

## PLYMOUTH CITY COUNCIL

<b>Subject:</b>	Addition of a Special Educational Needs Support Centre to Keyham Barton Catholic Primary School
<b>Committee:</b>	Cabinet
<b>Date:</b>	6 August 2013
<b>Cabinet Member:</b>	Councillor Williams
<b>CMT Member:</b>	Carole Burgoyne (Director for People)
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<b>Ref:</b>	JH.JEG.JP(CAB)03 (07/06/13)
<b>Key Decision:</b>	No
<b>Part:</b>	One

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### **Purpose of the report:**

The recent Special Educational Needs (SEN) audit of needs in the city indicated that there has been a year on year rise in the number of statemented pupils with an Autistic Spectrum Condition (ASC – may be referred to as ASD).

The proportion of these statemented pupils requiring specialist provision has risen in both the secondary and primary sector. Keyham Barton Catholic Primary School currently has the opportunity, working with the Diocese, to make considerable alterations to the school and adjacent presbytery building which would provide a centrally located support base for ASC students and associated break out spaces, enabling the school to contribute to the Council's strategic requirement of providing additional capacity to meet the special educational needs of complex children with ASC including specialist teaching input, within a mainstream setting. The school currently provides five places for ASC pupils from across the city.

This report seeks:

1. authorisation to undertake formal consultations with all interested parties on proposals to add a SEN support centre for complex children with autistic spectrum condition to Keyham Barton Catholic Primary School with effect from September 2014, using the facilities to be renovated by the Diocese.
2. authorisation for the Cabinet Member for Children and Young People, in light of the outcomes of and responses to the formal consultations, to determine whether to publish formal proposals (Public Notice) to undertake the above change affecting Keyham Barton Catholic Primary School; and to determine whether to implement the proposal outlined in any such Public Notice.

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### **The Brilliant Co-operative Council Corporate Plan 2013/14 -2016/17:**

The proposal helps to meet the City Vision, co-operative values, co-operative objectives, and co-operative outcomes in the following ways:

**City Vision – Britain's Ocean City** – improves the education opportunities of children with ASC which will improve their quality of life.

**Co-operative Value – We are democratic** – provide parents, staff and governors at the school, local residents and other stakeholders with the opportunity to participate in the decision making on the proposal.

**Objective – Pioneering Plymouth** – provides improved service for children with ASC and their families making effective use of resources available.

**Objective – Caring Plymouth** – provides children with ASC with specialist facilities that will promote independence and reduce social inequality.

**Objective – Growing Plymouth** – provides additional specialist provision for the growing number of children with autistic spectrum condition within a mainstream environment.

**Outcome – Pioneering Plymouth** – making use of the facilities to be renovated by the Diocese at Keyham Barton Catholic Primary School would help to address the growing need for specialist support for primary age children with ASC, using resources wisely.

**Outcome – Growing Plymouth** – providing sufficient specialist support places that inspire children with ASC to attend and enjoy school would be an integral part of the city's top performing education system and ensure that they achieve better qualifications and find high quality jobs,

**Outcome – Caring Plymouth** – providing specialist provision for primary age children with ASC within a mainstream school would provide them with inclusive educational opportunities and narrow the gap in equality of access to support, helping them take control of their lives.

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

- Provision has been made within the 2013/14 People Directorate revenue budget to meet the minimal costs of the consultation.
  - The funding for the necessary capital developments would be provided by a loan from the Diocese to the Parish to be re-paid over a seven year period. The Parish would make the loan available to Keyham Barton Catholic Primary School to complete the works. The loan repayment costs will be subject to a formal written agreement between the Diocese, the school, the early years provider and the Council reflecting the levels of mutual benefit based on floor area.
  - The local authority would commission Keyham Barton Catholic Primary School for the additional places and agree via the Support Centre Contract to make a contribution towards the capital loan repayment for the additional capacity in the ASC support centre in the initial seven years which is estimated at £20,000 per annum. This would be funded from the High Needs Block of the Dedicated Schools Grant (DSG). The remaining costs would be funded by the school.
  - There could be an increase in the number of teaching and other staff – funding would be based on the number of commissioned places allocated through the formula funding for Support Centres charged to High Needs Block of the DSG. It would be for the school to decide how to allocate the funding but the local authority would expect this to include the appointment of a teacher in charge. The cost of the additional places is expected to be met by balancing the number of places in other settings and preventing the increase in band 4 bespoke packages for mainstream classes which would otherwise be necessary.
  - The development of additional provision will ensure that children with complex ASC can continue to have their needs met in the local area in line with parental preference, government guidelines and without the need for consideration of independent specialist places out of the city at a very high cost to the local authority and involving substantial travel and associated costs.
  - Five children currently at the school would transfer to the support centre and additional transport costs could be incurred for the additional five children depending on where they live.
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## **Other Implications: e.g. Child Poverty, Community Safety, Health and Safety and Risk Management:**

The facilities will be renovated in line with current regulations and health and safety during construction will be dealt with by the contractors and the school. There are no community safety issues related to this proposal. The risk management for this facility is incorporated within the school's own risk management procedures.

