

CITY OF PLYMOUTH

Subject: Proposal to extend the age range, redesignate and cease the residential status of Woodlands School

Committee: Cabinet

Date: 9 February 2010

Cabinet Member: Councillor Monahan

CMT Member: Director of Services for Children and Young People

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Ref: MC.JEG(CAB)(92)(17/12/09)

Part: 1

Executive Summary:

This report seeks members' authorisation:

- To hold formal consultations with all interested parties on a proposal to extend the age range of Woodlands Community Special School from 2-17 to 2-19 to incorporate 6th form places with effect from September 2010;
 - To hold formal consultations with all interested parties on a proposal to redesignate Woodlands Community Special School from Physical Difficulties to Physical and Sensory Difficulties with effect from September 2010;
 - To hold formal consultations with all interested parties on a proposal to develop a Short Break Residential Unit on the Wood View Learning Community site and therefore, to seek dual registration as a residential Special School and a Children's Home for the period up to 31 August 2011 and then to register the Short Break Residential Unit as a Children's Home from 1 September 2011. At this point Woodlands Community Special School would cease to be registered as a residential special school.
 - For the Cabinet Member for Children and Young People, in light of the outcomes of and responses to the formal consultation, to determine whether to publish formal proposals (Public Notice) to undertake the above changes affecting Woodlands Community Special School; and to determine whether to implement proposals outlined in any such Public Notice.
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Corporate Plan 2009-2012:

Extending the age range of Woodlands Community Special School from 17 to 19 would support the following Corporate Improvement Priorities (CIPs):

CIP3 – Helping people to live independently – Would provide pupils at the school with more time in a familiar and safe environment to learn and develop independence.

CIP 8 – Improving skills and educational achievement – Would provide post-16 education for pupils currently at the school, widen the options available across the City and reduce the numbers of young people Not in Education, Employment or Training (NEET).

CIP 9 – Developing high quality places to learn in – The new 6th form would be housed within Woodlands Community Special School's brand new buildings developed under a PFI project as part of the Wood View Learning Community in Whitleigh.

Redesignating Woodlands Community Special School from Physical Difficulties to Physical and Sensory Difficulties would support the following Corporate Improvement Priorities (CIPs):

CIP 4 – Reducing inequalities between communities – Would provide inclusive educational opportunities for pupils with special needs.

CIP 7 – Keeping children safe – Would safeguard the health, safety and wellbeing of the most vulnerable and disadvantaged children.

CIP 8 – Improving skills and educational achievement – Would deliver the Inclusion Strategy for Education accelerating the progress made by lower attaining pupils and those with Special Educational Needs.

Ceasing the residential status of Woodlands Community Special School and replacing it with a Short Break Residential Unit (registered under Children's Homes Regulations) would support the following Corporate Improvement Priorities (CIPs):

CIP 1 – Improving customer service – Implementing a restructured service with all-year round management oversight. This service will therefore provide a more customer focused response and will be inspected to the higher standards required by Children's Home regulations. It formalises the arrangements to provide short break stays for children.

CIP 4 – Reducing inequalities between communities – Short breaks provide vital support to parents and families with disabled children. Families often experience disadvantage and access to short break opportunities enables families to live "ordinary" lives.

Implications for Medium Term Financial Plan and Resource Implications: Including finance, human, IT and land

- Provision has been made within the 2009/10 Services for Children and Young People revenue budget to meet the minimal costs of the consultation.
- Incorporating new 6th form places would not necessitate any additional capital funding since the pupils would be housed in existing accommodation within the new Woodlands Community Special School buildings on the Wood View Learning Community in Whitleigh.
- Incorporating new 6th form places would provide professional development opportunities for current staff.
- Revenue funding for the new 6th form places would be provided through the school funding arrangements.

- The budgets/staffing for the school will not be affected by the change in designation as all schools are funded on the number of places currently purchased by the authority and these places have been agreed until 2010/2011. Future places will then be agreed for the next three years.
- Ceasing the residential status will have implications for the 2010/11 budget as it will not be possible to meet the costs of the short breaks provision from the Dedicated Schools Grant which currently funds the residential provision. The additional funding requirement will vary from £0.200m to £0.400m depending on the use of places by other authorities and appropriate budget provision will be identified predominantly from the Integrated Disabilities element of the Services for Children and Young People revenue budget to cover this cost in 2010/11. The lower figure will be required if the current pattern of use continues.
- There may also be a shortfall in the April to August period of the following financial year, 2011/12 but this will be mitigated by any new places being charged at the full cost recovery rate and is therefore difficult to quantify. This will be closely monitored and any funding requirement managed from within existing budget resources.
- With effect from 1 September 2011 the Short Break Residential Unit (registered under Children's Homes Regulations) will be funded at a full unit cost price based on a cost per bed from participating Local Authorities.
- With effect from 1 April 2010 a new staffing structure will be implemented, the number of staff required will be reduced and staff will be required to apply for new jobs in the service.
This will therefore mean that some staff will be at risk of redundancy which will be met from the Services for Children and Young Peoples revenue budget. All staff and Trade Unions have been consulted on the proposals for the future.

