

Name of meeting: Cabinet

Date: 25 July 2017

Title of report: Specialist provision for Kirklees children with communication and interaction needs

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports)</u>?	Yes
The Decision - Is it eligible for "call in" by Scrutiny?	Yes
Date signed off by Strategic Director & name	Steve Walker - 17.07.17
Is it also signed off by the Service Director for Finance, IT & Transactional Services	Debbie Hogg - 10.07.17
Is it also signed off by the Service Director - Legal Governance and Commissioning	Julie Muscroft - 07.07.17
Cabinet member portfolio	Cllr Erin Hill & Cllr Masood Ahmed - Children

Electoral wards affected: All

Ward councillors consulted: Yes

Public or private: Public

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1. Summary

The report details, for Members' consideration, the outcomes from the non-statutory consultation on the proposed new communication and interaction provision to be hosted by Windmill Church of England Voluntary Controlled Primary School and seeks a decision on the way forward in light of the information received from 1 October 2017. It also seeks to complete the legal process to decommission the specialist provision at Ashbrow School for children with speech, language and communication needs (SLCN) from 31 September 2017

2. Information required to take a Decision

2.1 Kirklees review of specialist provision for children with special educational needs

Since 2012, Kirklees council has been reorganising specialist provision across Kirklees to meet demand. Specialist provision across Kirklees has been under review to offer children more choice at their local school.

Cabinet Report 6th December 2011 - Report on the outcomes of the statutory consultation on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees

Link to 6 December 2011 cabinet report:- <http://bit.ly/6Dec11>

On 5 April 2016, a Cabinet report was taken forward to adjust some existing specialist provisions. This report provided an overview of progress made in relation to the changes from December 2014 to specialist provision for children and young people with additional needs in the areas of autism; speech, language and communication needs (SLCN); physical impairment (PI); and sensory impairment (HI & VI). A non-statutory consultation took place between 16 May and 17 June 2016 on the proposals in relation to the changes to specialist provision for children and young people with additional needs in the areas of autism and SLCN. Link to 5 April 2016 cabinet report:- <http://bit.ly/5thApr16>

On 15 November 2016, Cabinet received the report of the outcomes of the non-statutory consultation and agreed to the officer's recommendation for a new 'commission' of a primary specialist provision. The new provision would offer 12 transitional places, plus outreach, to cater for children with complex communication and interaction needs that are impacting significantly upon their social development and emotional wellbeing. For some children, the overlap of a range of difficulties, one of which may be SLCN, means that a more holistic approach to provide a holistic approach to better support the needs of those children.

Link to 15 November 2016 cabinet report:- <http://bit.ly/15thNov16>

On 7 March 2017 Cabinet members were presented with a report on the proposals for changes to specialist provision for children with SLCN and autism. The process to identify a host school for the proposed provision began with invitations for expressions of interest from primary schools across Kirklees. The four week expressions of interest period ran from 23 November to 20 December 2016.

Link to 7 March 2017 cabinet report:- <http://bit.ly/7thMar17>

During this period, expressions of interest were submitted by 10 Kirklees primary schools and, in total, four applications were received. On 14 February 2017, senior Kirklees council officers reviewed the applications to determine which school would be the preferred host for the new communication and interaction provision.

The successful school was Windmill Church of England Voluntary Controlled Primary School.

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

Please see the cabinet report of **4 April 2017** that refers: <http://bit.ly/04Apr17>

2.2 On **4 April 2017** Cabinet members authorised officers to develop plans for a non-statutory consultation during April/May on the proposed new communication and interaction provision to be hosted by Windmill Church of England Voluntary Controlled Primary School, and to complete the legal process to decommission the specialist provision at Ashbrow School for children with speech, language and communication needs (SLCN).

The LA proposal

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

2.3 Equalities Impact Assessment

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

2.3.2 Following the updates made to the EIA after the non-statutory consultation, the proposal to establish a new provision for communication and interaction is still intended, and is very likely to have a positive impact for pupils and their families living in Kirklees because the aims are to strengthen existing specialist provision and outreach arrangements where they are needed, in line with demand.

The updated EIA can be found here: <https://www.kirklees.gov.uk/you-kmc/deliveringServices/impactAssessments/impactassessments.asp>

Then select 'Children and Young People Directorate' and 'CH24 Specialist provision', The stage 1 report is named '170530 Stage 1 EIA C&I After Consultation before stat notice'

The stage 2 report is named '170530 Stage 2 EIA C&I After Consultation before stat notice' – last updated 26 June 2017.

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

3. Implications for the Council

3.1 Early Intervention and Prevention (EIP)

One of the core principles of Kirklees' specialist provision work is the delivery of intervention to children in as timely a manner as possible, within their locality, in order to address needs and identify strategies either through outreach support or where needs are more complex, through the provision of specialist places in order to meet need and prevent further difficulties arising. A child referred to the provision would have an Education Health Care Plan (EHCP), high level funding and intensive support already given, as such, children will be known to the specialist provision (SP) team prior to any referrals.

3.2 Economic Resilience (ER)

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

3.3 Improving outcomes for Children

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

3.4 Reducing demand of services

This early intervention model works to ensure that wherever possible a child's needs can be met at their local school, thus reducing the potential requirement for more costly provision. The service works to build capacity with mainstream schools so that they become better able to meet need and not always rely on costlier external support.

3.5 Council priorities:

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

- **Health and wellbeing in Kirklees:** By 2020, no matter where they live, we want people in Kirklees to live their lives confidently, in better health, for longer and experience less inequality
- **A strong economy for Kirklees:** We want Kirklees to be recognised as the best place to do business in the north of England and as a result, one where people prosper and flourish in all of our communities.