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## **Equality and Diversity:**

Has an Equality Impact Assessment been undertaken? No

Schools are a key facility within their local communities and support wider cohesion in the area. An equality impact assessment has not been completed as the facilities that will house the Support Centre will be renovated prior to opening and therefore designed to current building regulations which are fully DDA compliant. In addition these are community facilities which are open to all; therefore issues surrounding discrimination on the basis of age, faith, gender, race or sexual orientation are not applicable.

The Council's Strategy for Change 2008 states that "The Council expects all schools in Plymouth to be inclusive. All pupils with Special Education Needs will, if appropriate, have the opportunity to begin early years and primary education as part of, or co-located with a mainstream school." This proposal supports that aspiration.

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## **Recommendations and Reasons for recommended action:**

It is recommended that:

1. Authorisation is given to undertake formal consultations with all interested parties on proposals to add a SEN support centre for complex children with autistic spectrum condition to Keyham Barton Catholic Primary School with effect from September 2014, using the facilities to be renovated by the Diocese.
  - a) The proposed change would make effective use of the renovated facilities at the school and provide additional specialist provision for the growing number of children with autistic spectrum condition within a mainstream environment.
  - b) The proposed change is considered to be in the best interests of children, families and staff.
2. Authorisation is given for the Cabinet Member for Children and Young People to determine whether to publish formal proposals (Public Notice) to undertake the above change affecting Keyham Barton Catholic Primary School in light of the outcomes of and responses to the formal consultations; and to determine whether to implement the proposal outlined in any such Public Notice.
  - c) The Council is required to carry out a period of formal consultation and consider all the outcomes of and responses to that consultation before deciding whether to publish a formal notice of the proposed change. Therefore it is recommended that the Cabinet Member for Children and Young People, is authorised to determine whether to publish formal proposals to undertake the above change affecting Keyham Barton Catholic Primary School in light of the outcomes of and responses to the formal consultation.
  - d) 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 the proposal. Therefore, it is recommended that if a public notice is published, the Cabinet Member for Children and Young People is authorised to make a final determination about this proposal.

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**Alternative options considered and rejected:**

Doing nothing was considered and rejected on the basis that Keyham Barton Catholic Primary School currently has the opportunity, working with the Diocese, to make considerable alterations to the school and adjacent presbytery building which would provide a centrally located support base for ASC students and associated break out spaces, enabling the school to contribute to the Council's strategic requirement of providing additional capacity to meet the special educational needs of complex children with ASC including specialist teaching input, within a mainstream setting. There is a need for additional facilities for the growing number of children with ASC and the school does not need the additional space for mainstream education.

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**Published work / information:**

[Plymouth City Council Children's Services Strategy for Change Investment for Children Inclusion Strategy 2005-2008](#)

**Background papers:**

Title	Part I	Part II	Exemption Paragraph Number							
			1	2	3	4	5	6	7	
Strategic Investment Proposal – Early Years and SEN – Schools Forum 5 March 2013	X									
Plymouth's SEND Strategy Development proposed work programme for 2013/14 – April 2013	X									

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**Sign off:**

Fin	PeopleF EC1314 001 AM 30/05/13	Leg	LT 17211 030613	Mon Off	TH 01 16	HR	N/A	Assets	N/A	IT	N/A	Strat Proc	N/A
Originating SMT Member: Judith Harwood, Assistant Director, Education Learning and Family Support													
Has the Cabinet Member(s) agreed the content of the report? Yes													

## **1.0 Introduction**

- 1.1 Since developing the Inclusion Strategy in 2004, we have worked to the principle that all pupils with Special Educational Needs should have the opportunity to begin early years and primary education as part of, or co-located with a mainstream primary school.
- 1.2 Within Plymouth it is recognised that over the past 10 years, knowledge and understanding of the needs of children and young people with autism and earlier identification of children with ASC/complex communication needs have led to a dramatic increase in the need for provision in mainstream schools.
- 1.3 The number of children in the city being diagnosed with autistic spectrum condition is rising and the proposed refurbishment of facilities at Keyham Barton Catholic Primary School and the adjacent presbytery provides an ideal opportunity to provide a centrally located support base for ASC students with associated break out spaces and specialist teaching input within a mainstream setting.

