

Cabinet: 12th January 2016. Decision on the proposal to change the upper age range of Ravenshall School from 16 to 19 years.

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No
Is it in the Council's Forward Plan?	Yes
Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Director</u> and name	Alison O' Sullivan
Is it signed off by the Director of Resources?	David Smith 16.12.2015
Is it signed off by the Assistant Director Legal and Governance?	Julie Muscroft 17.12.2015
Cabinet member portfolio	Councillor Shabir Pandor

Electoral wards affected: All Wards

Ward councillors consulted: Yes

Public or private: Public

1. Purpose of report

a) To advise members on the outcome of the statutory processes for the statutory proposal by Kirklees Council to:-

- To change the upper age range of Ravenshall School from 16 to 19 years.

The proposal to increase the upper age range of Ravenshall School from 16-19 years of age has been developed in order to make permanent the existing post year 11 pilot provision which currently provides a small number of places to a specific group of young people in order to help them prepare for learning in a post 16-setting and also to develop the skills that they individually need to progress effectively into adulthood. The pilot provision has achieved successful outcomes for those students who were eligible to stay at Ravenshall School beyond the age of 16.

This statutory proposal to change the upper age range of Ravenshall School has been developed in order that the pilot provision can be made permanent so that eligible students can continue to benefit. It is important to understand that there would be a limited number of places available only to those students who met the eligibility criteria. It is expected that there would be a maximum of 16 places available across year 12 and year 13.

- b) To advise members of the conclusions and recommendations of the School Organisation Advisory Group (SOAG) regarding the statutory process followed for the statutory proposal.
- c) To advise that Members approve the statutory proposal.

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2. Background

2.1 Pilot at Ravenshall School

An analysis of need of the Key Stage 4 cohorts in special schools from across the borough was carried out in 2010/11. This analysis showed that whilst the majority of children and young people are able to make a successful transition to a post-16 learning setting, there were a very small minority who did not have the social and emotional maturity to effectively transition in to a post 16 setting and who would benefit from a more personalised transition programme in a smaller more nurturing environment.

A pilot provision was developed in partnership with Kirklees College at Ravenshall School in 2011 to address this need. The main objective of the pilot was to help a small number of young people prepare for adulthood and learning in a post 16-setting. The pilot provides personalised support such as work based learning, access to leisure activities, independent living and work within the local community.

The pilot provision has achieved successful outcomes for those students who were eligible to stay at Ravenshall School beyond the age of 16. This statutory proposal to change the upper age range of Ravenshall School has been developed in order that this provision can be made permanent so that eligible students can continue to benefit. It is important to understand that there would be a limited number of places available only to those students who met the eligibility criteria. It is expected that there would be a maximum of 16 places available across year 12 and year 13.

Ravenshall School currently provides education to children with complex needs aged between 5-16 years of age.

3. The statutory process regarding the statutory proposal to change the upper age range of Ravenshall School from 16 to 19 years.

School organisation decisions for Local Authority maintained schools have to follow a process set out by law. Kirklees Council has had due regard to legislation and followed the statutory process in respect of this proposal. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 came into force on 28th January 2014. The new regulations removed the statutory requirement to carry out a 'pre-publication' consultation for significant changes to schools, including changes to the upper age range of a special school. However, the Council did carry out a four week term time non-statutory consultation to ensure the opportunity was available to all key stakeholders to understand and comment upon this proposal for Ravenshall School, prior to publication.

The statutory process for making a prescribed alteration to alter the of upper or lower age limit at a special school consists of four stages:

- Publication
- Representation
- Decision
- Implementation

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

The proposal is presented for the consideration of decision makers so that they can then determine the proposal.

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

3.1 Consultation

The Cabinet decision on 10th February 2015, authorised officers to develop plans for a four week (term time) non-statutory consultation about a proposal to:-

- To change the upper age range of Ravenshall School from 16 to 19 years.

A non-statutory consultation took place between 9th March and 3rd April 2015 to seek the views of parents/carers, school staff, governors, pupils, the local community and other stakeholders. (See Appendix 1 for Consultation Document Distribution List).

On 2nd June 2015, Cabinet received the report of the outcomes of the non-statutory consultation and it was agreed to proceed to commence the statutory process, which was for the publication of the statutory proposal to:

- Change the upper age range of Ravenshall School from 16 to 19 years.

3.2 Publication and representations

On the 22 October 2015 statutory notice (Appendix 2) was published in Huddersfield Examiner and Batley News on 22 October 2015, Dewsbury Reporter and Spensborough Guardian on 23rd October 2015. The statutory notice and statutory proposals (Appendix 3) were also sent to all pupils at Ravenshall School a copy to the Head Teacher and Chair of Governors. Extra copies were given to the school for staff notice boards. The statutory notice was posted at the main entrances of the school on 22 October 2015. Copies of the statutory proposals were also given to the following venues;

- Dewsbury Library and Information Centre
- Thornhill Lees Library
- Huddersfield Library

An e-mail with a link to the Councils external webpage for where the statutory notice and proposals were published was sent to;

- Parents of Children with Additional Needs (PCAN - is an independent, parent-led forum for all parents and carers of children/young people (aged 0-25 years) with additional needs in Kirklees)
- Ward Councillors
- Maintained Special Schools in Kirklees

From the publication date of 22 October 2015, copies of the complete statutory proposal were available upon request from Kirklees School Organisation and Planning Team, Civic Centre 1, Huddersfield. On 18 November 2015 the representation period ended.

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

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

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

3.4 Review of the statutory processes for a statutory proposal to Change the upper age range of Ravenshall School from 16 to 19 years.

Kirklees SOAG met on 23 November 2015 to consider the statutory process and any representations for the proposal and to formulate advice for the Cabinet as decision makers. The report of the meeting is attached at Appendix 5.

3.4.1 Representations received regarding the statutory process

No representations have been received regarding the statutory process.

3.4.2 Statutory process check by SOAG

The details relating to the statutory process for the statutory proposal are set out in the check sheet attached at Appendix 6. The process that has been followed in relation to this proposal have been checked with appropriate evidence that each point had been completed.

3.4.3 Review of representations regarding the statutory process

No representations have been received regarding the statutory process.

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

- Non statutory consultation has been carried out.
- The published statutory notice complies with statutory requirements.
- The proposal is not related to any proposal published by the Education Funding Agency (EFA). The proposal is valid and can be decided by Kirklees Council Cabinet.
- The statutory four week period has been allowed for representation.
- The decisions have been brought to the cabinet on the 12th January 2016, which is within two months after the end of the statutory four week representation period which ended on the 18 November 2015.

3.4.5 SOAG advice: Kirklees Council Cabinet are able to take a decision about the statutory proposals to change the upper age range of Ravenshall School from 16 to 19 years.

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

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

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

A: Consideration of consultation and representation period

B: Education standards and diversity of provision

C: Demand

D: School size

E: Proposed admission arrangements (including post 16 provision)

F: National curriculum

G: Equal opportunities issues

H: Community cohesion

I: Travel and accessibility

J: Capital

K: School premises and playing fields

L: Addition of post 16 provision

M: Changes to special education need provision – The SEN Improvement Test

On 23 November 2015, SOAG examined the rationale for the proposal against each of the above factors. SOAG reviewed a statement of the rationale for the proposal for each section of the guidance. The guidance and rationale are set out in Appendix 7.

4.2 SOAG conclusions for decision makers

The SOAG agreed that the statutory process had been followed and has enabled a detailed presentation of the statutory proposal to change the upper age range of Ravenshall School from 16-19 years of age and that the statutory proposal can be decided by Cabinet.

4.3 Officers' recommendations for decision makers regarding the proposal.

Guidance note: Type of decision

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

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

Following the SOAG review, officers recommend, subject to consideration of any further matters raised at the decision-making meeting that the statutory proposal to change the upper age range of Ravenshall School from 16 to 19 years can be considered for approval for the following reasons (see Appendix 5 - Notes of SOAG meeting held on the 23 November 2015).

4.4.1 A: Consideration of consultation and representation period

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

School organisation decisions for Local Authority maintained schools have to follow a process set out by law. Kirklees Local Authority has had due regard to legislation and followed the statutory process in respect of this proposal. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 came into force on 28 January 2014. The new regulations removed the statutory requirement to carry out a 'pre-publication' consultation for significant changes to schools, including changes to the upper age range of a special school. However, the LA did carry out a four week term time non-statutory consultation to ensure the opportunity was available to all key stakeholders to understand and comment upon the proposal, prior to publication. On the 2nd June 2015 Kirklees Council's Cabinet (decision making authority) received the non-statutory consultation outcomes report. It was agreed by

Cabinet to proceed with the next stage of the statutory process and for the publication of the statutory notice and statutory proposal.

The publication of the statutory notice, statutory proposal and representation period commenced on 22nd October 2015 and ended on 18th November 2015, therefore lasting for a period of four weeks and meeting the requirements of School Organisation Regulations.

4.4.2 B: Education standards and diversity of provision

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

The proposal to increase the upper age range of Ravenshall School from 16-19 years of age has been developed in order to make permanent the existing post year 11 pilot provision which provides a small number of places for a specific group of young people who with some additional support would benefit from a more personalised transition programme in a smaller more nurturing environment before progressing to other learning settings and also developing the skills they need for adulthood. The provision would enable some children and young people that access it to be able to develop the resilience and skills that they need to effectively develop at a pace that is appropriate for them and that meets their individual needs and progress effectively in to adulthood. It is considered for these key reasons that the proposal meets the aspirations of some parents, raises local standards and narrow attainment gaps.

The proposal is to change the upper age range of a community special school. The proposal is not seeking to change the type of school e.g. from community to academy.

4.4.3 C: Demand

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

An analysis of need of the Key Stage 4 cohorts in special schools from across the borough was carried out in 2010/11. This analysis showed that whilst the majority of children and young people are able to make a successful transition to a post-16 learning setting, there were a very small minority who did not have the social and emotional maturity to access provision that was available at the end of year 11, and who would benefit from a more personalised transition programme in a smaller more nurturing environment.

A pilot provision was developed in partnership with Kirklees College at Ravenshall School in 2011 to address this need. The main objective of the pilot was to help a small number of young people prepare for adulthood and learning in a post 16-setting. The pilot provides personalised support such as work based learning, access to leisure activities, independent living and work within the local community.