Other Implications: e.g. Section 17 Community Safety, Health and Safety, Risk Management, Equalities Impact Assessment, etc.

None.

Recommendations & Reasons for recommended action:

- a) The current official designation of Woodlands Community Special School as a Physical Difficulties (PD) school is no longer appropriate. It no longer reflects the complex range of special educational needs for which the school now caters. Gradually over recent years, pupils with a range of special needs have been allocated places in accordance with the more specialist provision that special schools have been developing.
- b) It is considered to be in the best interests of children, families and staff at the school to redesignate the provision to reflect the current needs of the pupils, and to extend the age range to incorporate post-16 provision.
- c) Replacing the school's residential status with a stand-alone Short Break Residential Unit (registered under the Children's Homes Regulations) will formalise the arrangements to provide short-break stays for children and give vital support to parents and families with disabled children.

- d) In order to implement the proposals to extend the age range of Woodlands Community Special School from 2-17 to 2-19 to incorporate post-16 places, to change the school's official designation and to cease the residential status of the school, it is a requirement under the Schools Standards and Framework Act 1998 for the Council to hold formal consultations with all interested parties. Therefore it is *recommended* that the Director of Services for Children and Young People be authorised to hold formal consultations with all interested parties on the proposal.
- e) The second stage of statutory procedures requires the Council to consider all the outcomes of and responses to the formal consultation before deciding whether to publish formal proposals in a public notice. Therefore it is *recommended* that the Cabinet Member for Children and Young People, in light of the outcomes of and responses to the formal consultation, be authorised to determine whether to publish formal proposals to undertake the above changes affecting Woodlands Community Special School.
- f) If a formal proposal is published, the third stage of the statutory procedures requires the Council to consider all the outcomes of and responses to the public notice and make a final determination whether or not to proceed with any of the proposals. Therefore, if a public notice is published, it is *recommended* that the Cabinet Member for Children and Young People be authorised to make a final determination as to this proposal.
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Alternative options considered and reasons for recommended action:

Doing nothing was considered and rejected on the basis that:

- This provides an opportunity for the Council to create greater diversity in the provision of post-16 provision for children with special educational needs.
 - The school has already developed and specialises in the aspects of SEN captured by the proposed redesignation.
 - Following changes over the last few years to the service provided by the Residence in Woodlands Community Special School, Ofsted have advised that the residential services needs to be registered under the Children's Homes Regulations. The proposals are phased with a period of dual registration under the Residential Special School and Children's Homes Regulations, followed by separate registration of the Short Breaks Residential Unit under the Children's Homes Regulations, thereby ceasing the residential status of the School.
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Background papers:

Investment for Children – [Strategy for Change 2008](#)

Plymouth 14-19 Strategy 2007 – 2012 Overview – January 09 update (attached)

Wood View Learning Community Consultation Paper on Woodlands Residence (attached)

Plymouth Children and Young People's Plan 2008-2011 – www.plymouth.gov.uk/cypp

Sign off: comment must be sought from those whose area of responsibility may be affected by the decision, as follows (insert initials of Finance and Legal reps, and of HR, Corporate Property, IT and Strat. Proc. as appropriate):

Fin	KF211209 ChS281	Leg	LT 1083	HR	CH 17.12. 09	Corp Prop	N/A	IT	N/A	Strat Proc	N/A
Originating SMT Member: Maggie Carter, Assistant Director for Learner and Family Support											

Introduction

Woodlands Community Special School is a non-selective school for pupils with physical difficulties aged 2-17. Woodlands School also facilitates an outreach service which meets the needs of over 130 pupils with physical difficulties across Plymouth schools. Woodlands is the only maintained school for pupils with physical difficulties in the South West Peninsula. In the past, pupils have travelled long distances to access the school and have needed to make use of the residential accommodation.

Woodlands Community Special School is a key part of the Wood View Learning Community; a hard federation of schools along with Sir John Hunt Community Sports College and Whitleigh Community Primary School. This formal collaboration of partners also includes Whitleigh Children's Centre, Wise Owls Neighbourhood Nursery, the Centre for Young Parents, Whitleigh Youth Centre and Adult Education and more recently the Plymouth Forest School. This extensive partnership aims to deliver a cohesive range of services to the children, young people and their families of the Wood View Learning Community. The Campus was built using PFI credits and is a formal partnership between Plymouth City Council and the Pyramid Consortium. Interserve are responsible for the construction and their facilities management team are running the premises.

The proposal in the Council's Strategy for Change relating to the Learning Community includes 'consider commissioning post-16 provision and facilities; consider expanding to meet any increased demand arising from the potential Northern Corridor development'. In addition to this, new legislation demands that local authorities ensure high quality educational provision for pupils with learning difficulties and disabilities until the age of 25. This will place considerable pressure on finances and services as there is currently only one special school that can take pupils beyond 16 in the City.