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

3.6 Human Resources implications

There would be human resources implications resulting from the creation of the specialist provision at Windmill Church of England Voluntary Controlled Primary School. Should the proposals be agreed, officers from the LA would work with the governing body and head teacher of the school regarding recruitment and any revision to structures including other affected members of staff not based at the school. Kirklees HR officers will provide technical advice and support any processes where required.

3.7 Financial Implications

3.7.1 Revenue

The Specialist Provisions are fully funded from the “high needs block” of the Dedicated Schools Grant (DSG), which is an annual government grant received by the Council. This can only be spent on education so the proposals have no revenue impact for the Council budget. The proposals do not reduce the funding allocated to Specialist Provision services; the funding will be redirected to pay for a new provision of 12 communication and interaction transitional places including outreach for pupils remaining in their local school.

3.7.2 Capital

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

4. Consultees and their opinions

4.1 The statutory process for school re-organisation

On **4 April 2017** delegated authority was provided to the Director for Children and young people in consultation with the Cabinet Portfolio lead to:-

- develop consultation materials on the basis of the proposals
- organise and carry out non-statutory consultation

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

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

It was agreed that a non-statutory consultation would take place with key stakeholders to have an opportunity to comment on the proposals.

Members requested officers report the outcomes of the non-statutory consultation to Cabinet for further consideration of the next steps

4.2 Consultation Strategy and Methodology

4.2.1 A four week term-time non-statutory consultation about the proposals to establish a communication and interaction provision to create 12 transitional places at Windmill Church of England Voluntary Controlled Primary School and to decommission 12 transitional places for SLCN at Ashbrow School took place between 24 April and 22 May 2017, to seek the views of parents/carers, school staff, professionals, governors, pupils, other schools with specialist provisions, ward members, wider community stakeholders and other interested parties.

4.2.2 This is the first consultation that the School Organisation and Planning Team have undertaken solely online. The 'Digital by Design' approach was adopted to bring processes into line with current council policies. Paper copies were also made available if requested. Responses to the consultation could be made online via the council website, where the full details of the consultation were also available to view. Letters were sent to the families of pupils at Windmill Church of England Voluntary Controlled Primary School with a link to the web page. Letters with the link to the web page were also sent to school staff, school governors, ward members, MPs, faith groups, neighbouring Local Authorities and other key stakeholders. Copies of the consultation document were sent to Trade Union representatives, community centres/groups, libraries and health centres in the area. The consultation document was also made available on HeadsUP!, at the public consultation event and by request. A complete distribution list is attached at Appendix A.

4.2.3 A copy of the consultation document 'Non-statutory consultation on proposals for: A new provision for children with communication and interaction needs at Windmill Church of England Voluntary Controlled Primary School', can be found at Appendix B.

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

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

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

4.2.7 There were 12 attendees in total at the public consultation 'drop-in' session, which took place between 3pm and 4pm on 9 May 2017 at Windmill Church of England Voluntary Controlled Primary School.

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

4.2.9 Bespoke meetings for staff and governors at Windmill Church of England Voluntary Controlled Primary School were held during the consultation period. The notes of these meetings are detailed in Appendices C1 & C2.

4.3 Response to Consultation

We asked stakeholders the following question and asked for their comments:-
'Do you support or oppose the proposals relating to Windmill Church of England Voluntary Controlled Primary School – to create 12 transitional places for children with communication and interaction needs?'

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

The consultation was primarily undertaken online, adopting the 'Digital by design' approach, during the consultation period there were also approximately 60 paper documents distributed either via Royal Mail or at the consultation event. See point 4.2.2 above for further detail.

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

Type of respondent	Number received
Parent/carer	1
Governor	1
Member of staff	2
Pupil	
Local resident	
Other	
Not stated	1
Total	5

All responses received were made via the online form on the Kirklees website.

Parent/carer responses:

1 response was received from a parent who strongly supported the proposals.

Governing Body / governor responses:

1 response was received from a governor who strongly supported the proposals.

A Governor Consultation meeting was held the school during the consultation period. Notes of this meeting are included in Appendix C2.

Staff responses:

2 responses were from staff: Both strongly supported the proposal.

A staff consultation meeting was held at the school during the consultation period with Human Resources and Trade Union representatives. Notes of this meeting are included in Appendix C1.

Other members of staff that are affected by the proposals were given a paper copy of the consultation document and had a separate meeting with HR, union representatives and LA officers.

Other responses:

1 response was from a stakeholder who was identified as 'other'. They strongly opposed the proposal.

4.4 Key Themes from the Consultation Responses

All responses and notes of meetings are included in full in Appendices C1, C2 and D. The responses have been analysed to identify key themes and these have been summarised along with an officer commentary on the issues raised.

The feedback from the consultation features the following themes:-

Key Theme: Positive impacts at Windmill Church of England Voluntary Controlled Primary School	
Summary response	Officer commentary
<p>Respondents who strongly supported the proposals highlighted the wealth of expertise in the school will not only impact on the pupils the provision can support but also the children attending the school.</p> <p>Respondents believed that the children can learn more about equality, inclusion, diversity and developing skills.</p>	<p>These comments reflect and reinforce the rationale for selecting Windmill Church of England Voluntary Controlled Primary School as the potential host for the newly commissioned provision.</p>
Key Theme: Suitability of Windmill Church of England Voluntary Controlled Primary School to host the provision	
Summary response	Officer commentary
<p>Respondents who strongly supported the proposals were excited to see how this provision could develop.</p> <p>Respondents feel that the staff at the school are dedicated to the children and that the reputation of the school has soared in the community since it opened.</p>	<p>These comments reflect and reinforce the rationale for selecting Windmill Church of England Voluntary Controlled Primary School as the potential host for the newly commissioned provision.</p>