The pilot provision has achieved successful outcomes for those students who were eligible to stay at Ravenshall School beyond the age of 16. This statutory proposal to change the upper age range of the school has been developed in order that this provision can be made permanent so that eligible students can continue to benefit. It is important to understand that there would be a limited number of places available only to those students who met the eligibility criteria. It is expected that there would be a maximum of 16 places available across year 12 and year 13. Considerations such as

projected increases in pupil populations, housing developments, the utilisation of surplus capacity or reducing surplus capacity is therefore not considered relevant to this proposal as the proposal is designed to meet a very specific need for a small cohort of children and young people with complex needs.

4.4.4 D: School size

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

As the proposal is for a change of the upper age range of Ravenshall School from 16-19 years in order to make permanent the existing post year 11 pilot provision which provides a small number of places for a specific group of young people who with some additional support would benefit from a more personalised transition programme in a smaller more nurturing environment before progressing to other options in adulthood. It is expected that there would be a maximum of 16 places available across year 12 and year 13. Small school considerations are not considered relevant to this proposal. There are no capital implications arising from this proposal, for example no physical expansion of the school building would be required in order to implement this proposal. Place funding would be secured via the Education Funding Agency. The pilot provision has been in place for the past three years and has been successful and financially viable, therefore there are no concerns over viability and cost-effectiveness.

4.4.5 E: Proposed admission arrangements (including post 16 provision)

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

Ravenshall School is a community special school and admissions arrangements comply with SEN Code of Practice. As Ravenshall School is a maintained community special school, the Schools Admissions Code does not apply.

Specific eligibility criteria have been used successfully at the pilot provision and have included academic attainment and progress, and measures of vulnerability. It is expected that these criteria would remain similar should the proposal be approved for implementation and the existing pilot provision be made permanent.

It is important to understand that there would be a limited number of places available only to those students who met the eligibility criteria. It is expected that there would be a maximum of 16 places available across year 12 and year 13.

As the proposal is not to establish a general sixth form, the decisions about which students are able to remain, or are offered a place, at Ravenshall School beyond Year 11 would continue to be made by the SEN Assessment and Commissioning Team which is part of the Local Authority, but in partnership with the school and other relevant agencies.

4.4.6 F: National curriculum

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

Given the nature of the proposal, the proposal would have no impact on the national curriculum which is taught across Key Stage 1, 2, 3 and 4 in the school. The proposal aims to make permanent the existing post year 11 pilot provision which provides personalised support such as work based learning, access to leisure activities, independent living and work within the local community. The main objective of the provision is to help a small number of young people prepare for adulthood and learning in a post 16-setting.

4.4.7 G: Equal opportunities issues

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

An equalities impact assessment (EIA) has been carried out and is attached at Appendix 8. It is considered that there are no adverse impacts arising from the proposals under this duty. The EIA suggests that the proposals would have no adverse impact on vulnerable groups including children and young people with SEN.

The proposal is designed to make permanent a pilot provision that has been running since 2011 that meets the needs of a small group of vulnerable children and young people with special education needs that are not ready to make the transition to a post 16 setting.

The proposal does not create any sex, race or disability discrimination issues that arise from the changes being proposed.

4.4.8 H: Community cohesion

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

It is considered that there is no adverse impact upon community cohesion as a result of this proposal. The proposed change in the upper age range of Ravenshall School is intended to have a positive impact on a small number of families as it will provide an increased amount of continuity for some children and young people to effectively support their development and progression into adulthood.

4.4.9 I: Travel and accessibility

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

The proposal would have no adverse impact on travel and accessibility for children attending the school. Should the proposal be approved for implementation, then it will be organised in the same way as the pilot provision has been running for three years with the provision being based at the school.

4.4.10 J: Capital

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

There are no capital costs associated with changing the upper age range of Ravenshall School, there is an appropriate level of existing physical capacity within the school for the proposal to be implemented, if approved.

4.4.11 K: School premises and playing fields

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

There are no implications for school premises and playing fields arising from this proposal. The existing outdoor space will not be impacted in any way should this proposal be approved for implementation.

4.4.12 L: Addition of post 16 provision

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

The proposal is not to establish a general post 16 provision, but to add a small number of post year 11 places by changing the upper age range of Ravenshall School from 16-19 years of age. This would enable the learning and development needs of a small number of vulnerable young people to be met as they are considered not (in accordance with published eligibility criteria) yet ready to make the transition to a college or another setting at 16 years of age. The proposal aims to provide further development to meet the individual needs of the children and young people that would access the provision and develop at a pace that is appropriate for them and this will increase the effective participation in high quality education and or training opportunities in other settings in the long term.

Discussions have been held with other post 16 providers in the local area in the development of this proposal. The proposal aims to meet the learning and development needs of a very small group of young people in order that they can progress into other learning settings and adulthood effectively. The school would continue to work with post 16 providers to ensure that young people accessing the provision were ready to progress to college or another setting at a pace that is appropriate for them. Copies of the consultation material published for this proposal has also been distributed to post 16 providers across the borough.

The proposal does not undermine any existing post 16 provision in the local area, as the post year 11 provision would only be offered to a very small number of young people whose needs are best met by accessing a post year 11 place at Ravenshall School, so that they can progress effectively in to another post 16 setting at a time that is appropriate for them. Specific eligibility criteria have been used successfully at the pilot provision and have included academic attainment and progress, and measures of vulnerability. It is expected that these criteria would remain similar should the proposal be approved for implementation and the existing pilot provision be made permanent.

The Education Funding Agency provides funding for each place and the LA would 'top-up' funding if necessary per pupil basis which relates to standard support needs and the school setting. The existing pilot provision has been running successfully for three years and is financially viable.

The proposals take full account of the funding cycle for post 16 provisions. It is expected that funding would be available in August 2016, prior to the commencement the new academic year in September 2016.

4.4.13 M: Changes to special education need provision – The SEN Improvement Test

No representations were received

Advice: The proposal to change the upper age range of Ravenshall School from 16 to 19 years should be approved.

A non-statutory consultation took place between 9th March and 3rd April 2015. From those responses received, the majority of respondents supported the proposal to change the upper age-range of Ravenshall School from 16-19 years. As the proposal is not to establish a general sixth form, the decisions about which students are able to remain, or are offered a place, at Ravenshall School beyond Year 11 would continue to be made by the SEN Assessment and Commissioning Team which is part of the Local Authority, but in partnership with Ravenshall School and other relevant agencies.

The proposal has been designed to enable the existing pilot provision that was established in 2011 in partnership with Kirklees College, for a small number of young people to be made permanent. This would require a school re-organisation proposal to change the upper age range of the school from 16 to 19 years. The focus has been on helping a small number of young people prepare for adulthood. This has included personalised support such as worked based learning, access to leisure activities, independent living and work within the local community.

This proposal is intended to ensure that the overall pattern of special school provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences.

The proposal for Ravenshall School supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people by the schools central location in North Kirklees.

The proposed change to the upper age range of Ravenshall School from 16 to 19 years, would enable an increased level of continuity for a small number of vulnerable young people, particularly in terms of staffing. Staff would have the right knowledge, skills and aptitudes to ensure these young people progress effectively.

The proposal includes post Year 11 places to enable the existing pilot provision that was established in 2011 in partnership with Kirklees College, for a small number of particularly vulnerable young people to be made permanent, this is designed to increase flexibility of provision to better meet the needs of some vulnerable young people.

The proposal does not displace any children or young people presently attending the school.

4.5 Officer conclusion and recommendation to the decision makers

The statutory proposal by Kirklees Local Authority for Ravenshall School to change its upper age range from 16 to 19 years of age should be approved for implementation from the 1st September 2016 without modification.

5. Implications for the Council

5.1 HR Implications

There are no human resources implications resulting from this proposal.

5.2 Financial Implications

5.2.1 Revenue Budget

Special school places are funded from the “high needs block” of the Dedicated Schools Grant (DSG) and the number of Post-16 places now has to be formally agreed with the Education Funding Agency (EFA) each year. The Council has provisionally (subject to the outcome of the decision making process this application will be confirmed) applied to the EFA for an additional eight Post-16 places for the start of the 2016-17 academic year, and a similar request will be made for another eight places for 2017-18. The allocation to the school is £10K per place and would be funded from the existing Kirklees DSG High Needs block. However, 16 places across year 12 and 13 will be provided from the start of the 2016-17 academic year as the current funding arrangements for the pilot provision enable this.

Schools also receive ‘top-up’ funding on a per pupil basis which relates to standard support needs and the school setting. Should the proposal be approved for implementation then the DSG would be required to provide the required level of additional ‘top-up’ funding, as previously reported.

5.2.2 Capital

There are no capital implications as a result of these proposals. No capital investment in to Ravenshall School is required to implement the statutory proposal.

5.3 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 significantly 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.

6 Consultees and their opinions

A non-statutory consultation was carried out by the LA from the 9th March 2015 and the 3rd April 2015. On 2nd June 2015 Cabinet received the report of the outcomes of the non-statutory consultation and the views expressed by stakeholders during this consultation were described in detail in that Cabinet report. The Cabinet agreed to proceed with the statutory processes for the proposal to change the upper age range of Ravenshall School from 16 to 19 years.

During the 4 week representation period, no representations were received.

This report brings stakeholders views and comments regarding the statutory proposals to decision makers attention for full consideration giving due regard to the factors for decision making derived from the guidance issued by the **Department for Education**.

School Organisation Maintained Schools. Annex B: Guidance for Decision Makers January 2014

7 Next steps

If Cabinet approves the proposal then where required, officers would support and work with the Governing Body of Ravenshall School to finalise arrangements for pupils, parents, staff and other stakeholders in order to ensure that effective plans are put in place to implement the proposal from the 1st September 2016. In particular to liaise further with parents and carers on the scope provision including eligibility criteria.

8 Officer recommendations and reasons

8.1 It is recommended that Members:-

- a. note the advice of Kirklees SOAG that the proposals to change the upper age range of Ravenshall School from 16 to 19 years are valid and that the required statutory processes have been carried out.
- b. agree that in their role as decision makers, they will take the decision regarding the proposal within the statutory time period.
- c. acknowledge the outcomes and recommendations of the Kirklees SOAG meeting from the 23 November 2015 and the associated officer recommendations for the proposal.
- d. note the HR and financial implications of approving the proposal.
- e. confirm that in meeting the obligations of the Equality Act 2010 and the Public Sector Equality Duty 2011 full regard has been given to the Equalities Impact Assessment throughout the statutory process for the proposal including the decision regarding approval.