The federated Governing Body of the Wood View Learning Community is in full support of the current proposal to extend the age range of Sir John Hunt CSC to include post-16 which, with the proposed Woodlands provision, would provide a fully inclusive Campus to meet the needs of a wide range of pupils from 2 to 19.

Woodlands have an agreed number of places purchased by the LA of 70 pupils; there are currently 68 on roll, but the school is likely to be full during this academic year. The school has a long history of successfully providing specialist education to young people living in Plymouth, Devon and Cornwall who have severe and exceptional needs. The scope of the school has changed since the trend towards inclusion from the 1980's and as a result, has responded to a changing population of pupils. The majority of pupils admitted to the school have complex physical and/or sensory difficulties often associated with additional medical needs. Some of the pupils also have additional learning difficulties. The school's population is therefore diverse and requires a range of specialist approaches to ensure high quality of education. This is reflected in the school's aims which, in partnership with parents and the community, are to:

- Create a happy, secure and supportive learning environment, rich in creativity and challenge.
- Ensure that every pupil has a voice that is valued.
- Offer every pupil full and equal access to all areas of the curriculum, taking into account developmental needs through personalised learning.
- Help each pupil achieve the greatest possible degree of independence within the areas of intellectual, physical, social, creative, spiritual and emotional development.
- Prepare each pupil for life beyond school, encouraging a sense of self-worth and recognition of themselves as part of the community.
- Integrate therapies with curriculum activities wherever possible.
- Value all adults' and pupils' contributions to the school's progress and celebrate success and achievement.
- Foster self-confidence, a high degree of responsibility and respect for self and others.
- Ensure all adults access appropriate training and encourage development to reach their full potential.

During 2009 Plymouth City Council and the Wood View Learning Community Federated Governing Body have undertaken a review of the services delivered by the residence at Woodlands Community Special School. This review has shown that the changes that have been implemented to the residence service over the last four years have resulted in the need to make some changes to the School's registration. The residence service has been providing both boarding provision for pupils to attend the school and short break residential provision for families to have a break from care. Therefore, it is proposed to seek dual registration under both the Residential Special School and Children's Homes Regulations for the period up to 31 August 2011 and then to register a Short Breaks Residential Unit (replacing the school residence service under the Children's Homes Regulations from 1 September 2011. At this point Woodlands School would cease to be a residential special school.

Since 2005 Woodlands Community Special School residence has offered a short breaks service for families for 350 nights in the year. In addition it provides a short break residential service for children and young people who attend schools in Plymouth other than Woodlands Community Special School. Since June 2007 the decision regarding who can access short breaks at Woodlands residence service has been made through the Short Breaks Resource Panel and not the Headteacher of Woodlands Community Special School. For these reasons, Ofsted have taken a view over these changes to the service and have advised the City Council that the residence needs to be registered under the Children's Homes Regulations.

Recent proposed changes to the School's residence services and the development of a Short Break Residential Unit have been consulted on with all stakeholders of Woodlands residence. This consultation has taken place over the last six months and meetings were held with staff and parents/carers in June 2009 where the initial findings of the review were shared and feedback received. This directly informed the final proposal which was shared with staff and parents/carers in October 2009. At the same time a detailed consultation with the children and young people who

currently access the residence for short breaks was undertaken and the outcomes of this consultation will be published within the next few weeks.

The proposed changes will mean that the residential service will no longer remain as part of Woodlands Community Special School but will become a stand alone Short Break Residential Unit that is delivered on behalf of Plymouth Children's Trust through the Wood View Learning Community. The residential service will remain available to support families with disabled children in Plymouth, Devon, Cornwall and surrounding areas.

In 2008 the School had an IDACI (Income Deprivation Affecting Children Index) score of 0.3 meaning that 30% of the pupils aged up to 16 years are living in low income families. The IDACI score measures the proportion of children under the age of 16 in a Super Output Area (SOA) living in low income households. Postcode analysis related to SOAs indicates an IDACI 'score' for each pupil within each school. The average score for a school (the total of all pupils' scores divided by the total number of pupils) is then compared to the national (32,482) SOAs percentile rank. IDACI codes range from 0.0 (least deprived) to 0.9 (most deprived).

The School's CVA (Contextual Value Added (KS2-4)) score in 2008 was 1015.2. CVA is a measure of how well pupils have achieved relative to what they might have been expected to achieve. CVA adjusts predicted achievement to take account not only of prior attainment but also a range of other pupil-related factors outside a school's control that affect performance including gender, ethnicity, age in year, SEN status, free school meals status, first language, whether a pupil is or has been in care, mobility and IDACI score. A score of more than 1,000 means that, overall the school has performed better than most schools, and well above those schools with a similar mix of students and factors. Woodlands Score indicates that pupils achieve well at the school, often out performing those in similar special schools. Woodlands School's CVA is also higher than the local authority average score for all schools, including special schools, demonstrating the value added to children's education by the school.