<p>Respondents who strongly support the proposals expressed confidence that this will be a successful unit for children in Kirklees and be a welcome addition to an already inclusive school.</p> <p>Respondents see this as a caring school and believe that this will be a successful and beneficial move for all parties</p> <p>A respondent who strongly supported the proposals highlighted that the ethos of the school strongly promotes equality and diversity by accepting all pupils. The specialist provision would be ideal to demonstrate this commitment by supporting the needs of new pupils. The 12 proposed transitional places for communication and interaction will strengthen the vision of the school, the children, staff and the community of the school as a whole.</p>	
<p>Key Theme: Availability of outreach services</p>	
<p>Summary response</p> <p>The respondent who strongly opposed the proposals felt this would be a reduction of available outreach for the schools across the authority.</p> <p>This respondent questioned whether providing a service for more complex needs would impact upon the ability to provide outreach?</p>	<p>Officer commentary</p> <p>The staffing of the proposed new provision will be in line with that of other specialist provisions in terms of specialist teachers and support staff. The routine rigour of monitoring numbers across all specialist provisions will continue in order to ensure that staffing levels continue to reflect demand.</p>
<p>Key Theme: Definition of communication and interaction</p>	
<p>Summary response</p> <p>The respondent who strongly opposed the proposals commented on the lack of clarity within the consultation document around the overlap of a "range of difficulties" and a "more complex" cohort?</p>	<p>Officer commentary</p> <p>The previous consultation had highlighted a gap in provision for children with complex communication and interaction needs. This cohort of children are defined as those where there is an overlap of a range of difficulties, one of which may be SLCN, but where, in addition, there are significant difficulties with social communication skills which impact greatly upon emotional development and often result in challenging behaviour. The view is that such needs would be better accommodated through a refocus from SLCN to Communication and Interaction, which is</p>

	reflective of a greater level of complexity of need.
Key Theme: Clarification on timeline	
Summary response	Officer commentary
The respondent who strongly opposed the proposals questioned whether the implementation date is realistic?	It is proposed that the provision would be implemented from 1 October 2017, however, this does not mean that it would be fully functional from that date as final arrangements and a recruitment process cannot be finalised until final Cabinet approval is given. It is likely the provision would provide an outreach only service initially building up to full capacity over the following months.
The respondent asked for more clarity about the budget?	If agreed by Cabinet, the provision would be fully funded through a Service Level Agreement (SLA).

4.5 Conclusions to be drawn from the non-statutory consultation

The conclusion to be drawn from the non-statutory consultation is that there is a very good level of support from the large majority of respondents for establishing a provision of 12 transitional places for children with communication and interaction needs at Windmill Church of England Voluntary Controlled Primary School.

The very low number of respondents (5) indicates that the proposals are not contentious, 4 of which were supportive of the proposals.

Concerns raised, such as questions about staffing structures, physical space, job security and logistics around current teaching arrangements, can be effectively managed during a transition period

5. Next steps

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

Activity	Date
Cabinet Report seeking permission to begin consultation as part of the statutory processes	4 April 2017
Four week non-statutory consultation	24 April – 22 May 2017
Outcome report to cabinet and approval to next stage	25 July 2017
Publication of notices and four week representation period*	August 2017
Final decision by Cabinet*	September 2017

Implementation*	From 1 October 2017
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** These dates are subject to Cabinet approval and may change*

6. Officer Recommendations and Reasons

6.1 Cabinet is recommended to:-

Note the responses to the non-statutory consultation about establishing a new communication and interaction provision to be hosted by Windmill Church of England Voluntary Controlled Primary School providing 12 transitional places.

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

- Establish 12 transitional places for children with communication and interaction needs at Windmill Church of England Voluntary Controlled Primary School
- Decommission 12 transitional places for Speech, Language and Communication Needs (SLCN) at Ashbrow School

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

7. Cabinet Portfolio Holder's Recommendations

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

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

8. Contact Officer

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9. Background papers and history of decisions

- Report Prepared by Cambridge Education April 2008 : Kirklees Council -Review of the Arrangements for Special Educational Needs in the Children & Young People Service

- Cabinet Report: 28th September 2010 - Specialist Provision for Disabled Children and those with Special Educational Needs
<http://bit.ly/28Sept10>
- Cabinet Report: 21st June 2011 - Report on the outcomes of the non-statutory consultation on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees
<http://bit.ly/21June11>
- Cabinet Report 6th December 2011 - Report on the outcomes of the statutory consultation on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees
<http://bit.ly/6Dec11>
- Cabinet Report 13th March 2012 - Report on the representations received from the published Statutory Notices on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees at the following schools:- Ashbrow I & N School, Ashbrow Junior School, Carlinghow Princess Royal J I & N School, Dalton School, Flatts Nursery School, Headlands CE(VC) J I & N School, Honley High School, Lowerhouses CE(VC) JI & EY School, Moldgreen Community Primary School, Netherhall Learning Campus - Rawthorpe Junior School, Netherhall Learning Campus - Rawthorpe St. James CE(VC) I & N School, Netherhall Learning Campus High School, Newsome High School, Park Road J I & N School, Royds Hall High School, The Community Science College @ Thornhill, Thornhill J & I School
<http://bit.ly/13Mar2012>
- Cabinet Report 2nd December 2014 - Overview of progress made in relation to changes to specialist provision for disabled children and those with special educational needs across Kirklees.
<http://bit.ly/2ndDec14>
- Cabinet Report 10th March 2015 - Report on the outcomes from the non-statutory consultation for Members consideration on proposals for change to existing specialist provisions.
<http://bit.ly/10Mar15>
- Cabinet Report 2nd June 2015 - Report on the statutory proposals for Flatts Nursery School, Rawthorpe St. James CE(VC) I&N School and Rawthorpe Junior School.
<http://bit.ly/2June15>
- Cabinet - Date: 5th April 2016 - Overview of progress made in relation to changes to specialist provision for disabled children and those with special educational needs across Kirklees. The report requests approval to take forward proposals for adjustments to some existing specialist provisions.
<http://bit.ly/5thApr16>