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

- To Change the upper age range of Ravenshall School from 16 to 19 years

The proposal should be approved for the following reasons:-

a. to meet the needs of a small number of young people who had not yet developed social and emotional maturity and other key skills so that they are fully prepared for adulthood and learning in another post 16 setting. The proposal aims to make permanent the existing pilot provision that would provide a small number of young people in future cohorts the same opportunity to progress and develop at a pace that is appropriate for them and therefore increasing education standards. The proposal is not to create a general sixth form provision that would be open to all students.

b. to provide the opportunity for increased levels of continuity for those young people who may not yet be ready to progress to a larger learning environment. This provided the rationale for establishing the pilot provision that has proved to benefit those young people that have accessed it so far.

c. to continue to ensure that the young people who access the provision, develop the resilience and skills that they need to effectively develop at a pace that is appropriate for them and meets their individual needs.

d. to support the Council's objective of ensuring that the overall pattern of special school provision within the borough has a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. Ravenshall

School can provide individualised programmes focussing on transition in a setting which is smaller and more familiar.

e. young people would continue to access appropriately trained staff and access to specialist support and advice, so that they can have the fullest opportunities to make a successful transition to further opportunities to learn and participate in education, employment and their communities.

f. supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for people with SEN.

g. ensure that there is a full range of provision, post 16 through which learners are able to progress.

8.3 It is recommended that Members request officers to support and work closely with the Governing Body of Ravenshall School , staff and other stakeholders in order to implement the proposals from 1st September 2016.

9 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. We will consider any further material matters that are brought to our attention in advance of and during the Cabinet meeting on 12th January 2016 and will make our final, oral, recommendations at the end of the discussion of this item at the meeting.

We have taken time to consider carefully all the views that have been expressed and have been pleased to receive the positive support for this proposal. We remain keen that the highest quality provision is available fairly to all children to ensure that they have the very best educational experience in appropriate facilities to meet their needs both now and into the future.

The proposal is a positive opportunity for a small number of our most vulnerable learners and will permanently establish the successful post year 11 pilot provision that has been running for three years and therefore continue to respond to the needs of individual pupils and their families both now and in the future.

It is for these reasons that we support the officer recommendations in section 8 above.

10 CONTACT OFFICERS

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11 BACKGROUND PAPERS

Cabinet Report 2 June 2015: Report on the outcomes from the non-statutory consultation for Members consideration on the proposal to change the upper age range of Ravenshall School from 16 to 19 years.

Cabinet Report: 10th February 2015 Proposal to change the upper age range of Ravenshall School from 16 to 19 years

Research into Post 16 Progression Routes for Young People with Special Educational Needs in Kirklees

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)

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

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

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

Please write in your postcode:

(We will not use this information to contact you)

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Non Statutory consultation on: **Proposal to change the upper age range of Ravenshall School from 16 to 19 years**

Please tell us your views on our proposal

This document tells you the reasons that Kirklees Council is making this proposal. It also explains how the decision making process works.

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

The closing date for responses is
3 April 2015

Why are we making this proposal?

Background

In 2010, an independent report looked into the routes of progression for young people with special educational needs (SEN) in Kirklees. The report highlighted issues affecting a small number of young people moving into further education at 16 years of age. The report made the following recommendations;

- Special Schools and Kirklees College should continue to work together to develop better transitional arrangements for these young people.
- Parental concerns about these young people being vulnerable in large settings should be taken in to account.
- The availability of placements, other than at Kirklees College, for those children and young people who need significant support should be considered, along with providing greater choice for parents.

Further work identified a small number of young people who did not yet have the appropriate social and emotional maturity to engage in post 16 learning at another setting. It said these young people would benefit from a more personalised way of moving into further education. This would be through a smaller, more nurturing environment.

To meet this need, temporary provision was created at Ravenshall School, in partnership with Kirklees College, in September 2011. The focus has been on helping a small number of young people prepare for adulthood. This has included personalised support, such as work-based learning, access to leisure activities, independent living skills and work within the local community. The provision has been successful.

The proposal

Kirklees Council proposes that this provision for a small number of particularly vulnerable young people is made permanent. This would require a change to the upper age range of Ravenshall School from 16 to 19 years.

The provision would continue to work in partnership with Kirklees College and other special schools. It would continue to offer the right personalised package of support for this group of young people to move on to further education and other activities as soon as they are ready.

This proposal is not to establish a general sixth form provision that would be available to all Year 11 students at Ravenshall School, it is our expectation that the majority of young people will attend Kirklees College as they do now.

What happens next?

This consultation is open between **9 March - 3 April**. During that time, you can express your views in writing, online or in person at the consultation events.

Once the consultation has finished, all feedback will be reported to Kirklees Council's Cabinet (the council's main decision making body). They will then decide whether to move to the next stage. This would mean the publication of legal notices and another chance to view the proposal and comment on this 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
Non-statutory consultation	March-April 2015
Feedback reported to Cabinet and approval to next stage*	May 2015
Publication of notices and representation period*	May-June 2015
Final decision by Cabinet (within 2 months)*	July 2015
Implementation starts*	September 2016

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

Consultation events

All the following informal 'drop-in' events are open to everybody: families of pupils attending the school, other members of the community and anyone who would like to hear more and discuss the proposal. Officers from the council will be present to answer questions and hear your views.

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

Date	Venue	Time
17 March	Ravenshall School	1pm -6pm
26 March	Huddersfield Town Hall - Meeting Room 1	10:30am- 12:30pm

In addition to these events, there will be separate opportunities for consultation with staff and governors. Kirklees Council wants to know what you think.

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

Response Form

Please send this form or a letter to:

- By post:** FREEPOST, Kirklees Council, RTBS-CYHU-LSEC, School Organisation and Planning Team. (Postage is free; you do not need a stamp)
- In person:** At one of the consultation drop-in sessions or hand it in to the school.
- Online:** You can also take part in the consultation on our website: **www.kirklees.gov.uk/schoolorganisation**
- Email:** Please note that you can contact us via email should you have any queries regarding this proposal. Please send your emails to **school.organisation@kirklees.gov.uk**

Please make sure you respond by **3 April 2015** to ensure that your views are heard.

Your views

Q) Do you support or oppose the proposal to change the upper age range of Ravenshall School from 16 to 19 years of age?

Please ✓ tick one of these boxes.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



PROPOSAL TO CHANGE THE UPPER AGE RANGE OF RAVENSHALL SCHOOL FROM 16-19 YEARS

Notice is given in accordance with section 19 (1) of the Education and Inspections Act 2006 that Kirklees Council intends to make prescribed alteration to Ravenshall School, a Community Special School, Ravensthorpe Road, Thornhill Lees, Dewsbury WF12 9EE

It is proposed:

To change the upper age range of Ravenshall School from 16 to 19 years of age.

It is proposed that the change would begin from **1st September 2016**. Please see notes below that do not form part of this notice for further information.

This notice is an extract from the complete proposals. Copies of the complete proposals can be obtained from: Kirklees Council, School Organisation and Planning Team, Civic Centre 1, Ground Floor, Huddersfield, HD1 2NF. Tel: 01484 221000. Copies of the full proposals are available on the Kirklees Council website www.kirklees.gov.uk/schoolorganisation

Within four weeks from the date of publication of this proposal (i.e. 18th November 2015) any person may object to or make comments on the proposal by sending them to Kirklees Council, School Organisation & Planning Team, Civic Centre 1, Ground Floor, Huddersfield, HD1 2NF, or via the Council email at: school.organisation@kirklees.gov.uk

Alison O'Sullivan – Director for Children & Young People, Kirklees Council
Publication Date: (22nd October 2015)

Note: Not part of the statutory notice.

The proposal is not to establish a general sixth form provision that would be available to all students. This proposal to change Ravenshall Schools upper age range from 16-19 years has been designed to enable the existing pilot provision that is for a small number of students who were not yet ready to leave the school, to be made permanent. Please see the statutory proposal for further information.

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

Kirklees Council, Civic Centre 1, Huddersfield, HD1 2NF intends to make prescribed alteration to Ravenshall School, a Community Special School, Ravensthorpe Road, Thornhill Lees, Dewsbury, WF12 9EE

2. Description of alteration and evidence of demand

Description of Alteration. It is proposed:

- Prescribed alteration to change the upper age range of Ravenshall School from 16 to 19 years of age.

Evidence of Demand

An analysis of need of the Key Stage 4 cohorts in special schools from across the borough was carried out in 2010/11. This analysis showed that whilst the majority of children and young people are able to make a successful transition to a post-16 learning setting, there were a very small minority who did not have the social and emotional maturity to access provision that was available at the end of year 11, and who would benefit from a more personalised transition programme in a smaller more nurturing environment.

A pilot provision was developed in partnership with Kirklees College at Ravenshall School in 2011 to address this need. The main objective of the pilot was to help a small number of. The pilot provides personalised support such as work based learning, access to leisure activities, independent living and work within the local community.

The pilot provision has achieved successful outcomes for those students who were eligible to stay at Ravenshall School beyond the age of 16. This statutory proposal to change the upper age range of the school has been developed in order that this provision can be made permanent so that eligible students can continue to benefit. It is important to understand that there would be a limited number of places available only to those students who met the eligibility criteria. It is expected that there would be a maximum of 16 places available across year 12 and year 13.

3. Objectives. The objectives of the proposals (including how the proposals would increase educational standards and parental choice)

The objectives of this proposal are to:

- Meet the needs of a small number of young people who had not yet developed social and emotional maturity and other key skills so that they are fully prepared for adulthood and learning in another post 16 setting. The proposal aims to make permanent the existing pilot provision that would provide a small number of young people in future cohorts the same opportunity to progress and develop at a pace that is appropriate for them and therefore increasing education standards. The proposal is not to create a general sixth form provision that would be open to all students.
- Provide the opportunity for increased levels of continuity for those young people who may not yet be ready to progress to a larger learning environment. This provided the rationale for establishing the pilot provision that has proved to benefit those young

people that have accessed it so far.

- To continue to ensure that the young people who access the provision, develop the resilience and skills that they need to effectively develop at a pace that is appropriate for them and meets their individual needs.
- Supports the Council's objective of ensuring that the overall pattern of special school provision within the borough has a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. Ravenshall School can provide individualised programmes focussing on transition in a setting which is smaller and more familiar.
- Young people would continue to access appropriately trained staff and access to specialist support and advice, so that they can have the fullest opportunities to make a successful transition to further opportunities to learn and participate in education, employment and their communities.
- Supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for people with SEN.
- Ensure that there is a full range of provision, post 16 through which learners are able to progress.

4. The effect on other schools

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

This proposal is not intended to have any direct effect on other schools, academies and educational institutions in the area. The proposal to increase the upper age range of the school from 16-19 years of age has been developed in order to make permanent the existing post year 11 provision which provides a small number of places to a specific group of young people who with some additional support will be able to progress to other options in adulthood. It would not be appropriate for these young people to attend another special school. The proposal is not to create a general sixth form provision that would be open to all students.