Woodlands were judged 'good' with outstanding care for pupils well being features by Ofsted in February 2008. Parents and pupils have long reported in their annual review meetings that they would like to have the options to stay on for post-16 education at Woodlands. In a recent survey, 100% of responding parents said that they felt well supported by the school and several said this could only be improved by offering additional post-16 facilities. Pupils in their last years at Woodlands often make strong friendships with one another and have expressed that they want to continue learning together, although often this cannot be facilitated due to their needs. In the last few years, pupils leaving Woodlands at 16 have been supported to take up the most appropriate placements for their needs. In the last three years, pupils have accessed post-16 education at the following places: National Star College, Cheltenham (6 pupils), Mill Ford School (4 pupils), Dame Hannah Rogers School, Ivybridge (3 pupils), Saltash College (3 pupils), City College Plymouth (3 pupils), Lipson Community College (3 pupils).

The numbers of pupils who will be able to access more mainstream provision such as that provided at Lipson Community College or the further education college will

sharply decline over the next two years as the complexity of pupils' needs is now much increased throughout future cohorts of leavers. Specialist provision will be required by pupils leaving Woodlands in the future; increased numbers of pupils who have lifting and handling needs, medical needs and complex disabilities will challenge traditional providers of post-16 provision both locally and nationally. The majority of pupils with sensory needs leaving Woodlands aged 16 go on to attend specialist provision as these are the only settings able to meet their needs appropriately. The impact of sending pupils out of county when they are still young and not necessarily ready to live independently at college is very challenging for most students. The cost of placement at specialist colleges has to be met by the local authority and this type of provision is usually very expensive to access. Local authorities also have responsibility to provide education for all pupils with learning difficulties up to the age of 25 and Woodlands Community Special School will participate in the menu of options for young people with exceptional needs.

Change to DCSF Designation from Physical Difficulties to Physical and Sensory Difficulties

Pupils who have physical and sensory disabilities make up 0.04% of the education population and, while this number is very small, their needs are expensive to meet in terms of therapy, care and health needs as well as educational support needs. All pupils attending Woodlands have physical needs and over half of all pupils have additional sensory needs. Additionally, the school now caters for a growing number of pupils who have deaf-blindness in addition to their physical needs. Staff work closely with the Plymouth Advisory Team for Sensory Support to train teachers and support staff in sensory support qualifications to provide high quality education for pupils with complex needs across Plymouth. Woodlands has a wealth of expertise, with specialist trained teachers of Multi-Sensory Impairment (MSI), Visual Impairment (VI) with SEN, and Hearing Impairment (HI), together with a team of trained Interveners, and is therefore already well placed to provide post-16 education. The school will pursue Specialist Status in Physical and Sensory Difficulties in the near future. This would provide cost effective education in an inclusive school setting for pupils living in Plymouth who currently have to attend specialist independent provision out of county to have their sensory needs met.

The benefits of extending the age range of and redesignating Woodlands Community Special School include:

- Broaden the curriculum opportunities available to pupils by introducing progression routes which do not currently exist within the school, to keep them engaged in appropriate education and training beyond the age of 16 years.
- Contribute towards enhancing pupils' learning experiences and future employment and educational prospects, by providing work experience placements and opportunities for joint courses within the City, as appropriate.
- Encourage young people to access education appropriate to their needs by offering a curriculum which is personalised and relevant to their complex physical and sensory needs, supporting the Children and Young People's Plan key priority 'Enjoy and Achieve'.
- Provide pupils with complex physical needs more learning time to develop an understanding of their own skills and therefore the ability to appropriately use

those skills for independent living. This requires time and intensive specialist support, working alongside other agencies such as physiotherapy, occupational therapy and speech, with which we already have good relationships.

- The City would have cost effective provision for pupils who currently often have to leave the City to have their educational needs met.
- The City would benefit from accepting pupils from neighbouring authorities with similar needs which would off-set the cost of the provision.
- The development of partnership working with other post-16 providers (specialist and non-specialist) would provide pupils with increased inclusion opportunities, a wider peer group and greater access to social development activities.
- Pupils would be able to access education near to their homes and ensure they do not have to leave home at an early age. For those who are not yet ready to leave home for a college placement at 16 years old or for those who would not cope with the change to another educational setting within the City the School would offer the education and life skills in order to prepare students for that transition at 19 if they then wish to continue their education at college.
- Focused and well informed transitions to college, maybe including group visits to possible places.
- Families and pupils are already expressing an interest in staying on at Woodlands.

The disadvantages of extending the age range would be:

- Current provision was not designed for post-16 and this may require alteration to current premises or building of new facilities to house the provision in future. The school has sufficient capacity to house the provision for several years with current accommodation.
- Impact on other schools and providers of post-16 in the maintained and independent sector (Mill Ford School, Lipson Community College, City College Plymouth, Dame Hannah Rogers School).
- Time and additional resources will be required for preparing the service to start in September 2010.