## **2.0 Legislative changes**

- 2.1 The Children and Families Bill 2013 seeks to reform provision for children and young people with Special Educational Needs. The key changes proposed are:
  - Extend the SEND legislation from birth to 25;
  - Young people and parents to have greater control and choice in decisions;
  - Ensuring needs are properly met.

It is expected that the Bill will receive Royal Assent in April 2014.

- 2.2 The Bill takes forward the reform programme that is set out in Support and Aspiration: A new approach to special educational needs and disability: progress and next steps, by:
  - Replacing statements with a new birth to 25 education, health and care plan;
  - Offering families personal budgets;
  - Improving co-operation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.

It is expected that local authorities will be required to implement the birth to 25 education, health and care plans, and publish the Local Offer in September 2014.

- 2.3 In 2010 two key reviews were completed within Plymouth's Children and Young People's Plan. In July 2010 a review of provision for children and young people with autistic spectrum disorders resulted in recommendations for the improvement of provision and to meet identified gaps. In December 2010 a multi-agency Task and Finish Group review of support available to children and young people with ASC and their families resulted in an improvement plan to develop a more coherent, multi-agency response to need. Both reports highlighted the importance of recognising how early support, provision of information and co-ordination of services would improve outcomes for children, young people and their families both in relation to education and learning and out of school.
- 2.4 In view of the national reform programme, there is a need to plan for our local implementation. This also provides us with an opportunity to review our local provision for children with SEND and the outcomes that children and young people are achieving through this provision.
- 2.5 A detailed action plan is currently being developed to produce a local Special Educational Needs and Disability Strategy and implementation framework by April 2014.

### **3.0 Keyham Barton Catholic Primary School**

- 3.1 Keyham Barton has a planned admission number in reception of 30 and a forecast number on roll in 2014 of 208. It is a smaller than average sized primary school. The school's latest Ofsted report in February 2012 grades the school as 'good' having made significant improvements since the previous inspection and continuing to improve rapidly.
- 3.2 Pupils' attainment is broadly average, but achievement is good when progress from their individual starting points is taken into account. The school is determined to raise achievement further by ensuring that teaching is of high quality and always fully challenges pupils to learn.
- 3.3 Behaviour is good and the care and respect that pupils show to each other are a strength of the school, reflecting good spiritual, moral, social and cultural provision. Pupils, parents and carers believe the school is a safe place.
- 3.4 The school's accurate monitoring and inspection evidence show that, overall, teaching is good; some is outstanding. Pupils say they enjoy their learning. Pupils have clear learning targets and know what they have to do to meet them. Marking and assessment of their work support them well in making good progress.
- 3.5 The proportions of disabled pupils and those with special educational needs are below average, while the proportion of pupils with statements of special educational needs is broadly in line with the national situation.
- 3.6 The school makes specially resourced provision for up to five pupils between the ages of 4-11 with special educational needs who have autistic spectrum condition, which is very effective. Helpful personal support and the school's inclusive practice enable these pupils to join mainstream classes and make good progress.
- 3.7 Systems for tracking and monitoring pupils' progress give the school a very clear picture of the good progress being made by individuals, groups and the school as a whole.
- 3.8 The executive headteacher has introduced effective changes to the curriculum and teaching. The quality of leadership and management, including governance, has risen. All leaders have a clear vision for the school's further improvement and pursue this relentlessly. Pupils and parents are positive about the direction being taken by the school. Staff show total commitment to the school and its pupils.

### **4.0 Specialist facilities at Keyham Barton Catholic Primary School**

- 4.1 Currently Keyham Barton RC has five allocated places each academic year in a fully inclusive Enhanced Specialist Provision Unit (ESP). There is agreed 4.0 Teaching Assistant funding with three Mealtime Assistants for lunchtime provision. There is also a 0.5 Teacher funding.
- 4.2 The unit is currently filled with four pupils but in the past year the school has not been the first choice of some parents. This is because the provision outside of the inclusive classroom practise does not have some specific requirements for children with high needs Autistic Spectrum Disorders. These requirements are a sensory room; break out spaces and quiet areas.
- 4.3 In addition to this the outdoor space for the children within the unit is challenging as they are unable to be apart from the playground which at times can be too overwhelming in size and space.
- 4.4 Lunchtimes too are a challenge, as the school lunch hall is off-site and again can be too overwhelming for these children at lunch time.