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 direct project costs associated with changing the upper age range of Ravenshall School. The Council would apply to the Education Funding Agency for place funding as required.

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 1st September 2016

7. Addition of Post -16 provision

- (a) In assessing a proposal to add post-16 provision, decision-makers should look for evidence that the proposal will improve, extend the range, and increase participation in high quality educational or training opportunities for post-16 pupils within the LA or local area.
- (b) The decision-maker should also look for evidence on how new places will fit within the 16-19 organisation in an area and that schools have collaborated with other local providers in drawing up a proposal.
- (c) The decision-maker may turn down a proposal to add post-16 provision if there is compelling and objective evidence that the expansion would undermine the viability, given the lagged funding arrangements, of an existing high quality post-16 provider.
- (d) Decision-makers should consider the viability of a proposal bearing in mind the formulaic approach to funding; that the school will have to bear any potential diseconomies of scale; and the impact of future demographic trends.
- (e) A proposal should take account of the timeline for agreeing 16-19 funding which will be available in the most recent guidance on the department's website. Decision-makers should note that post-16 funding runs on an August – July academic year cycle.

- a) The proposal is not to establish a general post 16 provision, but to add a small number of post year 11 places by changing the upper age range of Ravenshall School from 16-19 years of age. This would enable the learning and development needs of a small number of vulnerable young people to be met as they are not yet ready to make the transition to a college or another setting at 16.
- b) Discussions have been held with other post 16 providers in the local area in the development of this proposal. The proposal aims to meet the learning and development needs of a very small group of young people in order that they can progress into adulthood effectively. The school would continue to work with post 16 providers to ensure that young people accessing the provision were ready to progress to college or another setting at a pace that is appropriate for them. Copies of the consultation material published for this proposal has also been distributed to post 16 providers across the borough.
- c) The proposal does not undermine any existing post 16 provision in the local area, as the post year 11 provision would only be offered to a very small number of young people whose needs are best met by accessing a post year 11 place at Ravenshall School, so that they can progress effectively in to another post 16 setting at a time that is appropriate for them. Specific eligibility criteria have been used successfully at the pilot provision and have included academic attainment and progress, and measures of vulnerability. It is expected that these criteria would remain similar should the proposal be approved for implementation and the existing pilot provision be made permanent.
- d) The Education Funding Agency provides funding for each place and the LA would 'top-up' funding if necessary per pupil basis which relates to standard support needs and the school setting.
- e) The proposals take full account of the funding cycle for post 16 provisions. It is expected that funding would be available in August 2016, prior to the commencement the new academic year in September 2016.

8. 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 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.
- (i) 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) A non-statutory consultation took place between 9th March and 3rd April 2015. The consultation identified a high level of support for the proposal. From those responses received, the majority of respondents supported the proposals to change the upper age-range of Ravenshall School from 16-19 years. Respondents identified a range of benefits that are aligned with the objectives of the proposal.
- (b) As the proposal is not to establish a general sixth form, the decisions about which students are able to remain, or are offered a place, at Ravenshall School beyond Year 11 would continue to be made by the SEN Assessment and Commissioning Team which is part of the Local Authority, but in partnership with the school and other relevant agencies.
- (c) The proposal has been designed to enable the existing pilot provision that was established in 2011 in partnership with Kirklees College, for a small number of young people to be made permanent. This would require a school re-organisation proposal to change the upper age range of the school from 16 to 19 years. The focus has been on helping a small number of young people prepare for adulthood. This has included personalised support such as worked based learning, access to leisure activities, independent living and work within the local community.

- (d) This proposal is intended to ensure that the overall pattern of special school provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences.
- (e) The proposal for Ravenshall School supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people by the schools central location in North Kirklees.
- (f) The proposed change to the upper age range of Ravenshall School from 16 to 19 years, would enable an increased level of continuity for a small number of vulnerable young people, particularly in terms of staffing. Staff would have the right knowledge, skills and aptitudes to ensure these young people progress effectively.
- (g) The proposal includes post Year 11 places to enable the existing pilot provision that was established in 2011 in partnership with Kirklees College, for a small number of particularly vulnerable young people to be made permanent, this is designed to increase flexibility of provision to better meet the needs of some vulnerable young people and increase parental choice.
- (h-i) The proposals do not displace any children or young people presently attending the school.

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 the 18th November 2015. Copies of the proposals can be obtained from School Organisation and Planning Team, Kirklees Council, Director for Children and Adults, Ground Floor, Civic Centre 1, High Street, Huddersfield, HD1 2NF

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

Within four weeks from the date of publication of this proposal, (18th November 2015) any person may object to or make comments on the proposal by sending them to Alison O'Sullivan, Director for Children & Young People, c/o School Organisation & Planning Team, Kirklees Council, Directorate for Children & Adults, Ground Floor, Civic Centre 1, High Street, Huddersfield, HD1 2NF.

**Directorate for Children & Adults
Learning & Skills**

Ground Floor South
Civic Centre 1
High Street
HUDDERSFIELD
HD1 2NF

Tel: 01484 221000

mandy.cameron@kirklees.gov.uk
www.kirklees.gov.uk

18 December 2015

Dear parent/carer

RE: Ravenshall School

I would like to bring you some important news about the possible changes at Ravenshall School.

As you know, earlier this year Kirklees Council asked for your views about its proposal to raise the upper age-range of Ravenshall School from 16 to 19 years. There were over 120 responses to the consultation, including many from parents and carers, and we would like to thank all of you who took part and expressed your views.

Your views have been considered by the members of Kirklees Cabinet (the council's main decision making body), who have agreed to move on to the next stage in the process. This is for the publication of statutory proposals about the proposed changes. This gives another chance for people to give their opinion, if they wish. A final decision on the proposals is expected in January 2016.

A copy of the statutory proposals are enclosed with this letter. We would welcome any views you have on the proposals by the 18th November.

To remind you, following a successful pilot scheme, the proposal is to raise the upper age range of Ravenshall School from 16 to 19 years. The change would mean certain students, those who were not yet ready to leave, stayed at Ravenshall School beyond the end of Year 11 and received extra support, helping them to prepare for life after school.

Students who were eligible for the post Year 11 places would be supported to make the transition into college and adulthood. The post Year 11 provision has had successful outcomes since it was introduced as a pilot in 2011, in partnership with Kirklees College.


The proposal is not to create a general sixth form which would be open to all Ravenshall School students. Most students are ready to leave Ravenshall at age 16 and would continue to do so. The proposal is to ensure that the students in greatest need of support, and who are eligible to be offered a post-Year 11 place, are able to get all the extra help they need.

As the proposal is not to establish a general sixth form, the decisions about which students are able to remain at Ravenshall School beyond Year 11 would continue to be made by the council's SEN Assessment and Commissioning Team in partnership with the school and other relevant agencies.

Details about eligibility and which students would be offered a post Year 11 place are being developed. However, criteria have been used successfully at the pilot provision and have included academic attainment and progress and measures of vulnerability. It is expected that these criteria would remain similar in future. The number of post Year 11 places is also being decided and is likely to be a maximum of 16 places across year 12 and year 13.

We are very proud of Ravenshall School and the outstanding work it does to support vulnerable children, young people and their families. We will continue to keep you updated with developments as this important process moves forward.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M Cameron', enclosed in a thin black rectangular border.

Mandy Cameron
Deputy Assistant Director Children and Vulnerable Groups

Kirklees School Organisation Advisory Group Constitution & Purpose

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

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

The Advisory group will not have decision-making powers.

Constitution of the School Organisation Advisory Group

Membership of the Advisory Group will be as follows:

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

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

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

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

Purpose of the School Organisation Advisory Group

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

At the end of the 4 week statutory notice period where the notice outlines a school organisation proposal, the School Organisation Advisory Group will meet as soon as possible to:

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

Notes of School Organisation Advisory Group – 23rd November 2015

1. Introductions and membership apologies

Present: Councillor Shabir Pandor (chair)
Councillor Lisa Holmes
Jane Acklam Executive Principle of Moor End Academy

Officers in support: Mandy Cameron (Deputy Assistant Director Children and Vulnerable Groups – Learning and Skills)
Rajesh Singh (School Organisation and Planning Team Manager – Learning and Skills)
Shahzia Ashraf (School Place Planning Officer-Learning and Skills)

Apologies: Councillor Pinnock
Councillor Karen Allison
Councillor Erin Hill
Councillor Marielle O'Neill
Diocese of West Yorkshire and the Dales
Diocese of Leeds
Jo-Anne Sanders. Deputy Assistant Director- LA Statutory Duites. Learning and Skills.

2. Overview of the meeting-Purpose of SOAG:

- Review of the statutory process regarding the statutory proposal to change the upper age range of Ravenshall School from 16 to 19 years of age.

3. Review of the statutory process using Check List 1. Proposal to change the upper age range of Ravenshall School from 16 to 19 years of age.

4. SOAG conclusions and recommendations to decision makers:

- Consultation has been carried out.
- The published statutory notice complies with statutory requirements.
- The proposal is not related to any other proposal for any other school and is not related to any proposals published by the EFA.
- The proposal is valid and can be decided by Kirklees Council Cabinet.
- The statutory four week period has been allowed for representation.
- The decisions have been brought to the cabinet on 12th January 2016, which is within two months after the end of the statutory four week representation period which ended on the 18 November 2015.

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

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

- A: Consideration of consultation and representation period
- B: Education standards and diversity of provision.
- C: Demand

D: School size
E: Proposed admission arrangements (including post 16 provision)
F: National curriculum
G: Equal opportunities issues
H: Community cohesion
I: Travel and accessibility
J: Capital
K: School premises and playing fields
L: Additional of post 16 provision
M: Changes to special Educational needs Provision the SEN improvement test

- The rationale for the proposals was examined against each of the above factors and associated guidance.
- The factors, guidance and rationale for the proposals are set out in Appendix 7.

Comments

- Should the proposal be approved for implementation, then it was agreed that further work was to be done with parents and carers to ensure that it was understood that proposal has not been designed to provide a post 16 provision open to all students, but for a small number of young people who met the eligibility criteria.
- To make very clear in the Cabinet decision report why the school is increasing its age range and not continuing with the pilot provision in partnership with kirklees College.