The benefits of ceasing the residential status of the school and replacing it with a Short Break Residential Unit (registered under Children's Homes Regulations) are:

- Creates a single team with one management structure to deliver a short break provision.
- Formalises the current practice whereby the Headteacher of Woodlands Community Special School does not make the decisions on who can access the short break service.
- Service will be open to children 50 weeks a year.
- Ring fences posts in the new service for current staff, thus providing an opportunity for ongoing employment for some staff.
- Provides an opportunity for a high quality positive experience for children, with outcomes for children as part of a person-centred approach.
- Creates a service with a value and ethos about children and balances that with the needs and requirements of parents and carers.

- The timing of the changes minimises the disruption to those children currently accessing the service.
- Ensures inspection to the higher standards required by Children's Homes Regulations.
- Provides vital support to parents and families with disabled children. Families often experience disadvantage and access to short break opportunities enables families to live "ordinary" lives.
- Implements advice from Ofsted that the residential service should be registered under the Children's Homes Regulations.
- Ensures recoupment of the full costs of accommodating out of city children.

The disadvantages of ceasing the residential status are:

- The number of staff required will be reduced.
- Staff will be required to apply for new jobs in the service.
- Some staff will be at risk of redundancy.
- The plans of individual pupils who have been identified as requiring a residential place at Woodlands Community Special School may need to be changed.

Statutory Procedures

The first stage of statutory procedures – normally 6 weeks - is to hold detailed and formal consultations with all interested parties, including parents, staff and governors, as well as all other schools in the City and other public agencies. There are detailed provisions in DCSF guidance as to the prescribed information that must be made available to all consultees, which includes the details of the proposals, the impact of the proposals on students, staff, governors and the local community.

Following completion of stage 1, the second stage prescribes that the local authority must give careful consideration to all the outcomes of and responses to the consultation and then decide in the light of those outcomes and responses whether to publish a formal proposal, in the form of a public notice, to extend the age range, redesignate and cease the residential status of the school.

Following completion of stage 2, the third stage prescribes that the local authority must give careful consideration to all the outcomes of and responses to the public notice and then decide in the light of those outcomes and responses whether to implement the proposals to extend the age range, redesignate and cease the residential status of the school.

The 4th and final stage is to implement the proposal.

PLYMOUTH 14-19 STRATEGY 2007 – 2012 OVERVIEW – JANUARY 09 UPDATE

Our vision

“Plymouth 14-19: an outstanding, innovative, creative, motivating and inclusive “city-wide” learning campus where all young people flourish and can realise their wildest dreams”

Our Values

All young people are entitled to:

- The highest quality and the broadest possible provision.
- Opportunities to learn in ways that motivate, stretch and qualify them for success in life.
- The best information, advice, guidance and brokerage

Our accountability:

- We are committed to working collaboratively, with trust and integrity for the benefit of our young people, as we believe that this collegiate approach will best serve the needs of our learners.
- Raising aspirations in our young people and families/carers is one of the keys to unlocking potential and we will involve young people and parents in the 14-19 agenda.
- We are committed to equity and excellence for all and it is therefore our responsibility to ensure that appropriate resources are targeted at those young people from vulnerable groups at risk of underachievement.
- We will work collaboratively to ensure that all young people make successful and appropriate transitions into, within and beyond the 14-19 phase, so that they can all progress into their chosen career and/or higher/further education pathway.
- We will work collaboratively to maximise the use of resources in order to raise standards and increase achievement at city level.

Our strategic aspirations

By 2012, our strategy will have had a very strong impact on improving outcomes for young people. In particular, we will be able to demonstrate a narrowing of the gap between the outcomes for most young people and those who are most vulnerable. Our contribution to the fifth outcome of the Every Child Matters agenda “**Achieving economic well being**” will be judged to be outstanding both by Ofsted through the JAR and by GOSW/DfES through the progress checks

Our strategic priorities 2008 - 2012

1. To communicate the 14-19 vision for “buy-in” to all stakeholders working with and for young people in order to gain their commitment so that it informs the decisions that they take and which affect the 14-19 age range.
 - TwoFour Portal Project (Lead: Annie Singer)
2. To work with a wide range of service providers to shape the infrastructure required to realise the potential of the city-wide campus for all young people
 - Capital investment (Collective process)
 - HealthTec Project (Lead: Annie Singer)
3. To establish a city-wide robust data set in order to identify needs and inform service and curriculum planning.
 - Project lead: Andy Birkett
4. To shape the 14-19 curriculum provision, taking account of the demographic context, the sustainable community strategy, the needs of young people and their parents/carers as well as the need to make effective and efficient use of resources.
 - 14-19 mapping Project (Project team: Viv Gillespie/Craig Marshall/Andy Birkett/Annie Singer)
5. To establish a 14-19 Quality Improvement Strategy encompassing all forms of learning, IAG and brokerage.
 - Quality Framework based on Framework for Excellence/Model SLA/Learning Agreement (Leads: Philip Braide/Annie Singer)
6. To support the Machinery of Government Change processes
 - EBL contract (Lead: Annie Singer)
 - Local transition group (Leads: Colin Moore/Annie Singer/John Bale)
 - Regional subgroup (Lead: Colin Moore)
7. To develop a meaningful strategy to engage Young People in the development of the Plymouth 14-19 agenda
 - Employability Project with Young Chamber (Project lead: Viv Gillespie)