- Cabinet report 15th November 2016 - Report on the outcomes of the non-statutory consultation on proposals in relation to the changes to specialist provision for children and young people with additional needs in the areas of autism, speech, language and communication (SLCN).
<http://bit.ly/15thNov16>
- Cabinet Report 7th March 2017 - Report on the proposals for changes to specialist provision for children with Speech, Language and Communication Needs (SLCN) and autism. To complete the process to discontinue 10 transitional places plus outreach for children with autism at Moldgreen Community Primary School and to update on progress in determining a host school for a new communication and interaction provision.
<http://bit.ly/7thMar17>
- Cabinet Report 4th April 2017 - Overview of progress made in relation to changes to specialist provision for children with special educational needs across Kirklees.
<http://bit.ly/04Apr17>

10. Assistant Director responsible

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List of consultees		
Kirklees Council Officers	Chief Executive – Jacqui Gedman Director for place – Naz Parkar Director for resources – Debbie Hogg Director for childrens services – Gill Ellis Director for inclusive growth & social justice – Ruth Redfern Director for commissioning, public health and adult social care – Richard Parry Assistant director for learning and skills - Jo-Anne Sanders Assistant director for family support & protection services – Anne Coyle Assistant director for early intervention and prevention – Sue Richards Director of public health – Rachel Spencer-Henshall Improvement director in childrens services – Merlin Joseph	
Kirklees Councillors	All wards	
Dioceses	Diocese Of Leeds Diocese Of Wakefield	
Further Education Collages	Greenhead College Huddersfield New College Kirklees College	
HR	Head of HR HR manager School Governor service	
Kirklees Information Advice & Support Service	Parent Partnership	
University	University of Huddersfield	
MP's	Jason McCartney MP Paula Sherriff MP Barry Sheerman MP Tracy Brabin MP	
DfE	School Organisation Unit	
Neighbouring LA's	Barnsley Council..... Barnsley Council..... Calderdale Metropolitan Borough Council..... Calderdale Metropolitan Borough Council..... City Of Bradford Metropolitan District Council..... City Of Bradford Metropolitan District Council..... Leeds City Council..... Leeds City Council..... Oldham Council..... Wakefield Metropolitan District Council..... Wakefield Metropolitan District Council.....	School Organisation Assistant Head of Infrastructure for Learning and Care (Access) School Organisation Director Of children's Services Director of children's services Principle research & policy Director of children services Education Leeds Assistant Executive Director Director Of children's Services School Organisation
The Children's Trust Board Members	<ul style="list-style-type: none"> • Mid Yorkshire NHS Trust • C&H NHS Foundation Trust Children's & Women's Service • North Kirklees Clinical Commissioning Group • West Yorkshire Police • Job Centre Plus • Kirklees College • Greater Huddersfield Clinical Commissioning Group • Kirklees Council – Directorate for Children and Young People • Kirklees Active Leisure 	

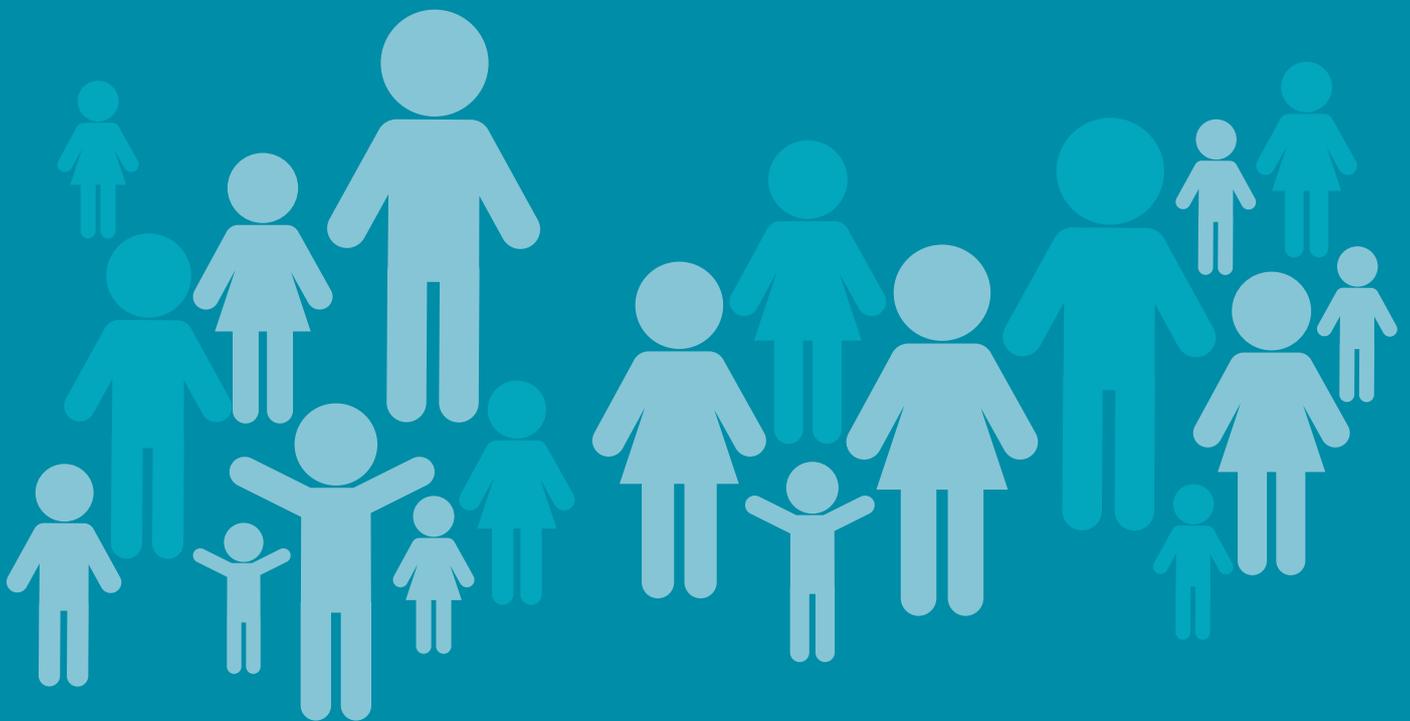
	<ul style="list-style-type: none"> • Kirklees Specialist Learning Support • Locala Community Partnerships • Kirklees Safeguarding Children Board • Kirklees Primary School Heads representatives • Kirklees High School Heads representative • Calderdale & Kirklees Careers • South West Yorkshire Partnership NHS FT • Probation Service - West Yorkshire Community Rehabilitation • West Yorkshire Fire and Rescue Authority • University of Huddersfield 	
Unions	AEP ASCL ASPECT ATL GMB NAHT NASUWT NUT UNISON UNITE VOICE THE UNION	
Parent/guardians of pupils at :	Windmill Church of England Primary School	
Governors and staff at :	Windmill Church of England Primary School	
Special Schools	Castle Hill School Fairfield School Woodley School and College Lydgate School Nortonthorpe Hall School Ravenshall School Holly Bank School	
Schools with Specialist Provisions	Ashbrow School Dalton School Headlands Church of England VC JI & N School Honley High School Lowerhouses CofE (VC) JI & EY School Moor End Academy Newsome High School and Sports College Rawthorpe St James I&N Rawthorpe Junior Royds Hall High School	
Libraries	Batley Library Birkby and Fartown LIC Dewsbury Library Huddersfield Library and Art Gallery Birstall Library	
Health Centres	Batley Health Centre Fartown Health Centre	
Community Centres	Batley Community Outreach Centre	
Community Groups	HSGA - Huddersfield Support Group For Autism Childrens therapy services Pre-school Learning Alliance Crossroads Care in Mid Yorkshire Young Peoples Activity Team (YPAT) North Kirklees Phab Club Parents of Children with Additional Needs (PCAN) ADD/ADHD Support	