6. Final conclusions and recommendations.

SOAG conclusions for decision makers: SOAG agreed that:

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

1 Statutory process check sheet: Ravenshall School

School	Statutory Proposals
Ravenshall School	Prescribed alteration to change the upper age range of Ravenshall School from 16 to 19

1. CONSULTATION		Y,N,N/A	NOTES/EVIDENCE
1.1 Has a formal consultation taken place?		Y	Consultation outcome report: 02/06/15
1.2 Consultation process	a. Has adequate time been allowed for the consultation process?	Y	Consultation outcome report: 02/06/15 (9th March and 3rd April 2015) 4 weeks term time consultation has been completed
	b. Does the consultation document provide sufficient information to those who are being consulted?	Y	Consultation outcome report : 02/06/15 Appendix A (consultation document)
	c. Does the consultation material make it clear how interested parties can make their views known?	Y	Consultation outcome report : 02/06/15 Appendix A (consultation document)
	d. Does the report that summarises the outcome of the consultation demonstrate how the views expressed during the consultation have been taken into account in reaching any subsequent decision as to the publication of proposals?	Y	Consultation outcome report: 02/06/15
1.3 Evidence that interested parties have been consulted. To Include	a. the governing body of any school which is the subject of proposals (if the LA are publishing proposals);	Y	Consultation outcome report: 02/06/15 Notes of meetings with Governing Body of Ravenshall School and consultation document distribution list
	b. the LA that maintains the schools (if the governing body is publishing the proposals);	N/A	
	c. families of pupils, teachers and other staff at the schools	Y	
	d. any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;	Y	
	e. the governing bodies, teachers and other staff of any other schools that may be affected;	Y	
	f. families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;	Y	
	g. any trade unions who represent staff at the schools; and representatives of any trade union of any other staff at schools who may be affected by the proposals;	Y	
	h. (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;	N/A	
	i. the trustees of the schools (if any)	N/A	
	j. (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC)/EFA/DfE	Y	
	k. MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;	Y	
	l. any other interested party, for example, the Early Years Development and Child Care Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and	Y	
	m. such other persons as appear to the proposers to be appropriate.	Y	
1.4 Pupils	Have pupils been formally consulted?	N	Pupils are not required to be formally consulted on these proposals

2. PUBLICATION		Y,N,N/A	NOTES/EVIDENCE
2.1	a. Have formal proposals been published by the appropriate body (ie LA/GB etc)?	Y	The LA are able to publish a proposal for maintained community

			special schools. Proposal published (22 October 2015)
	b. Have proposals been published within 12 months of the consultation end	Y	Consultation period ended 3 rd April 2015 and proposal published 22 nd October 2015
2.2	a. Do the complete proposals contain all the specified information?	Y	See complete proposal
2.3 Statutory notice	a. Have statutory notices been prepared?	Y	See statutory notice
	b. Have the statutory notices been published in a local newspaper?	Y	Published in Huddersfield Examiner and Batley News on 22 October 2015 Dewsbury Reporter and Spenningsdale Guardian on 23 rd October 2015
	c. Have the statutory notices been posted at the main entrance of the schools (or all entrances if there are more than one)?	Y	Posted at the main entrance of Ravenshall School on 22 nd October 2015
	d. Has the statutory notice and full proposal been given to all children affected at the school.	Y	On the 22 nd October 2015 a copy of statutory proposal and notice as well as a letter explaining the proposal was provided to all parents and carers of children attending Ravenshall School
	e. Have the statutory notices been posted in other conspicuous areas in the area served by the school (eg local library, community centre, post office etc.)?	Y	Dewsbury Library and Information Centre Thornhill Lees Library Huddersfield Library
2.4 Related proposals	a. Are these proposals interdependent on any other proposals?	N	
	b. If so, are the related proposals included on the same Statutory Notice?	N/A	
	c. If so, is this clearly identified in the Statutory Notice?	N/A	
	d. If so, is it clear who is proposing what on the Statutory Notice?	N/A	
2.5 Implementation date	a. Are the implementation dates for the proposals specified on the Statutory Notices?	Y	Statutory notice – proposed Implementation date 1 st September 2016
	b. Is the time scale for implementation reasonable (proposals should be implemented within 3 years of their publication with the possible exception of Authority wide re-organisations.)?	Y	Proposals published 22 nd October 2015 for implementation from 1 st September 2016
2.6 Explanatory note	a. Is the full effect of the proposals clear to the general public?	Y	Statutory notice
	b. If not, has an explanatory note been included alongside the Statutory Notice?	Y	Statutory notice
2.7	Has the council's legal team advised on the validity of the Statutory Notices? * If a published notice has not been properly formulated in accordance with regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or the schools adjudicator. Should this be the case a revised notice must be published clearly stating that it is a replacement notice.*	Y	LA's legal team have reviewed the statutory notices prior to publication.
2.8 Have the proposers distributed the complete proposal and notice to all relevant	Within a week of publication		
	a. to the Governing Bodies (LA proposal)	Y	To governing bodies
	b. any person who requests a copy.	Y	No requests have been received.

parties?			
3. REPRESENTATION		Y,N,N/A	NOTES/EVIDENCE
3.1	Has a period been allowed for statutory representation?	Y	
3.2	Has the representation period been of appropriate length – 4 weeks	Y	In accordance with school organisation regulations a four week representation period has been held between 22 nd October 2015 and 18 th November 2015
3.3	Have any representations been received during this period?	N	No representations have been received.

4. DECISION – Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).		Y,N, N/A	NOTES/EVIDENCE
4.1	Are these decisions to be made by the LA or the schools adjudicator?	LA	
4.2	Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).	Y	Representation period ended 18 th November 2015 and decision-making cabinet is scheduled for 12 th January 2016 Recommendation made by SOAG and reported to cabinet for approval within a 2 month time frame.
4.3	Is there any information missing	N	
4.4	Do the published notices comply with statutory requirements? <i>Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.</i>	Y	
4.5	Has the statutory consultation been carried out (ie have all the criteria in the 'consultation' section been met? <i>If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals.</i>	Y	In accordance with School Organisation Regulations for prescribed alterations to community special schools a four week statutory consultation (representation period) has been completed.
4.6	Are the proposals 'related' to other proposals (if so, the related proposals must be considered at the same time)? <i>Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals.</i>	N	
4.7	If there are related proposals are they compatible with each other?	N/A	
4.8	Are the proposals related to proposals published by the EFA (if so, the Decision Maker should defer taking a decision until the Secretary of State has taken a decision on the EFA proposals)?	N	

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Factors to be considered in decision making

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

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

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

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

CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD 10

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

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

The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS.

(10) School organisation decisions for Local Authority maintained schools have to follow a process set out by law. Kirklees Local Authority has had due regard to legislation and followed the statutory process in respect of this proposal. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 came into force on 28 January 2014. The new regulations removed the statutory requirement to carry out a 'pre-publication' consultation for significant changes to schools, including changes to the upper age range of a special school. However, the LA did carry out a four week term time non-statutory consultation to ensure the opportunity was available to all key stakeholders to understand and comment upon the proposal, prior to publication. On the 2nd June 2015 Kirklees Council's Cabinet (decision making authority) received the non-statutory consultation outcomes report. It was agreed by Cabinet to proceed with the next stage of the statutory process and for the publication of the statutory notice and statutory proposal.

The publication of the statutory notice, statutory proposal and representation period commenced on 22nd October 2015 and ended on 18th November 2015, therefore lasting for a period of four weeks and meeting the requirements of School Organisation Regulations.

EDUCATION STANDARDS AND DIVERSITY OF PROVISION 11/12

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

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

REPRESENTATIONS None

OFFICER COMMENT None

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RATIONALE FOR THE PROPOSALS

(11) The proposal to increase the upper age range of Ravenshall School from 16-19 years of age has been developed in order to make permanent the existing post year 11 pilot provision which provides a small number of places for a specific group of young people who with some additional support would benefit from a more personalised transition programme in a smaller more nurturing environment before progressing to other learning settings and also developing the skills they need for adulthood. The provision would enable some children and young people that access it to be able to develop the resilience and skills that they need at a pace that is appropriate for them which meets their needs for progression in to adulthood. It is considered for these key reasons that the proposal meets the aspirations of some parents, raises local standards and narrow attainment gaps.

(12) The proposal is to change the upper age range of a community special school. The proposal is not seeking to change the type of school e.g. from community to academy.

DEMAND 13/14/15

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

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

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

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(13/14/15) An analysis of need of the Key Stage 4 cohorts in special schools from across the borough was carried out in 2010/11. This analysis showed that whilst the majority of children and young people are able to make a successful transition to a post-16 learning setting, there were a very small minority who did not have the social and emotional maturity to access provision that was available at the end of year 11, and who would benefit from a more personalised transition programme in a smaller more nurturing environment.

A pilot provision was developed in partnership with Kirklees College at Ravenshall School in 2011 to address this need. The main objective of the pilot was to help a small number of young people prepare for adulthood and learning in a post 16-setting. The pilot provides personalised support such as work based learning, access to leisure activities, independent living and work within the local community.

The pilot provision has achieved successful outcomes for those students who were eligible to stay at Ravenshall School beyond the age of 16. This statutory proposal to change the upper age range of the school has been developed in order that this provision can be made permanent so that eligible students can continue to benefit. It is important to understand that there would be a limited number of places available only to those students who met the eligibility criteria. It is expected that there would be a maximum of 16 places available across year 12 and year 13. Considerations such as projected increases in pupil populations, housing developments, the utilisation of surplus capacity or reducing surplus capacity is therefore not considered relevant to this proposal as the proposal is designed to meet a very specific need for a small cohort of children and young people with complex needs.

SCHOOL SIZE 16

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

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(16) As the proposal is for a change of the upper age range of Ravenshall School from 16-19 years in order to make permanent the existing post year 11 pilot provision which provides a small number of places for a specific group of young people who with some additional support would benefit from a more personalised transition programme in a smaller more nurturing environment before progressing to other options in adulthood. It is expected that there would be a maximum of 16 places available across year 12 and year 13. Small school considerations are not considered relevant to this proposal. There are no capital implications arising from this proposal, for example no physical expansion of the school building would be required in order to implement this proposal. Place funding would be secured via the Education Funding Agency. The pilot provision has been in place for the past three years and has been successful and financially viable, therefore are no concerns over viability and cost-effectiveness.

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

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

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

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(17-18) Ravenshall School is community special school and admissions arrangements comply with SEN Code of Practice. As Ravenshall School is a maintained community special school, the Schools Admissions Code does not apply.

Specific eligibility criteria have been used successfully at the pilot provision and have included academic attainment and progress, and measures of vulnerability. It is expected that these criteria would remain similar should the proposal be approved for implementation and the existing pilot provision be made permanent.