Our operational priorities 2008 - 2009

1. To develop and implement an integrated city-wide NEETS strategy, in order to reduce the number of young people age 16-19 who have status NEETs.
2. To develop and implement an integrated city-wide IAG strategy.
3. To develop our city-wide curriculum provision, including informal opportunities, so that it meets the needs of all learners and raises their aspirations.

4. To develop and implement city-wide strategies in order to increase the percentage of young people achieving 5 A*- C, including English and Maths at age 16.
5. To develop and implement city-wide strategies to improve outcomes at Level 3 by the age of 19.
6. To increase the take-up of post-16 Physical Sciences.
7. To drive forward an integrated development and implementation of the 14 Prospectus (including the CAP) and i-plymouth.
8. To develop our Youth Volunteering Strategy.
9. To put in place a Training and Development Programme which supports the implementation of this plan.

All above needs to be underpinned by:

10. The engagement with all stakeholders and especially learners, parents and employers.
11. The good use of data across the 14-19 cohort in order to track the impact of our policies on young people of different ethnicity, disability and gender, those in areas of high social disadvantage, the hard to reach and those at risk, such as young people in public care.
12. Sustained efforts to raise aspirations for learners, parents and carers, including through the AimHigher programme.

Detailed aspirational outcomes to be achieved by 2012

Quantitative indicators

- The number of young people in education, training and employment are well above the average found in similar areas/authorities and our trend of improvement is significant and sustained.
- High standards are maintained, including for all vulnerable, disaffected, minority ethnic and other groups.
- The innovative curriculum and good quality teaching and learning in schools, FE colleges and training providers leads to high retention rates and consistently high performance, including well above average outcomes when compared with similar authorities at level 2 by age 16 and levels 2 and 3 by age 19.
- Value added information indicates that young people are achieving well above expectations based on prior attainment.
- Outstanding quality, coordination and range of advice empower young people with learning difficulties and those that are looked after to be independent, achieve highly and be well prepared for adult life.

Qualitative indicators

- Very high quality partnership working leads to very effective advice and guidance to all groups of young people, including disaffected, vulnerable and minority ethnic groups, and those with complex needs.
- Outstanding collaborative working has led to a very effective 14-19 strategy which sets and meets targets to meet identified needs.
- The strategic partnership has made very good progress towards collective delivery of the new 14-19 vocational diplomas.
- There is a wide range of pathways and flexibility to meet diverse needs, including hard-to-reach groups.
- Vocational pathways are actively promoted, including to high-achieving young people.
- There are very good links with employers, which result in good work placement opportunities and work-related learning.
- Planning to ensure the necessary facilities and workforce to deliver the new 14-19 curriculum entitlement is very effective.
- Our stakeholders and especially students, parents and employers are positive about their involvement in the 14-19 agenda.

Wood View Learning Community
On behalf of the Federated Governing Body
Consultation Paper on Woodlands Residence

1. Introduction

- 1.1 Following previous proposals presented to staff during the informal consultation, which commenced in June 2009, further work has been undertaken to develop the ideas for the change of service and we wish to now formally consult upon the following proposal.
- 1.2 A decision has been made to formally recommend a change to the service which will create a single team with one management structure to deliver a short break provision in the long term. The new service will run as a 6 bed service, 52 weeks a year (open to children for 50 weeks). It will initially be dual registered as a Children's Home and Residential School, but with the intention to become solely a Children's Home in 2011.
- 1.3 This proposal will mean significant change for the provision as it will have to close and reopen as a new service. The staff roles have changed and the number of staff required has reduced which will result in staff applying for new jobs in the service and place some staff at risk of redundancy.

2. Service Change proposals:

- 2.1 The residence will be open for 50 weeks of the year to provide short breaks for those children and young people who are considered by the Integrated Children's Disability services to be in need of a residential short break service.
- 2.2 Appoint to a new management structure which works year round; retains a proportion of the current staff; runs the service as a boarding residence and short break service until July 2011; and then solely as a short break service. The manager will report to the Director of the Wood View Learning Community.
- 2.3 Service is funded to provide 6 beds per night with 4 members of staff on the day shift; two members of staff sleeping- in and two waking night staff. A waking nurse would be an addition as and when required.
- 2.4 Nurses will become integral to the team.
- 2.5 The service will have its own policies and procedures.
- 2.6 The service will seek dual registration until 2011 and be registered under Children's Home regulations thereafter. At the moment, the service is not inspected during the weekends or school holidays.
- 2.7 There will be a separate identity for the residential provision from that of Woodlands Special School. A change of name for the residence is proposed.