	North Kirklees Autism Support Group & Friends Huddersfield Down Syndrome Support Group Kirklees Deaf Children's Society Service for Children with Sensory Impairment Huddersfield Actionnaires (Action for Blind people) Patient Advice Liaison Service (PALS) NHS Orchard View Dewsbury and District Autism Support group	
Others	SENCO Team Strand lead for ASD and team Strand lead for SLCN and team Affected teaching staff	

Kirklees Children and Young People Services

Non-statutory consultation on proposals for:

A new provision for children with communication and interaction needs at Windmill Church of England Voluntary Controlled Primary School



The closing date for responses is
22nd May 2017



Background

Kirklees Council wants all children and young people to have access to a range of provision and support across the district that will meet their educational needs and allow good opportunities for progression.

When Kirklees Council proposed to make adjustments to some existing specialist provisions in 2016, a non-statutory consultation took place. During this process, there were concerns raised about the effectiveness of the outreach 'hub' proposal as a sole provision and the lack of specialist places.

Permission was sought for a 4-week period to seek expressions of interest for a primary school to host a 'communication and interaction' specialist provision with 12 transitional places, plus outreach. Please follow this link to the final decision report agreed by Cabinet (the council's main decision making body) on 7th March –

<http://bit.ly/2pH1alZ>

Officers brought forward alternative proposals for consideration by Cabinet for further approval to proceed with 'commissioning' a primary school to host 12 transitional places for communication and interaction needs. Please follow this link to the final decision report agreed by Cabinet (the council's main decision making body) on 4th April 2017–

<http://bit.ly/2o80ZmE>

The commissioning process has now been undertaken and we propose to adopt a school partnership approach to deliver a communication and interaction provision at Windmill Church of England Voluntary Controlled Primary School.

We are now holding a non-statutory consultation from 24th April 2017 to 22nd May

2017, during which you can express your views online, in writing, or in person at a consultation event. The proposals, and all your views, will then be considered by Kirklees Council's Cabinet.

There is a form at the back of this booklet that can be used to give your views. You can also come along to a meeting and speak to officers of the council about the proposals and give your views in person. The details of this meeting can be found in this booklet. **Your views must be received by 22nd May 2017.**

If Kirklees Council decides to proceed with the changes proposed, then it will be necessary to publish legal notices to outline changes to schools. These would also be published for a period of four weeks, during which views on the proposals could be sent in writing to the council. A final decision will then be made. The content of the consultation responses will be available to the members of Kirklees Council who will make decisions in relation to the proposals.

Why are we making these proposals?

Kirklees Council has listened to the views expressed in the previous consultation. We would like to commission Windmill Church of England Voluntary Controlled Primary School to deliver 12 transitional places for children with communication and interaction needs, whilst also completing the legal process to decommission 12 transitional places for children with speech, language and communication needs (SLCN) at Ashbrow School.

We have taken a fresh look at our arrangements for children and young people with special educational needs. Our aim is always to ensure that the right support is in place for children,



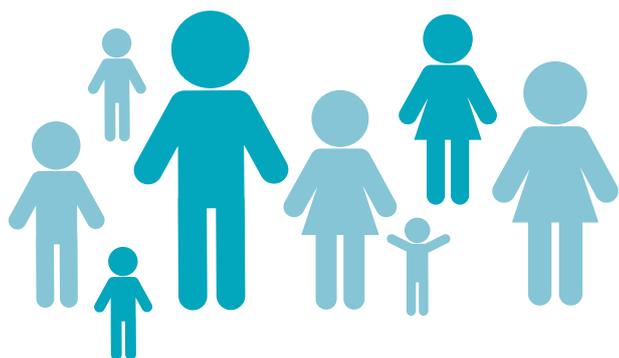
young people and their families. For this reason, we have put forward proposals to strengthen our arrangements so that children are better supported.