It is important to understand that there would be a limited number of places available only to those students who met the eligibility criteria. It is expected that there would be a maximum of 16 places available across year 12 and year 13.

As the proposal is not to establish a general sixth form, the decisions about which students are able to remain, or are offered a place, at Ravenshall School beyond Year 11 would continue to be made by the SEN Assessment and Commissioning Team which is part of the Local Authority, but in partnership with the school and other relevant agencies.

NATIONAL CURRICULUM 19

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(19) All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

Given the nature of the proposal, the proposal would have no impact on the national curriculum which is taught across all key stages in the school. The proposal aims to make permanent the existing post year 11 pilot provision which provides personalised support such as work based learning, access to leisure activities, independent living and work within the local community. The main objective of the provision is to help a small number of young people prepare for adulthood and learning in a post 16-setting.

EQUAL OPPORTUNITY ISSUES 20/21

(20) The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to:

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

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

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(20) An equalities impact assessment (EIA) has been carried out. It is considered that there are no adverse impacts arising from the proposals under this duty. The EIA suggests that the proposals would have no adverse impact on vulnerable groups including children and young people with SEN.

The proposal is designed to make permanent a pilot provision that has been running since 2011 that meets the needs of a small group of vulnerable children and young people with special education needs that are not ready to make the transition to a post 16 setting.

(21) The proposal does not create any sex, race or disability discrimination issues that arise from the changes being proposed.

COMMUNITY COHESION 22

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

REPRESENTATIONS: None

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OFFICER COMMENT: None

RATIONALE FOR THE PROPOSALS

(22) It is considered that there is no adverse impact upon community cohesion as a result of this proposal. The proposed change in the upper age range of Ravenshall School is intended to have a positive impact on a small number of families as it will provide an increased amount of continuity for some children and young people to effectively support their development and progression into adulthood.

TRAVEL AND ACCESSIBILITY 23/24/25

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

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

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

REPRESENTATIONS: None

OFFICER COMMENT: None

RATIONALE FOR THE PROPOSALS

(23/24/25).The proposal would have no adverse impact on travel and accessibility for children attending the school. Should the proposal be approved for implementation, then it will be organised in the same way as the pilot provision has been running for three years with the provision being based at the school.

CAPITAL 26/27

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

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

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(26/27) There are no capital costs associated with changing the upper age range of Ravenshall School, there is an appropriate level of existing physical capacity within the school for the proposal to be implemented, if approved.

SCHOOL PREMISES AND PLAYING FIELDS 28/29

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

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and for pupils to play outside safely.

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

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(28/29). There are no implications for school premises and playing fields arising from this proposal. The existing outdoor space will not be impacted in any way should this proposal be approved for implementation.

FACTORS RELEVANT TO CERTAIN TYPES OF PROPOSALS

EXPANSION 30. Not applicable to these proposals

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals**EXPANSION OF EXISTING GRAMMAR SCHOOLS 31 Not applicable to these proposals**

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals**CHANGES TO BOARDING PROVISION 32 Not applicable to these proposals**

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

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

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

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

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

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

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

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(33)The proposal is not to establish a general post 16 provision, but to add a small number of post year 11 places by changing the upper age range of Ravenshall School from 16-19 years of age. This would enable the learning and development needs of a small number of vulnerable young people to be met as they are considered not (in accordance with published eligibility criteria) yet ready to make the transition to a college or another setting at 16 years of age. The proposal aims to provide further development to meet the individual needs of the young people that would access the provision and develop at a pace that is appropriate for them and this will increase the effective participation in high quality education and or training opportunities in other settings in the long term.

(34) Discussions have been held with other post 16 providers in the local area in the development of this proposal. The proposal aims to meet the learning and development needs of a very small group of young people in order that they can progress into other learning settings and adulthood effectively. The school would continue to work with post 16 providers to ensure that young people accessing the provision were ready to progress to college or another setting at a pace that is appropriate for them. Copies of the consultation material published for this proposal has also been distributed to post 16 providers across the borough.

(35)The proposal does not undermine any existing post 16 provision in the local area, as the post year 11 provision would only be offered to a very small number of young people whose needs are best met by accessing a post year 11 place at Ravenshall School, so that they can progress effectively in to another post 16 setting at a time that is appropriate for them. Specific eligibility criteria have been used successfully at the pilot provision and have included academic attainment and progress, and measures of vulnerability. It is expected that these criteria would remain similar should the proposal be approved for implementation and the existing pilot provision be made permanent.

(36)The Education Funding Agency provides funding for each place and the LA would 'top-up' funding if necessary per pupil basis which relates to standard support needs and the school setting. The existing pilot provision has been running successfully for three years and is financially viable.

(37)The proposals take full account of the funding cycle for post 16 provisions. It is expected that funding would be available in August 2016, prior to the commencement the new academic year in September 2016.

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

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

(39) In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual

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pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

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

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

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(39) A non-statutory consultation took place between 9th March and 3rd April 2015. From those responses received, the majority of respondents supported the proposals to change the upper age-range of Ravenshall School from 16-19 years. As the proposal is not to establish a general sixth form, the decisions about which students are able to remain, or are offered a place, at Ravenshall School beyond Year 11 would continue to be made by the SEN Assessment and Commissioning Team which is part of the Local Authority, but in partnership with Ravenshall School and other relevant agencies.

The proposal has been designed to enable the existing pilot provision that was established in 2011 in partnership with Kirklees College, for a small number of young people to be made permanent. This would require a school re-organisation proposal to change the upper age range of the school from 16 to 19 years. The focus has been on helping a small number of young people prepare for adulthood. This has included personalised support such as worked based learning, access to leisure activities, independent living and work within the local community.

This proposal is intended to ensure that the overall pattern of special school provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences.

The proposal for Ravenshall School supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people by the schools central location in North Kirklees.

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The proposed change to the upper age range of Ravenshall School from 16 to 19 years, would enable an increased level of continuity for a small number of vulnerable young people, particularly in terms of staffing. Staff would have the right knowledge, skills and aptitudes to ensure these young people progress effectively.

The proposal includes post Year 11 places to enable the existing pilot provision that was established in 2011 in partnership with Kirklees College, for a small number of particularly vulnerable young people to be made permanent, this is designed to increase flexibility of provision to better meet the needs of some vulnerable young people and increase parental choice.

(40) The proposals do not displace any children or young people presently attending the school.

ADDITIONAL FACTORS RELEVANT TO PROPOSALS FOR NEW MAINTAINED SCHOOLS

SUITABILITY **41 Not applicable to these proposals**

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

COMPETITION (under section 7 EIA 2006) 42/43/44/45 Not applicable to these proposals

(42). Where a LA considers that there is a need for a new school in its area it must first seek proposals to establish an academy/free school under section 6A of EIA 2006 (though proposals may also be made under section 10 and 11 of the EIA 2006). In such cases the Secretary of State is the decision-maker. However, in exceptional circumstances where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of the EIA 2006 may be held. Where there is demand for faith places the LA may seek to establish a new faith VA school (see paragraphs 47-51).

(43). Where two or more proposals are complementary, and together meet the requirements for the new school, the decision-maker may approve all the proposals.

(44). The specification for the new school is only the minimum requirement; a proposal may go beyond this. Where a proposal is not in line with the specification, the decision-maker must consider the potential impact of the difference to the specification.

(45). Where additional provision is proposed (e.g. early years or a sixth-form) the decision-maker should first judge the merits of the main proposal against the others. If the proposal is judged to be superior, the decision-maker should consider the additional elements and whether they should be approved. If the decision-maker considers they cannot be approved, they may consider a modification to the proposal, but will need to first consult the proposers and - if the proposal includes provision for 14-19 year olds - the Education Funding Agency (EFA).

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

CAPITAL IN COMPETITIONS (46) Not applicable to these proposals

(46) For competitions the LA will be expected to provide premises and meet the capital costs of implementing the winning proposal, and must include a statement to this effect in the notice inviting proposals. Where the estimated premises requirements and/or capital costs of a proposal submitted in response to a competition exceed the initial cost estimate made by the LA, the decision-maker should consider the reasons for the additional requirements and/or costs, as set out in the proposal and whether there is agreement to their provision.

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

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

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

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

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

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

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

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

- that there is genuine demand/need for this type of school place in the local community;
- that the current and projected financial health of the proposer is strong;

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- that the proposal represents long term value for money for the taxpayer;
- that the school will be able to deliver the whole of the national curriculum to the expected high standard
- that all aspects of due diligence have been considered and undertaken; and that the school building is appropriate for the delivery of a high standard of education and in good condition throughout, or can easily be improved to meet such standards.

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

REPLACEMENT GRAMMAR SCHOOLS 53 Not applicable to these proposals

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

ADDITIONAL FACTORS RELEVANT TO CLOSURE PROPOSALS

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

SCHOOLS CAUSING CONCERN 56 **Not applicable to these proposals**

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

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

RURAL SCHOOLS 57/58/59 **Not applicable to these proposals**

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

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

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

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

EARLY YEARS PROVISION 60/61 **Not applicable to these proposals**

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

NURSERY SCHOOL CLOSURES 62 Not applicable to these proposals

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

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

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

COMMUNITY SERVICES 65 Not applicable to these proposals

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

ADDITIONAL FACTORS RELEVANT TO PROPOSALS TO CHANGE CATEGORY TO FOUNDATION, ACQUIRE/REMOVE A TRUST AND ACQUIRE/REMOVE A FOUNDATION MAJORITY GOVERNING BODY

STANDARDS 66/67/68 Not applicable to these proposals

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

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

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

COMMUNITY COHESION 69 Not applicable to these proposals

(69) Trusts have a duty to promote community cohesion. In addition to the factors outlined in paragraph

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22, the decision-maker should also carefully consider the Trust's plans for partnership working with other schools, agencies or voluntary bodies.

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

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

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

OTHER POINTS ON TRUST PROPOSALS 71 Not applicable to these proposals

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

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

how the partners propose to identify and appoint governors. What, if any, support would the Trust/foundation give to governors?
- to what extent the proposed Trust partners have knowledge of the local community and the specific needs of the school/area and to what extent the proposal addresses these; and
- the particular expertise and background of Trust members.

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

GENERAL POINT ON REMOVING A TRUST 72 Not applicable to these proposals

(72) If a proposal is for the removal of a Trust, the governing body should consider the proposal in the context of the original proposal to acquire the Trust, and consider whether the Trust has fulfilled its expectations. Where new information has come to light regarding the suitability of Trust partners, this should be considered.

