools:**

Netherhall St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT  
Netherhall Learning Campus, Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT.

**2. Description of alteration and evidence of demand**

It is proposed:

**To remove the Additionally Resourced Provision for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School.**

The Additionally Resourced Provision has not been operational for two years due to a lack of demand for places. The existing provision has not had any pupils attending or any new referrals for three years. A specialist outreach model supporting pupils in their local school has replaced the need for this provision. The original provision was set up for five pupils, on "transitional" places (short term), but was never full.

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

The objectives of this proposals are to:

Support children with a physical disability to attend their local mainstream school, with their peers. In line with parental preference, Kirklees supports schools to make adaptations to their environments, where needed, to ensure they are fully inclusive. The proposal will also allow the repurposing of this provision, subject to statutory processes, as part of the Phase 2 ARP programme to create increased provision for pupils with complex communication and interaction needs. Despite the removal of these five transitional places for physical impairment, overall the proposals for new ARPs will result in an increase in the number and geographical spread of Additionally Resourced Provision, across a range of areas of SEND, in Kirklees. This includes more places on the Netherhall Learning Campus. The proposals for new ARPs are intended to increase provision for some specific areas of need where there is growing demand. This is primarily in the areas of social, emotional and mental health (SEMH), and complex communication and interaction (CCI) needs.

#### **4. The effect on other schools**

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

The proposals would have no direct effect on other schools, academies and educational institutions in the area. The proposals to remove the transitional places for children with physical impairments at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School are due to lack of demand as described under item 2 of this proposal.

#### **5. Project costs**

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

There are no costs associated with this proposal.

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

The proposed implementation date is 31 January 2023.

#### **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), 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.
- (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 stay safe.
- (e) support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people.
- (f) provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.
- (g) ensure appropriate provision for 14-19 year-olds; and
- (h) ensure that appropriate full-time education will be available to all displaced pupils. Their Education, Health and Care Plan 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 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.

- (a) Children with a physical disability should be able to attend their local mainstream school with their peers. An inclusive offer is a key principle of meeting the needs of children with SEND in Kirklees. In line with parental preference, Kirklees supports schools to make adaptations to their environments, where needed, to ensure they are fully inclusive.
- (b) The LA carried out a non-statutory consultation with parent/carers and other key stakeholders. The views they expressed have been taken into account and published on 5 October 2022 in an outcomes report for decision-makers: ['Developing Special Educational Needs \(SEND\) Additionally Resourced Provision in mainstream schools'](#). In summary, there was a mixed response to the consultation with a number of comments about lack of information about the proposals. The proportion of respondents opposed or strongly opposed to the proposal was low and further information has now been provided both within this document and in the outcome report to accompany these statutory proposals.
- (c) Children and young people with Physical disabilities would continue to be offered a range of services to meet their needs as part of their Education, Health and Care Plan. The proposals aim to ensure that the overall offer of SEND provision in Kirklees maintains flexibility and offers a broad range of provision and support which can respond to the needs of individual pupils and parental preferences.
- (d) Despite the removal of these five transitional places for Physical needs, overall the proposals for new ARPs will result in an increase in the number and geographical spread of provision in Kirklees. This includes more places on the Netherhall Learning Campus.
- (e) This proposal relates to children with Physical needs. Schools across Kirklees have significantly improved accessibility with regard to staff expertise, buildings and learning environments which has contributed towards parents and carers making a preference for their local mainstream school.
- (f) Over the last three years a highly successful Outreach Service has been developed for pupils with Physical needs. The service works closely with children, families and schools across Kirklees to ensure mainstream schools are accessible and children and young people are able to be successful. With the success of this team, a separate provision for pupils with physical disabilities is no longer required, which is why the ARP is no longer in use.
- (g) This proposal does not affect provision for 14 to 19-year-olds.
- (h) No children are displaced as a result of these proposals as the existing provision has not had any pupils attending or any new referrals for the last three years. This proposal therefore represents a technical closure of a service that no longer exists in the form of an ARP with a small number of transitional places. Services have been transformed and resources redirected to provide an outreach service which better meets the needs of children with a physical disability closer to their home.

## 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.

Children with a physical disability should be able to attend their local mainstream school, with their peers. Travelling to a provision further away has a significant impact on some learners in terms of travelling time and emotional regulatory status on arrival at, or on leaving, school. The aspiration for the SEND Transformation Plan is that fewer young people will leave or travel outside of Kirklees. Having services more local and accessible to where people live can have a positive impact on their mode of travel and in doing so, will contribute to the Council's net zero ambition. In line with parental preference, Kirklees supports schools to make adaptations to their buildings and environments, where needed, to ensure they are as fully inclusive as possible. Providing suitable school places nearer to where families live not only supports place-based working and outcomes for children, but it can also save families time and money because they can travel smaller distances to school events such as parents' evenings.

## 9. Objections and comments

Any person may send objections or comments in relation to any proposals to the local authority with four weeks from the date of publication. Objections and comments must be received by 28 November 2022. Copies of the proposals can be found on the Kirklees website at [www.kirklees.gov.uk/schoolorganisation](http://www.kirklees.gov.uk/schoolorganisation) or obtained from Kirklees Council School, Organisation and Planning Team, PO Box 1720, Huddersfield, HD1 9EL.

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

Within four weeks from the date of publication of this proposal, (i.e. by 28 November 2022) any person may object to or make comments on the proposal by sending them to Mel Megs, Strategic Director for Children's Services, Kirklees Council, c/o School Organisation & Planning Team, PO Box 1720, Huddersfield, HD1 9EL or by email to [school.organisation@kirklees.gov.uk](mailto:school.organisation@kirklees.gov.uk).