How would specialist provisions be commissioned?

We would work closely with schools with specialist provisions to ensure high quality provision, achieving positive outcomes for children, young people and their families. The school would be accountable for the work they do and the agreement would be kept under review to ensure the highest standards. The school would be expected to lead practice for all schools in the authority.

Meetings have taken place with head teachers and Chairs of Governors at the proposed re-designated specialist provisions to explain:

- Aims of the provision
- Expected outcomes for children
- Outreach working
- Working with parents
- Admissions criteria
- Monitoring and evaluation
- Budget and human resources arrangements



Communication and Interaction

For some children, the overlap of a range of difficulties, one of which may be SLCN, means that a more holistic approach is needed. This better supports their needs around social communication skills and challenging behaviour. Changing from singly 'SLCN' to 'communication and interaction' would better accommodate this more complex cohort of children.

How would transitional places work?

The majority of places in specialist provisions would be transitional places lasting up to six terms. This would enable specialist provisions to identify and assess a child's needs, establish appropriate curriculum, teaching and learning strategies and prepare children, parents and school staff for the transition of the child to a named local school.

Follow-up support in the local school would be provided through "outreach" by staff from specialist provisions. Arrangements for each child would be personalised. For some children it may mean that they don't actually come to the specialist provision, but the provision comes to them at their local school. It is anticipated that a maximum of a six-term placement within a specialist provision would be sufficient for most children.

It would be unrealistic to expect that all issues would be resolved before a child was ready to go to their named local school. However, we would need to ensure that the local school was adequately prepared to meet the child's needs. There would be ongoing support for this approach by using the specialist provisions to provide assessment and planning and by giving expert support in the local school.

Places will continue to be kept under close review.

Consultation document

New provision for children with communication and interaction needs at
Windmill CofE (VC) Primary School



The proposals

- ➔ To create 12 new transitional places at Windmill Church of England Voluntary Controlled Primary School for children with complex communication and interaction needs.
- ➔ To complete the legal process to decommission 12 transitional places for SLCN at Ashbrow School (following earlier consultation during May/June 2016).

levels would be determined through service level agreements or contracts between the local authority and the school hosting the provision. There are no plans to reduce the overall levels of specialist staff.

What happens next?

This consultation is open between 24th April 2017 and 22nd May 2017. You have until then to express your views online, in writing, or in person at the consultation event. You can print and complete the response form at the back of this document.

Once the consultation has finished, all feedback will be reported to Kirklees Council's Cabinet. They will then decide whether to move to the next stage. This would mean the publication of legal notices and another chance to view the proposals and comment on them before a final decision is made. The following table shows the next steps involved in the process. Dates are subject to change and would be dependent on Cabinet approval to move to each stage.

Staff recruitment and retention

Specialist provision staff would be given the skills they need to work with families and schools through recognised and accredited training. Career development pathways would be established for all specialist staff so that we can recruit and retain the high quality of specialist skills and expertise we need. Staffing

Activity	Date
Report to Cabinet to approve non-statutory consultation	April 2017
Consultation and engagement	April-May 2017
Outcome report to Cabinet and approval to next stage*	June 2017
Publication of notices and representation period*	July-August 2017
Decision by Cabinet (within 2 months)*	August 2017
Implementation starts*	1st September 2017