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

SUITABILITY OF PARTNERS 73/74 Not applicable to these proposals

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

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

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

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

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

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

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

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REPRESENTATIONS Not applicable
OFFICER COMMENT Not applicable
RATIONALE FOR THE PROPOSALS Not applicable to these proposals

FINANCE - WHEN REMOVING A TRUST/FOUNDATION MAJORITY 77 Not applicable to these proposals
77. Trusts are under no obligation to provide financial assistance to a school, but there may be instances where the Trust does provide investment. The well-being and educational opportunities of pupils at the school should be paramount, and no governing body should feel financial obligations prevent the removal of a Trust where this is in the best interests of pupils and parents.
REPRESENTATIONS Not applicable
OFFICER COMMENT Not applicable
RATIONALE FOR THE PROPOSALS Not applicable to these proposals

OTHER SERVICES PROVIDED BY THE TRUST WHEN REMOVING A TRUST/FOUNDATION MAJORITY 78 Not applicable to these proposals
78. Trusts may offer a variety of services to the school, such as careers advice, work experience placements, strategic partnerships with other schools, and access to higher education resources and so on. The damage to relationships and/or loss of any of these advantages should be weighed up against the improvements envisaged by a change in governance or the removal of the Trust
REPRESENTATIONS Not applicable
OFFICER COMMENT Not applicable
RATIONALE FOR THE PROPOSALS Not applicable to these proposals

EQUALITY IMPACT ASSESSMENT STAGE 3 – CUSTOMER FOCUS ASSESSMENT

Before you start make you may want to refer to the [background thinking](#) and the [stage 3 guidance](#) document for help with this section.

BACKGROUND INFORMATION

(set the context of what you want to do and why. Provide evidence of appropriate research and evidence to support your rationale)

An analysis of need of the Key Stage 4 cohorts in special schools from across the borough was carried out in 2010/11. This analysis showed that whilst the majority of children and young people are able to make a successful transition to a post-16 learning setting, there were a very small minority who did not have the social and emotional maturity to access provision that was available at the end of year 11, and who would benefit from a more personalised transition programme in a smaller more nurturing environment.

A pilot provision was developed in partnership with Kirklees College at Ravenshall School in 2011 to address this need. The main objective of the pilot was to help a small number of children and young people. The pilot provides personalised support such as work based learning, access to leisure activities, independent living and work within the local community.

The pilot provision has achieved successful outcomes for those students who were eligible to stay at Ravenshall School beyond the age of 16. This statutory proposal to change the upper age range of the school has been developed in order that this provision can be made permanent so that eligible students can continue to benefit. It is important to understand that there would be a limited number of places available only to those students who met the eligibility criteria. It is expected that there would be a maximum of 16 places available across year 12 and year 13.

WHO IS LIKELY TO BE AFFECTED BY THE PROPOSAL AND HOW (think about barriers, access, effects, outcomes etc)			
Equality Group (protected characteristic)	Direct or Secondary Impact (state)	Positive, negative or neutral effect (state)	Please explain Address each group individually.
Age.	Direct	Positive	As explained in the background section of this EIA, the proposal aims to ensure that those children and young people that are not yet ready to make the transition to another post 16 learning setting continue to have their needs met in a smaller more nurturing environment and develop at a pace that is appropriate for them.
Disability	Direct	Positive	The objective of the proposal is to ensure that some children and young people with special educational needs and their families have access to post year 11 provision at Ravenshall School in order to meet their specific development needs. This will support them in developing the skills that they need to progress effectively in to adulthood and learning in a post 16 setting.
Marriage & civil partnership	secondary	neutral	No issues
Pregnancy & maternity	secondary	neutral	No issues
Race	secondary	neutral	No issues

Religion and belief	secondary	neutral	No issues
Sex	secondary	neutral	No issues
Sexual Orientation	secondary	neutral	No issues
Other groups (e.g. carers (socioeconomic, travellers etc)	direct	positive	No issues
Geographical Impact and/or community cohesion.	direct	neutral	No issues

CONSULTATION, ENGAGEMENT & PARTNERSHIP

How do you plan to consult? With who? Why?

All stakeholders. Children and young people and their parents and families, staff at all affected schools, governors at affected schools and the local communities have been consulted on this proposal between March-April 2015.

What were the results of the *general* consultation?

The LA carried out a four week term time non-statutory consultation to ensure the maximum opportunity was available to all key stakeholders to understand and comment upon the proposals, prior to publication. On the 2nd June 2015 Kirklees Council's Cabinet (decision making authority) received the non-statutory consultation outcomes report and it was agreed to proceed with the next stage of the statutory process and the publication of the statutory notice and proposal. The results of the consultation were generally positive with the majority of respondents supporting the proposal and viewing the proposal as a positive opportunity to continue to support children and young people in a secure environment where they feel safe and have a very good relationship with staff at the school which would continue until the age of 19. One of the key reasons identified was that respondents felt that some children and young

people would struggle to adapt to a larger new environment. However in the consultation report the LA did re-confirm (as the consultation document also made clear), the proposal is not to establish a general sixth form provision that would be available to all year 11 students on roll at Ravenshall School. At the commencement of the representation period, the LA has also written a letter to each parent and carer with a child or young person attending Ravenshall School to explain this further. No representations or comments from parents and carers were received. Should the proposal be approved for implementation then the officers from the LA would work with the school where appropriate to ensure parents and carers who may have not understood the proposal are fully supported in understanding the scope of the provision and eligibility criteria.

What were the results of specific consultation?

Set out below are the key themes that have emerged during the non-statutory consultation.

- 1. Increased continuity for children with special educational needs.** A large number of respondents who strongly supported or supported the proposal view the proposal as a positive opportunity to continue to support children and young people in a secure environment.
- 2. Successful transition to adulthood.** A large number of respondents highlighted that the proposal would help some children and young people who have not yet developed an appropriate level of social and emotional maturity to engage in post 16 learning at another setting.
- 3. The quality of education provided at Ravenshall School.** Many respondents who strongly supported or supported the proposal highlighted the quality of education provision at the school, giving them high levels of confidence in the schools ability to continue to support their children and young people, beyond the age of 16.
- 4. Transport.** A relatively small level of clarification was sought respondents regarding whether transport would be provided for children attending the proposed provision.
- 5. Impact on other schools.** A relatively small level of concern was raised from respondents about the impact the proposal could have at another special school.
- 6. Eligibility criteria.** A lack of clarity emerged over eligibility for the provision. Many respondents identified the positive opportunities the proposal would provide, however was it unclear as to whether or not the majority of respondents (particularly parents and carers) clearly understood that the proposal does not provide a post 16 provision that all year 11 students could access. However, as explained in this EIA the LA is fully committed to working with the school and parents and carers in order to further develop their understanding the scope of the provision and eligibility criteria if and where needed.

7. Lack of post 16 provision in the area. Respondent who supported the proposal identified a lack of suitable post 16 provisions available in Dewsbury

Where is the evidence of consultation that you have undertaken?

A non-statutory consultation was carried out between March-April 2015. The evidence was published in a public report that was published on the Council's website on the 25th May 2015. Key stakeholders were notified on the day of publication and sent a link to the report. This report was heard by Kirklees Council Cabinet on the 2nd June 2015. This report is available at:

<http://democracy.kirklees.gov.uk/documents/s3210/2015-06-02%20Ravenshall%20School-change%20of%20age%20range-%20consultation%20outcomes%20report.pdf>

This was followed by a formal statutory consultation (representation) period between October – November 2015. This provided another opportunity for key stakeholders (including parents and carers) to have an opportunity to comment on the proposals prior to any decision being taken on implementation.

WHAT NEXT ?

What has happened as a result of the consultation?

The Local Authority has published statutory proposals and the proposals are to be decided by Kirklees Council Cabinet on the 12th January 2016

What action will you now be taking? Detail any mitigation actions where necessary?

Should the proposal be approved for implementation then officers from the Local Authority would continue to work with the school and other partners to manage work required to ensure a successful implementation.

How will any outcomes be monitored, reviewed, evaluated and promoted where necessary?
Via the Schools Strategic Co-ordinating Board and other management level meetings for schools that occur across the Council.
Any Additional Information
N/A



This is the end of the Equality Impact Process. By now you should have been able to clearly demonstrate and evidence your thinking and decision(s). An update sheet has been provided should you wish to add any information at a later stage. **IT SHOULD NOW BE PUBLISHED.**

- Save this document for your own records
- Complete and save a front sheet
- Use the EIA checklist to make sure you have done everything that is required.
- Send this, a front sheet, stage 2 document and your screening tool if you have completed one to equalityanddiversity@kirklees.gov.uk
-

UPDATE

Enter text here

EQUALITY IMPACT ASSESMENT STAGE 2 – ENSURING LEGAL COMPLIANCE

In what way does your current service delivery help to:	How might your proposal affect your capacity to:	How will you mitigate any adverse effects? <small>(You will need to review how effective these measures have been)</small>
End Unlawful Discrimination?	End Unlawful Discrimination?	End Unlawful Discrimination?
It continues to ensure that some children and young people with special educational needs and disabilities, and their families have access to post year 11 provision to meet their specific education and developmental needs.	It would provide a greater breadth of provision and therefore choice for some children and young people with SEN and their families. It would enable some children and young people who met the eligibility criteria to develop at a pace that is appropriate for them and meets their needs, effectively preparing them for adulthood and learning in another setting.	It is not expected that there will be any negative effects as the pilot provision that is proposed to be made permanent in this proposal has been running for three years and as such effective systems and structures for its management already exist. However, where necessary careful planning with children and young people and their families will be implemented so that transition is smooth and timely. Personalised plans would continue to be put into place to help manage specific issues for those children and young people who access the provision.
Promote Equality of Opportunity?	Promote Equality of Opportunity?	Promote Equality of Opportunity?
It ensures that children and young people with SEN and their families have access to post year 11 provision that can meet their needs.	It will provide additional capacity for some children and young people with complex needs and their families. Some children (up to 16) who meet the eligibility criteria would be able to access this provision in order to	The effects are generally positive. Transition of children and young people will be minimal as the pilot provision has been running for three years and so a well-established

	meet their educational and developmental needs.	management system is in place.
Foster Good Relations Between People	Foster Good Relations Between People	Foster Good Relations Between People
It ensures that children and young people with complex needs are continued to be taught in an environment post year 11 with some specialist staff who can provide personalised support such as work based learning, access to leisure activities, independent living and work within the local community, this will help these children and young people prepare for adulthood and further learning in an alternative post 16 setting.	It will provide an appropriate setting for some children and young people with SEN to continue their development in familiar surroundings at an appropriate pace for them.	By continuing to work collaboratively with the school and other key stakeholders to ensure a smooth and successful implementation.