## 10. Contact details

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Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT

Netherhall Learning Campus High School, a Community school, Nether Hall Avenue, Rawthorpe, Huddersfield, HD5 9PG

**11. Description of alteration and evidence of demand**

It is proposed:

**To establish new Additionally Resourced Provision for Complex Communication and Interaction needs at Netherhall St James CE (VC) Infant and Nursery School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School as follows:**

Netherhall St James CE (VC) Infant and Nursery School – up to 12 Places

Netherhall Learning Campus Junior School – up to 12 Places

Netherhall Learning Campus High School – up to 20 Places

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

The objective of this proposal is to:

Deliver Additionally Resourced Provision (ARP) for Complex Communication and Interaction (CCI) needs in central Kirklees. CCI is an area of need where demand is growing. This proposal will also deliver primary through to secondary provision on one site situated centrally to Kirklees in terms of geography. Many children and young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive extra funding, which means they can offer additional support and resources for the pupils who attend the provision. Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school. The ARP model was highlighted as an area of good practice in the recent Kirklees SEND inspection. Feedback from parents was positive and the majority of learners attending ARPs are making very good progress.

### **13. The effect on other schools**

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

The provision of sufficient specialist places within Kirklees, including ARPs, to meet the specific needs of some learners is an essential part of the school system. This proposal will therefore have a positive impact across the school system, enabling children with complex SEND, who may not currently be having their needs fully met in their mainstream setting, to access specialist “Additionally Resourced Provision” where required. In addition, the host schools will benefit from internal expertise to support the continued development the wider staff team.

### **14. Project costs**

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

Revenue to support the start-up and continued expenditure required to staff and operate the provision will be provided by the High Needs Block of the Dedicated Schools Grant. A capital budget has been allocated to the programme of establishing additional ARPs. It is expected that a portion of this budget will be used to ensure existing spaces which are available in each school are adapted, as needed, to ensure there is an environment suitable to support the specific needs of the children attending the provision. This will for instance include access to a safe outside area.

### **15. Implementation and any proposed stages for implementation**

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

The proposed implementation date is 17 April 2023 for the places at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus High School and 1 September 2023 for the places at Netherhall Learning Campus Junior School.

Not all places will be available from the implementation date. Places will be made available as soon as possible subject to the recruitment and training of specialist staff with careful consideration made around transition periods for those young people who will attend the ARPs. Additionally any impact associated with improving the physical environment of the provision will also be considered.

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

In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad

categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

- (a) take account of parental preferences for particular styles of provision or education settings
- (b) take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it.
- (c) offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream schools), extended school and Children's Centre provision; regional centres (of expertise), regional and sub-regional provision; out of LA day and residential special provision
- (d) take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment, where children can be healthy and be safe
- (e) support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people
- (f) provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community
- (g) ensure appropriate provision for 14-19 year-olds; and
- (h) ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority, should be involved. 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) Kirklees wants to build on the existing ARPs across the borough which are very successfully meeting children's needs and enabling positive outcomes. This view has been supported by engagement with families and young people who attend these ARPs and was also recognised in the recent Local Area SEND Ofsted inspection.
- (b) The LA carried out a non-statutory consultation with parent/carers and other key stakeholders between 24 June and 22 July 2022. The views they expressed have been taken into account and published on 5 October 2022 in an outcome report for decision-makers: ['Developing Special Educational Needs \(SEND\) Additionally Resourced Provision in mainstream schools'](#). In summary, there was a very good level of support from a large majority of respondents for establishing new Additionally Resourced Provisions in mainstream schools. Respondents commented that the introduction of additional provision was a positive step and that it was better for children to be able to access provision closer to home.
- (c) Many children and young people with additional learning needs can make better, more sustained progress when they attend an Additionally Resourced Provision in a mainstream school. This gives children and young people the opportunity to work

in a smaller, more nurturing environment as needed, with access to specialist teaching and support staff and resources. The ARP proposals are intended to increase provision for some areas of need and improve the geographical spread of ARP provision across Kirklees, ensuring we can meet the needs of more children and young people with SEND across the whole of Kirklees.

- (d) ARPs offer accommodation and an environment that is adapted to support the learning, behaviour and social and emotional needs of each pupil. Each ARP is an integral part of the school and specialises in a particular area of special educational need. Places are allocated according to the specific needs of the child or young person. When pupils are ready to attend mainstream lessons and activities, they will usually be accompanied with specialist staff (unless it is more appropriate to offer opportunities for independence). The amount of time spent in mainstream lessons as opposed to within the ARP base will be very much flexible, dependent upon the needs of each child.
- (e) ARPs can offer pupils:
- teaching and support staff with additional specialist knowledge, skills, expertise and allocated time in a particular area of SEND;
  - lessons in mainstream classes, but with additional specialist resources and teaching;
  - additional Educational Psychologist and specialist health input as necessary.
- In addition, mainstream schools with ARPs on site can benefit across the school from the enhanced specialism in their staff teams, enabling the wider school to access more specialist training and resources.
- (f) This proposal would provide up to 20 places for pupils aged 11-16 with Complex Communication and Interaction needs in a Central Kirklees location.
- (g) There would be no pupils displaced by this proposal.

## 17. Travel and accessibility

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

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

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

Currently, the only ARP for primary aged children with complex communication and interaction needs is located in the north of Kirklees, which has significant impact on some learners from other parts of Kirklees in terms of travelling time and emotional regulatory status on arrival at, or on leaving, school. The aspiration for the SEND Transformation Plan is that fewer young people will leave or travel outside of Kirklees. Having services more local and accessible to where people live can have a positive impact on their mode of travel and in doing so, will contribute to the Council's net zero ambition. Providing suitable school places nearer to where families live not only supports place-based working and outcomes for children, but it can also save families' time and money because they can travel smaller distances to school events such as parents' evenings.



## **18. Objections and comments**

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