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



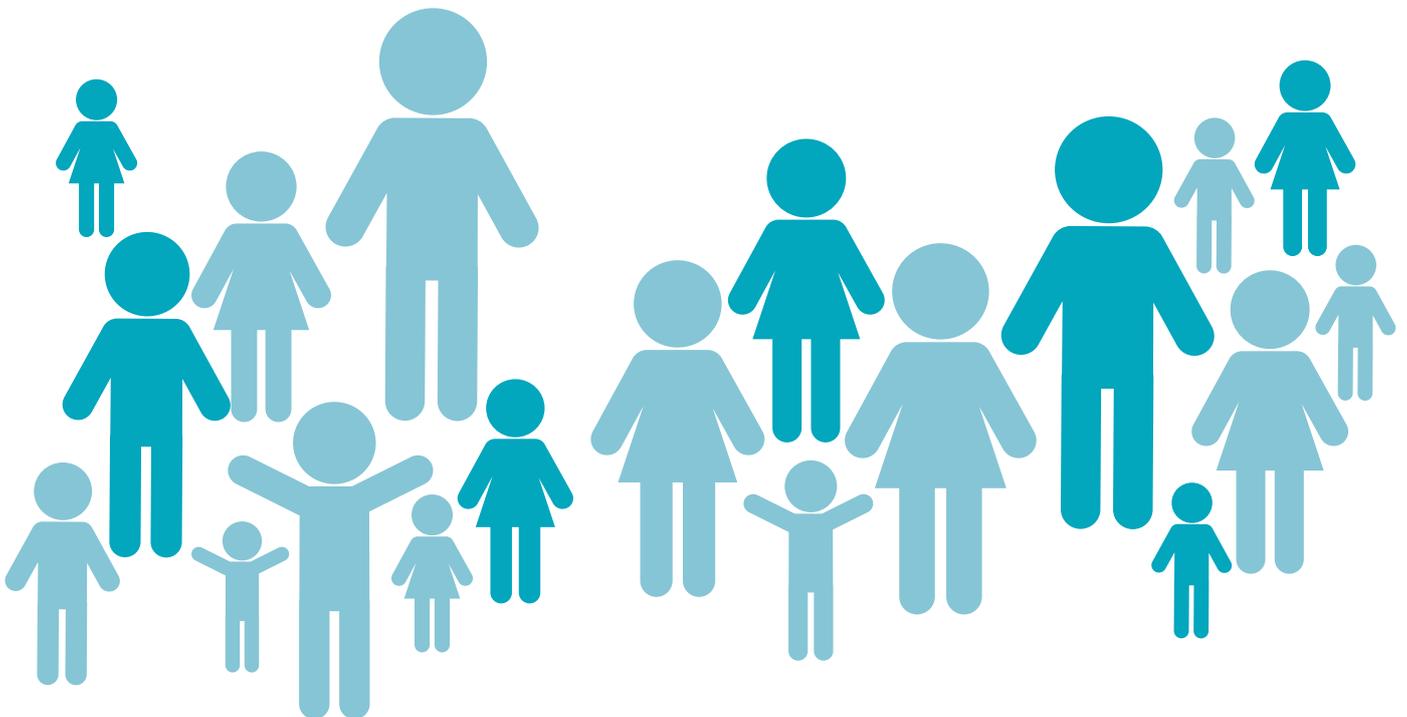
Consultation event

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

Anyone 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
9 May 2017	Windmill Church of England Primary School	3.00pm–4.00pm

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



Consultation document

New provision for children with communication and interaction needs at
Windmill CofE (VC) Primary School



How to respond

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

www.kirklees.gov.uk/schoolorganisation

In person: At the consultation drop-in session or hand in your printed response form at the school.

By post: Please send your printed response form or a letter to:

FREEPOST

Kirklees Council RTBS-CYHU-LSEC
School Organisation and Planning Team.
(Postage is free; you do not need a stamp)

Email: Please note that you can contact us via email should you have any queries regarding these proposals. Please send emails to:

school.organisation@kirklees.gov.uk

Paper copies of the response form are also available upon request by contacting us by email at school.organisation@kirklees.gov.uk or by telephone on **(01484) 225014**

Please make sure you respond by **22nd May 2017** to ensure that your views are heard.



Do you support or oppose the proposals relating to Windmill Church of England Voluntary Controlled Primary School – to create 12 transitional places for children with communication and interaction needs?

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.



About you

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

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

Parent/carer

Your child's/children's school/s:

Pupil

Your school:

Governor

Your school:

Member of staff

Your school:

Local resident

Please give us details:

Other

Please give us details:

Please write in your postcode:
(We will not use this information to contact you)

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Appendix C1

Windmill Church of England Voluntary Controlled Primary School
 Staff Consultation
 Tuesday 9 May 2017 4:00-5:00pm

Present:

- 5 LA Officers
- Approximately 18 staff (Teachers and Support staff)
- ATL Trade Union Representative (Arrived at 4.40pm but spoke with some staff members)

The LA gave an overview of the statutory consultation and the background to the proposals.

- The LA proposes to create a provision of 12 transitional places for children with communication and interaction needs at Windmill Church of England Voluntary Controlled Primary School. The provision would also offer outreach and the staffing structure would allow time for this. Transitional places would be offered up to 6 terms.
- *To access a place in the provision, children need a EHCP with a higher level of funding reflective of complex needs and have already received intensive support in their existing setting. The request for a place would come through a review of the EHCP and follow the normal statutory processes.*
- *Provision staff retain a very close link with the community school staff to build skills and tailor an individual approach in preparation for when the child returns.*
- *To become a centre of excellence so other teachers and support staff will become more experienced and skilled to support the children in the provision.*
- *Staffing structure - Teacher in charge, Specialist teachers, Support staff. Staff will be on the relevant grades.*
- *We want to ensure staff are supported, children are not automatically placed in classes. Most of the work with children would be done in the provision and children would attend classes as and when appropriate in line with needs.*

Open to questions

Q) So children would gradually build bridges and move into mainstream classes?

(A) Children would be supported within those classes. The Teacher in charge would have overall responsibility to track a child's overall process, but with the expectation that class teachers would track individuals' work and play their part in the planning. It is not expected that would be over and above normal workloads and would be carried out collaboratively in partnership with the provision. Staff from the provision would be present in classes dependant on the needs of the child.

- The level of take up of places has to be monitored carefully as this affects outreach capacity.
- Children coming into the provision will already be known to Specialist Provision staff as the expectation is that they would have been involved in providing intensive outreach support prior to any request for a place.

Q) Could the children come from a broad range of age groups?

(A) Provision is for 5-11 however it is likely that the majority of children accessing a place would be KS2 following intensive outreach at an earlier level. Children would typically be taught with their own age group.

Q) Would children be dual-registered?

(A) Yes.

Staff were encouraged to complete the online response form.

Meeting ended at 4.25pm

Appendix C2

Windmill Church of England Voluntary Controlled Primary School

Governor Consultation

Tuesday 9 May 2017 5:30-6:00pm

Present:

- 3 LA Officers
- 6 Governors
- Head Teacher

The LA gave an overview of the statutory consultation and the background to the proposals.

- The LA proposes to create a provision of 12 transitional places for children with communication and interaction needs at Windmill Church of England Voluntary Controlled Primary School.

The non-statutory consultation will end on 22 May 2017 so this is an opportunity for governors to air their views which will feed into the outcome report.

Q: Are the 12 places on a rolling offer?

A: Yes, as one child leaves that place becomes available to another.

Q: Will the children be on roll here?

A: They will be on roll at their mainstream school, results would also be recorded at the mainstream school.

Q: So the provision is a respite for the children whose needs aren't being met in mainstream?

A: Yes, but every avenue would have been explored before referral for a place in specialist provision which would offer a more personalised approach. The provision can be accessed for up to 6 terms/2 school years.

Q: The consultation document doesn't make it clear who has responsibility, it mentions 'hosting'?

A: You are commissioned to run the provision and are funded through the SLA. Budgets, staffing, physical space are all laid out in SLA. Schools are responsible for recruitment, although undertaken in partnership with the LA as we would like to be involved at that level. School would be responsible for performance management, staff would be employed by school. SLA funding would cover staffing, this comes out of the high needs block. This funding has not been cut and SLA is under review for all provisions this summer, this will go to Head teacher steering group for decisions, democratic in terms of what is needed for budget and staffing.