Think about what you are planning to change; and what impact that will have upon ‘your’ compliance with the Public Sector Equality Duty (refer to [guidance sheet](#) complete with examples where necessary)

ONLY IF You are confident that there is little if any negative affect on your public sector equality duty and/or you have all the necessary evidence to support your proposal.



- Save this sheet for your own records
- Complete and save a front sheet
- Send this, a front sheet and your screening tool if you have completed one to equalityanddiversity@kirklees.gov.uk



- IF the proposal is likely to be high or medium/high impact on equality groups,

AND

- You do not have any supporting evidence needed for your proposal (such as consultation)
- Your proposal is likely to have a negative affect on your ability to comply with the Public Sector Equality Duty. Proceed to stage 3 Customer focus assessment.

EQUALITY SCREENING TOOL

This screening tool has been developed to assist you to make an initial assessment on the priority you may give to a proposal or review of a service, function, or policy in your area. It acts to indicate the likely impact this proposal could have on groups of people. Multiple proposals, or alternate options, can be run individually through this tool. It should be completed by someone who has knowledge of both the issue and the employees who will be carrying out the work. **[If you feel that there is likely to be a high impact then you can go straight to Stage 2 Document (Ensuring Legal Compliance)]**

LEVEL OF IMPACT is an indication of the likely impact your proposal could have upon communities &/or employees.
GREEN = low; YELLOW = medium rising to - AMBER = high medium; RED = High;

RISK This is an indication of the chance of not being able to mount a successful defence if challenged.
GREEN = low; YELLOW = medium; AMBER = high medium; RED = High;

NB There is always a risk of challenge. A lack of evidence leads to a high score.

Directorate:
Children and Young People
Lead Officer:
Mandy Cameron
Officers responsible for Assessment:
Rajesh Singh

Service:
Learning and Skills
Service Area:
School Organisation and Planning
Date of Review:
17th November 2015

Impact Scores (max = 100)

30 and below - your proposal is likely to have little if any impact.
 31 - 40 An EIA could be considered
 41 - 54 your proposal is likely to have a wide impact. An EIA is advised
 55 and above An EIA is STRONGLY advised

RISK (see above)

Irrespective of the impact score: **IF risk background is GREEN less than 30%** then there is **likely to be sufficient evidence** demonstrate that **DUE REGARD** has been taken.

LEVEL OF IMPACT	RISK (%)
14	-7

QUESTION No.	WHAT IS YOUR PROPOSAL?	type y or n	Comments (please explain your answer)
1	To withdraw a service, activity or presence	N	No, the proposal is to change the upper age range of Ravenhall School from 16 to 19 years.
2	To reduce a service, activity or presence	N	No. The proposal is designed to make permanent a pilot provision that has been running since 2011 that meets the needs of a small group of vulnerable children and young people with special education needs in order to continue to help them prepare for adulthood and learning in a post 16 setting.
3	To introduce or increase a charge for Service	N	No charges will be introduced.
4	To change a commissioned service	N	No changes are planned to a commissioned service.
5	To introduce, review or change a policy or procedure	N	No - please see stages 2 & 3 of this EIA for further information.
6	To introduce a new service or activity	N	The proposal is designed to make permanent a pilot provision that has been running since 2011.
7	Is this about improving access to, or delivery of a service.	Y	The proposal is designed to make permanent a pilot provision that has been running since 2011 and to continue to meet the needs of a small group of children and young people. This is fully explained in stages 2 and 3 of this EIA.
8	Will you require supporting evidence on this issue	Y	February 2015. Cabinet Report on proposal to change the upper age range of Ravenhall School from 16-19 years of age. June 2015 non-statutory consultation outcomes report. https://democracy.kirklees.gov.uk/Data/Cabinet/201502101600/Agenda/CABINET10021553006D.pdf
WHO WILL IT AFFECT?			
9	Does this affect Employees? If YES please list	N	The proposal has no HR implications.
10	Does this affect a Single Ward or Locality ONLY	N	Children and young people attend the school from across the borough.
11	Does this affect most of Kirklees or its Residents	N	No
12	Does this issue concern ANY Protected Characteristic Group.	Y	Children and young people with Special Education Needs.
13	Can you foresee a negative impact on any Protected Characteristic Group(s)? If YES please state what these could be.	N	The proposal is a positive opportunity for children and young people, please see stages 2 and 3 of this EIA for further information.
14	IF IMPACT at this stage is less than 15 answer Y to this question		IF YOU CAN ANSWER YES HERE THEN DO NOT ANSWER ANY FURTHER QUESTIONS
TAKING DUE REGARD			
Where consultation was needed:			
15	Have you got any general intelligence (research, consultation, etc.)? If YES please list any related documents.	Y	The Council carried out a four week non-statutory consultation on this proposal which commenced in March 2015. Following the completion of the consultation the views of all stakeholders were reported back to Kirklees Council Cabinet for feedback in June 2015. 1. Non statutory consultation outcome report 2nd June 2015. http://democracy.kirklees.gov.uk/documents/32162015-06-02/2015-06-02%20Ravenhall%20School-change%20of%20age%20range%20non-statutory%20consultation%20report.pdf
16	Have you got any specific intelligence (research, consultation, etc.)? If YES please list any related documents.	Y	Please see link provided in question 8 above.
17	Have you taken specialist advice? (Legal, E&D Team, etc.). If YES please state.	Y	Internal legal advice has been sought and received.
18	Have You considered your Public Sector Equality Duty? Please provide a rationale	Y	It is considered that the proposal meets the objectives of the Public Sector Equality Duty, as it provides a range of benefits to some children and young people with special education needs that are not ready to make the transition to another post 16 setting.
19	Can the Public access a "Decision Report"? If YES state where and how it can be accessed.	Y	The public can access a decision report via the following link via the Councils external website that provides Council Cabinet information: http://democracy.kirklees.gov.uk/ie/ListMeetings.aspx?CID=139&Year=0
20	Can you mitigate any negative effect? Please state how	Y	There are no negative effects envisaged, however officers from the Local Authority will continue to work collaboratively with the school and other key stakeholders to ensure a smooth and successful implementation.
21	Do you have any supporting evidence? If YES please list the documents	N	Cabinet Report 2 June 2015: Report on the outcomes from the non-statutory consultation for Members consideration on the proposal to change the upper age range of Ravenhall School from 16 to 19 years. Cabinet Report: 10th February 2015 Proposal to change the upper age range of Ravenhall School from 16 to 19 years. Research into Post 16 Progression Routes for Young People with Special Educational Needs in Kirklees.
22	Have you published your information? If YES state where.	Y	The Council has published a consultation document and an on-line response form to the consultation at: www.kirklees.gov.uk/schoolorganisation . Decision reports can be found using the link provided to question 19.

STOP ONLY IF your proposal is likely to have little or no impact upon groups and you are confident that you have evidence to support your proposal and this document. (RISK less than 30% [GREEN])

1) Save this scoresheet;
 Complete and save a 'Front Sheet';
 sure you have gathered any supporting evidence documents and they are listed above
 SEND Electronic copies of this tool and a front sheet to equalityanddiversity@kirklees.gov.uk.

2)
3) Make
4)

GO IF your proposal is likely to have medium or above impact upon groups AND you are not confident that you have evidence to support your proposal and this document. (RISK greater than 30% [yellow, amber, red])

1) Save this scoresheet;
 2) Proceed to Stage 2 document (Ensuring Legal Compliance)

EQUALITY IMPACT ASSESSMENT FRONT COVER Appendix 8

Service Details

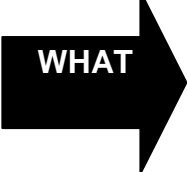
Ref No.

(to be allocated by the equality and diversity team)

Directorate:	Service:
Children and Young People	Learning and Skills
Lead Officer:	Service Area/Team:
Mandy Cameron	Vulnerable Children and Groups
Officers responsible for Assessment:	Date:
Rajesh Singh	17.11.15

About the proposal

What are you planning to do?

- | | | |
|---|---|--|
| <input type="checkbox"/> Change/Reduce
<input type="checkbox"/> Remove
<input checked="" type="checkbox"/> Introduce or charge
<input type="checkbox"/> Review |  | <input checked="" type="checkbox"/> Service provision to the public
<input type="checkbox"/> Policy
<input type="checkbox"/> Employment Practice/Profile |
|---|---|--|

Assessed level of Impact

- High
 Medium
 Low

Budget Affected (None)

- Capital
 Revenue

How has this issue come about?

- | | | |
|---|---|--|
| <input type="checkbox"/> Budget Proposal | <input type="checkbox"/> New funding/Grant Aid | |
| <input checked="" type="checkbox"/> Service Plan | <input checked="" type="checkbox"/> Legal Duty | |
| <input type="checkbox"/> Loss/reduction in funding (inc. end of funding period) | <input type="checkbox"/> Other (please state) _____ | |

Proposal detail (give a brief outline of what this is about – no max words)

To change the upper age range of Ravenshall School from 16 to 19 years

Who is the proposal likely to impact?

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Age | <input type="checkbox"/> Marriage & Civil Partnership | <input type="checkbox"/> Religion & Belief |
| <input checked="" type="checkbox"/> Disability | <input type="checkbox"/> Pregnancy & Maternity | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Gender Reassignment | <input type="checkbox"/> Race | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Other (please state) - | | |

Which ward area(s) is this likely to affect? All
Have any of the following been completed? Y N

- | | | |
|-----------------------------------|-------------------------------------|--------------------------|
| Stage 1 Screening Tool | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Stage 2 Legal Compliance | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Stage 3 Customer focus assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Is the proposal likely to have an adverse impact on compliance with the Public Sector Equality Duty?

- | | Y | N |
|--|--------------------------|-------------------------------------|
| Ending Unlawful Discrimination, harassment & Victimisation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Promoting Equality of opportunity | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Foster Good Relations | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

List any supporting documents

Cabinet Report 2 June 2015: Report on the outcomes from the non-statutory consultation for Members consideration on the proposal to change the upper age range of Ravenshall School from 16 to 19 years.

Cabinet Report: 10th February 2015 Proposal to change the upper age range of Ravenshall School from 16 to 19 years

Research into Post 16 Progression Routes for Young People with Special Educational Needs in Kirklees.

Authorisation

Sign off by lead officer (name)	Signature	Date
Mandy Cameron	Mandy Cameron	10.12.15
Sign off by Assistant Director (name)		Date
Gill Ellis	Gill Ellis	14.12.15
Proposed Review Date		
June 2016		

Further Authorisation

Authorising Body	Signature	Date