3. Anticipated implications for current residents and their families:

- 3.1 The structure provides an opportunity for high quality positive experience for children. This option plans outcomes for children as part of a person centred approach
- 3.2 The service provides residential short breaks only as the residential school service is phased out in July 2011. This will create a service with a value and ethos about children and balances that with the needs and requirements of parents and carers.
- 3.3 Individual pupils who have been identified as requiring a place at Woodlands Residential Special School will need to have their plans changed. The timescale for changes has been identified to minimise the disruption to those children currently accessing the service.

4. Anticipated implications for current staff:

- 4.1 All staff have 52 week a year contracts with some staff working more hours at the weekends and in school holidays than during Mon-Fri in term time. The contracts will also reflect the expectations and needs of the service.
- 4.2 The hours of employment will be set to ensure that staff can contribute meaningfully to the service objectives and also receive the appropriate level of support through staff meetings and supervision.
- 4.3 There will be a standardisation of all contracts to 52 weeks and a new revised rota with changes to shift patterns
- 4.4 The rota has built in an eleven hour break between shifts in keeping with the European work time directive
- 4.5 Annual leave entitlement has been built into the rota, however it is anticipated that the residence will not be open over the Christmas and Easter periods and staff will be expected to take the equivalent portion of their leave entitlement at these times.
- 4.6 All job descriptions and person specifications have been reviewed and new job descriptions for all posts are available.
- 4.7 As part of the consultation process staff and unions will be consulted on a change to the Single Status agreements on shift working and overtime. It is proposed that staff will receive an enhanced payment based on a percentage of the unsocial hours worked on individual contracts over the whole year. Part time and job share roles are viable and would be considered for all current and future employees, but term time only contracts will not be a feature of the new service. However, it is anticipated, that hours will vary between term time and holiday periods
- 4.8 The new structure is attached as Appendix 1 to this document and there will be a full time Manager, 2 full time deputy managers and 5.2 full time equivalent RCO posts and a housekeeping post for 20 hours per week.

- 4.9 It is important that people with the right skills and experience are appointed to these posts and that the essential criteria are met. The Executive Committee have drawn up job descriptions and Person Specifications for each post. It is proposed that existing staff at the Residence will be given prior consideration and in the first instance all posts will be ring fenced and existing staff given the opportunity to express an interest prior to any open advertisement. The Executive Committee believe that all current employees will become subject to the redundancy and redeployment policies and as such will be seeking to work with all those affected to identify what choices and preferences they have in order to minimise distress and anxiety and to avoid enforced redundancy.
- 4.10 The Executive Committee believe that as part of the closure and opening of the new short break service all current employees will be expected to express an interest in a reasonable alternative post and if they are unsuccessful in obtaining a post in the new service, then they will become subject to the redundancy and redeployment policies.
- 4.11 It is the intent of management to work with staff to identify if there are any skills, shortfalls and development needs, in order to ensure wherever practical to do so they can participate in the new service and will offer such reasonable and necessary training as is required.

5. Timeline for change:

- 5.1 Informal discussions with staff started in June 2009. Formal consultation starts on 19th October 2009 and will run for three weeks ending on 6th November 2009. However the Executive Committee do not anticipate any significant change to existing practice until 1st April 2010.
- 5.2 Week commencing 19th October 2009, formal consultation starts including meetings with Residence staff and parents and carers.
- 5.3 On the 6th November 2009 formal consultation ends.
- 5.4 Week commencing 9th November 2009, the implementation plan commences.
- 5.5 December 2009 New Service Manager appointed.
- 5.6 January – March 2010 Interviews and appointments to the posts identified in the structure attached in Appendix 1 of this document.
- 5.7 31st March 2010 Woodlands Residence closes for two weeks.
- 5.8 1st April 2010 New service commences
 New contracts of employment are issued.
 Training and preparation for the new service
- 5.9 14th April 2010 New Service opens to children for Short Breaks