Q: What happens if the unit is not full?

A: The more children there is in the provision the less support there is for the outreach function. Demand closely monitored by the specialist provision strand leads. SLCN and ASD teams work closely together to cover outreach need which means strong support in place for mainstream schools.

This years' review hasn't highlighted any issues with outreach. We are constantly reviewing what is working/isn't working/what we're short of/where there are gaps.

There were lots of expressions of interest to host the provision, and of good quality. Some existing provisions had felt that the lack of demand for places had led to a lack of specialist work for their staff, felt that funding could be better used to support more widely and therefore no longer wanted the provision. It makes no sense to keep a provision where

Appendix C2

there is no demand. We have to be sure we are getting value for money. Not the volume of referrals for outreach at Ashbrow and Thornhill as previously expected.

The consultation identified a cohort of children more complex than pure SLCN or ASD, schools have also adapted to accommodate some of the less complex children with SLCN needs as part of their overall provision. Usage of provisions/outreach is monitored very carefully and the most recent review highlighted that after 12 months the staffing structure wasn't suited to demand hence our most recent proposals for a communication and interaction provision. Some strands have seen an increase in demand, some a decrease. From an early years SEN perspective we are aware we have a growing need for support for children with complex communication and interaction needs.

Q: What is the gateway to access provision?

A: A child must have an EHCP, high level funding and intensive support already given, as such, children will be known to the SP team prior to any referrals. Referrals are monitored carefully to ensure appropriate responses are made and we are building capacity of schools as a result of the referral. Outreach will not do the job that mainstream schools should be doing, they add on to that.

Q: Isn't it hard to ensure that just because a school has the funding that they are supporting children effectively?

A: The vast majority of schools are very good at what they are doing and Head Teachers are vocal about improving standards at all schools. The right thing to do is for children to be in their community school which is why we go into schools to support staff rather than move children on.

Q: What is to stop parents completing an ICAF to move here whether their child has an EHCP or not to 'access' resources?

A: Nothing to stop them, if a school has a good reputation this will happen anyway. 2300 EHCP's in Kirklees but we are only talking very small numbers so that demand is being met within mainstream.

Q: Are we looking at older children accessing the provision? We have a child starting on ASD pathway heading to that level of need but with no EHCP.

A: We would not admit a child without EHCP to a provision. Children with needs will be known to the SP team and will have received support from KS1 if identified early enough or even the EYSEN team. Early years and schools have been challenged by changes to the EHCP system, evidence of articulated need and any financial impact required.

Q: Are there any children in the system looking for places?

A: No, the process needs to be established and staff in place before we would be looking at placements.

Q: How far would the catchment area go?

A: All of Kirklees, it's a new and exciting concept.

Q: Can Leeds access our provision due to our proximity to the border?

A: No, we have never had any cross border demand in Primary.

The key dates and process were clarified.

Governors were encouraged to complete the online response form.

Meeting ended at 6.05pm

Q) Do you support or oppose the proposals relating to Windmill Church of England Voluntary Controlled Primary School – to create 12 transitional places for children with communication and interaction needs?

Responses from parents at Windmill Church of England Voluntary Controlled School

Strongly Support	<ul style="list-style-type: none"> To be honest I think this is a fabulous idea, I hope funding will be enough that it doesn't affect the school
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Responses from staff at Windmill Church of England Voluntary Controlled School

Strongly Support	<ul style="list-style-type: none"> Having attended the consultation event at the school today, I am excited by the proposals and the opportunities that this provision will provide for the area and the children in the school. Clearly, the wealth of expertise in the school will not only impact on the pupils in the area the provision can support but also the children attending the school already. There is so much the children can learn about equality, inclusion, diversity and developing skills to get along with all people from this provision. I support it entirely and am excited to see this provision develop. The staff at the school are dedicated to the children in it and the reputation of the schools has soared in the community since it opened. I am certain this will be a successful unit for the children in Kirklees and be a welcome addition to this inclusive school.
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Responses from Governors at Windmill Church of England Voluntary Controlled School

Strongly Support	<ul style="list-style-type: none"> Windmill is a very inclusive school. It is one of it's many strengths. As caring school, I believe that this will be a successful and beneficial move for all parties. The ethos of the school strongly promotes equality and acceptance for all. What better way to demonstrate this commitment by supporting the needs of new pupils. This will strengthen the vision of the school, the children, staff and the community of the school as a whole.
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Responses from Other category of respondents (including respondents not stated)

Strongly Oppose	<ul style="list-style-type: none"> This proposal would mean a reduction of available outreach for the schools across the authority. Over the last three and a half years the number of specialist teachers and support staff within the SLCN primary service has been reduced from seventeen to three. Even if staffing levels at the new provision were increased, the numbers needed to provide the children with complex needs an outstanding service would not be possible without losing the ability to provide much needed outreach across the authority. I also object on the grounds that the information in the consultation document is less than clear. on paragraph 3 of page 4 there is mention of an overlap of a "range of difficulties." What difficulties? It also mentions that these children will be a "more complex" cohort. More complex than what? This needs to be made clearer or there will be problems in identifying children who meet such woolly criteria. According to the timetable of activity it is proposed that the decision by cabinet will not be given until August 2017 and yet the implementation is due to take effect on September 1st. How can all staff and resources be in place within a month of the decision being made? Are existing outreach staff to be redeployed at such short notice? How can decisions be made about transferring work bases before a decision has been made? Surely this pre-supposes that council officers know in advance that the proposals will be accepted at cabinet level. How can the process to recruit any new staff needed be started before a final decision? Again this is pre-empting the decision. What budget has been allocated to allow the proposed timetable to be met?
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