- 4.5 Despite this, Keyham Barton is a very successful unit which works well for the children notwithstanding the difficulties the site and the building bring. Ideally the unit needs the previously mentioned requirements in order to provide for children with ASC diagnosis that would otherwise be catered for in the current provision.
- 4.6 The school works closely with the Communication and Interaction Team in ensuring that the children are experiencing an inclusive education but who are also not being exposed to a learning environment that is overloading their sensory and physical needs.
- 4.7 The unit has a growing expertise amongst the adults working with the ASC children. The teacher-in-charge has recently undertaken the National Award for SENCo accreditation (60 Credits at Masters Level) and the 'Understanding Autism' module at Plymouth University. A Teaching Assistant, whilst studying for her Foundation Degree has also completed the Autism module at the University. Two other school Teaching Assistants plus the Parent Support Advisor are undertaking the Local Authority ELSA training which will be invaluable to the unit's work with ASC children and their understanding of social communication and emotional wellbeing. In addition, a further two Teaching Assistants have completed the course 'Autism and TEACCH' which has developed inclusive practise and strategies even further.
- 4.8 The proposed addition of five extra places at the school is fully supported by the governors, staff and parish and has been ratified at a full meeting of the Governors in the spring of 2013.

## **5.0 Proposed support centre**

- 5.1 The local authority will work with Keyham Barton Catholic Primary School to develop a suitable support centre that will cater for 10 pupils and will mirror the development of provision completed at Goosewell Primary School in 2012 on the other side of the city.
- 5.2 Keyham Barton Catholic Primary School currently has the opportunity, working with the Diocese, to make considerable alterations to the school and adjacent presbyter building which would provide a centrally located support base for ASC students and associated break out spaces.
- 5.3 The proposed support centre would be a local authority provision commissioned from Keyham Barton Catholic Primary School and managed by the school on the local authority's behalf through a service level agreement. The centre would initially accommodate 10 children, four of whom already attend the school. An evaluation of the service will be undertaken after three years to determine how it is meeting the identified need. The evaluation will inform the specification for the service level agreement for the following three years.
- 5.4 Children would be allocated to the Support Centre by the local authority SEN Panel and would be registered as pupils of Keyham Barton Catholic Primary School.
- 5.5 The school has the right ethos and a record of making provision for ASC children under their existing arrangements and this proposal would be an extension of that expertise.
- 5.6 Keyham Barton is well located to meet the needs of pupils in the south west of the city. Current primary specialist ASC provision in the west of the city is at Mayflower Primary School, and this proposal would support providing provision that is more evenly spread across the city, with a potential saving on transport costs.

## **6.0 Benefits and disadvantages**

- 6.1 Benefits of adding a support centre to Keyham Barton Catholic Primary School include:
- Improves the accommodation for the school and for the parish community use.

- Provides strategic benefits to the city and the local area by providing additional facilities for the increasing number of primary age children with ASC.
- Provides primary age children with ASC with inclusive educational opportunities within a mainstream school.
- Narrows the gap in equality of access to support, increasing capacity in the south west of the city and providing choice for parents.
- Builds on the school's successful track record of dealing with children with ASC and makes effective use of the expertise and specialist knowledge already developed in the school.
- Provides specialist support places to children with ASC that will inspire them to attend and enjoy school, and ensure that they achieve better qualifications and find high quality jobs.

6.2 Disadvantages of adding a support centre to Keyham Barton Catholic Primary School include:

- The facilities could be used to expand the overall numbers in the school but additional places are not required in this locality.
- Children with ASC are currently spread throughout the city and additional costs could be incurred in transporting them to a support centre in Keyham.
- Additional set up costs could be incurred in equipping and staffing the support centre, but these would be covered by the support centre formula funding and Children's Integrated Disability Service equipment budget.
- There is no secondary school close by that has enhanced provision for secondary aged pupils with ASC although Stoke Damerel Community College does have a provision, and St Boniface's RC School have significant experience in this area.
- The development of the building to provide the support with facilities is part of a broader building project and detailed plans are not yet available. However there is the opportunity to influence the plans to ensure the support centre provision is fit for purpose.

## 7.0 Statutory procedures

7.1 The local authority is responsible for the provision of appropriate SEN support across the area. This proposal can therefore be made by either the local authority or the governors. Where the local authority undertakes the statutory procedure the city council is the decision maker but the governors have a right of appeal within four weeks of the decision being taken to the schools adjudicator. The school is fully supportive of this proposal and has asked the local authority to undertake the statutory procedure.

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

7.3 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 formal proposals, in the form of a public notice, to add a support centre to Keyham Barton Catholic Primary School.

- 7.4 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 proposal to add a support centre to Keyham Barton Catholic Primary School.
- 7.5 The fourth and final stage is to implement the proposals.