On Behalf of the Wood View Learning Community Federated Governing Body

John Butcher

Sylvia Guylar

Kay O'Shaughnessy

Director

Vice Chair of Governors

Chair of Learning

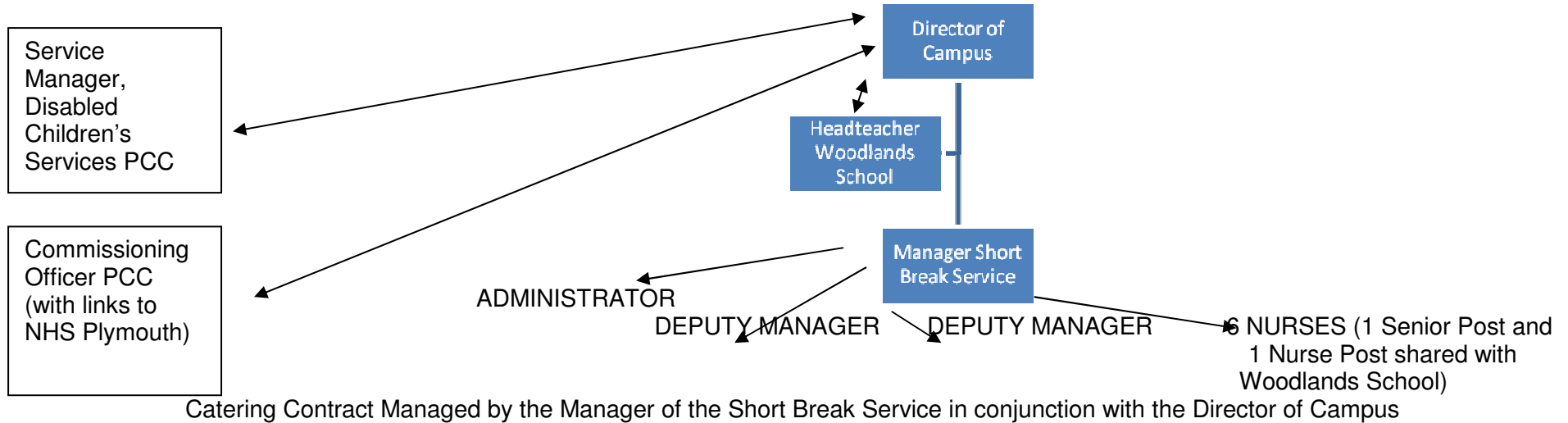
19th October 2009

Responses should be returned to

Mr V T Pinches
Chair of Governors
Wood View Learning Community
Lancaster Gardens
Plymouth
PL5 4AA

Or by email to sarah.pain@woodview.plymouth.sch.uk

Draft Structure Chart for Wood View (formerly Woodlands Residence) Short Break Service w.e.f. 1st April 2010



Each RCO reports to a Deputy Manager	
DAY STAFF	
RCO paid 28 hrs a week 52 weeks a year ; but will work 25 hrs a week in term time and 37 hrs a week in school holidays	RCO paid 28 hrs a week 52 weeks a year; but will work 25 hrs a week in term time and 37 hrs a week in school holidays
RCO paid 19 hrs a week 52 weeks a year; but will work 19 hrs a week in term time and 19 hrs a week in the school holidays	RCO paid 19 hrs a week 52 weeks a year; but will work 16 hrs a week in term time and 28 hrs a week in school holidays
RCO paid 16 hrs a week 52 weeks a year; but will work 14 hrs a week in term time and 21 hrs a week in school holidays	RCO paid 19 hrs a week 52 weeks a year; but will work 14 hrs a week in term time and 34 hrs a week in the school holidays
RCO paid 18 hrs a week 52 weeks a year; but will work 16 hrs a week in term time and 22 hrs a week in school holidays	RCO paid 23 hrs a week 52 weeks a year; but will work 20 hrs a week in term time and 30 hrs a week in school holidays
RCO paid 13 hrs a week 52 weeks a year; but will work 12 hrs a week in term time and 16 hrs per week in school holidays	RCO paid 10 hrs a week 52 weeks a year; but will work 8 hrs a week in term time and 15 hrs a week in school holidays
Housekeeper works 20 hours a week, 52 weeks a year	
WAKING NIGHT STAFF	
RCO 37 hrs a week, 52 weeks a year	RCO 37 hrs a week, 52 weeks a year

Draft Structure Chart for Wood View (formerly Woodlands Residence) Short Break Service w.e.f. 1st April 2010

RCO 37 hrs a week, 52 weeks a year	RCO 37 hrs a week, 52 weeks a year
RCO 12 hrs a week, 52 weeks a year	RCO 12 hrs a week, 52 weeks a year
NURSING STAFF	
The Senior Nurse Post (37 hrs per week 52 weeks a year) will be shared with Woodlands School	A nurse will work 30 hrs a week, 52 weeks a year on day shifts
The Term Time Only Nurse who works in school and Residence will continue to be shared	A nurse will work 30 hrs a week, 52 weeks a year on day shifts
A nurse will work 12 hrs a fortnight, 52 weeks a year on nights	A nurse will work 28 hrs a week, 52 weeks a year on nights
ADMINISTRATOR	
The Administrator will work 20 hrs a week, 42 weeks a year	

Grades of Posts

Manager Grade H

Deputy Grade G

RCO Days Grade E SUBJECT TO JOB EVALUATION

RCO Waking Nights Grade E

Housekeeper SUBJECT TO JOB EVALUATION

Administrator SUBJECT TO JOB EVALUATION

Nurses Grade H