



## **CABINET – 18TH JANUARY, 2017**

**SUBJECT: NEWBRIDGE SCHOOL SPECIALIST RESOURCE BASE**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### **1. PURPOSE OF REPORT**

- 1.1 A report was presented to the Education for Life Scrutiny Committee on 3rd November 2015 which detailed the progress of the Additional Learning Needs (ALN) Review. Members noted the progress made and that a separate behaviour review would consider arrangements for specialist provision to meet the needs of children with behavioural, emotional and social needs (BESD). Following notification from the Governing Body of Newbridge School that they no longer wished to host the behaviour specialist resource base (SRB) at the school the local authority needs approval from Cabinet to proceed with the consultation to close the SRB.

### **2. SUMMARY**

- 2.1 The aim of the ALN review is to identify strengths and areas for development of the current services and to provide options for the delivery of services for children and young people with additional learning needs. The report provides an update on the status of the review of provision for children with BESD and seeks approval to commence consultation on the closure of the SRB at Newbridge School.

### **3. LINKS TO STRATEGY**

- 3.1 SEN Policy and Inclusion Strategy
- 3.2 SEN Code of Practice for Wales (2002)
- 3.3 Draft Additional Learning Needs and Educational Tribunal (Wales) Bill
- 3.4 The report contributes towards the Well-being Goals within the Future Generations Act (Wales) 2015, specifically:
- A prosperous Wales as this is about developing a skilled and well educated population;
  - A healthier Wales as this is about maximising peoples physical and well-being;
  - A more equal Wales, as this is about enabling people to fulfil their potential no matter what their background or circumstances are.

### **4. THE REPORT**

- 4.1 Learning Education and Inclusion (LEI) Service consists of a wide range of support and intervention services, which includes Educational Psychology, Behaviour Support Service, Education Welfare Service and Additional Learning Needs Service. The purpose of the ALN

review was to review the functions of the individual services and identify good practice and areas for development. Head teachers have been fully involved in the review process through a series of stakeholder group meetings.

In order to progress the ALN review four task and finish groups were tasked to lead development on the following areas.

- Specialist Resource Base (SRB) funding models and provision development
- Additional Support
- Behaviour Provision

Membership of the task and finish groups includes officers from LEI, Human Resources, Finance and Head Teacher representatives.

#### **4.2 Specialist Resource Base (SRB) provision for children and young people with BESD**

Whilst the majority of pupils in Caerphilly are educated in their local mainstream school, children and young people who have very significant emotional and / or behavioural needs require more specialist placements (Appendix A). Currently two primary schools offer Nurture and Social Inclusion specialist provision and one primary school has a key stage 2 SRB for children with behavioural difficulties. One secondary school currently has a SRB for up to sixteen key stage 3 pupils. The Pupil Referral Unit (PRU) has provision for up to 24 pupils.

An analysis of provision and future demand has revealed the need for further reorganisation and development of BESD provision to take into account :

- provision required to meet current and future identified need;
- cross-phase continuity for children and young people.

A report to the Scrutiny Committee in September 2014 indicated that addressing these issues could include re-designation and rationalisation of SRBs. In February 2016 the Governing Body of Newbridge School informed the Local Authority that due to increasing number of pupils on roll it no longer wished to host the key stage 3 SRB, which the school refers to as the Inclusion Centre. Closing any specialist provision requires the local authority to follow statutory processes as set out in the School Organisation Code 2013.

#### **4.3 Newbridge School Inclusion Centre / SRB**

Newbridge School is a mixed 11-16 community school serving the town of Newbridge and its surrounding area. There are approximately 1015 pupils on roll.

The specialist resource base at Newbridge School is known in the school as the 'Inclusion Centre'. It provides discrete, specialist provision for up to sixteen key stage 3 pupils with BESD. Young people are recommended for a place in the Inclusion Centre/SRB following discussion at the Specialist Placement and Provision Panel. Pupils attending the Inclusion Centre remain on the roll of their catchment school.

Currently there are 9 (8 full time equivalent) pupils attending the Inclusion Centre class. The class includes three year 9 pupils who would be leaving the Inclusion Centre provision at the end of the academic year in July 2017. An Educational Psychologist and Behaviour Support Officer are currently working with the pupils and school to identify alternative year 10 provision. It has been confirmed that one young person will be returning to his mainstream secondary school. Provision for the other two year 9 pupils is likely to be with an alternative education provider.

For the year 8 and year 7 pupils work is ongoing to identify appropriate educational placements should the Inclusion Centre close. Potential alternative provision could include a return to mainstream school, placement with an alternative education provider or placement in the PRU. The consultation report will contain more information on alternative placements /provisions identified for all the pupils should the proposal receive approval.

#### 4.4 Consultation Timeline

If cabinet give approval for the consultation to progress, formal consultation processes as set out by Welsh Government's School Organisation Code 2013 will need to be followed. The table below illustrates the procedures that need to be followed and possible timescales

Process	Proposed Deadline Dates
Cabinet considers proposals	18 <sup>th</sup> January 2017
<p>If approval to the proposals is granted by Cabinet, the consultation process should commence by providing relevant consultees with a consultation document. Responses to the consultation document should be made within 42 days, with at least 20 of these being school days,</p> <p>If appropriate Learning Education and Inclusion (LEI) Service should consider convening a meeting with the stakeholders during the consultation period.</p>	23 <sup>rd</sup> January 2017 - 7 <sup>th</sup> March 2017
<p>Consultation comments are collated and summarised by LEI Service. The summary together with the LEI Services' responses to the comments should be published in a consultation report within three months of the end of consultation period. The consultation report should then be published and reported back to Cabinet.</p>	29 <sup>th</sup> March 2017
<p>If agreement is granted by Cabinet to proceed with the proposals (this should be within 6 months of the end of the consultation period), the publication of a statutory notice for a 28 day consultation period should follow. This notice must be published on a school day and within 15 school days (not including the day of the publication) in the notice period.</p>	13 <sup>th</sup> April 2017 – 10 <sup>th</sup> May 2017
<p>At the end of the 28 day statutory notice period:</p> <ul style="list-style-type: none"> <li>• If objections are received, an objection report should be drafted outlining the objections and their responses to them and available to the objectors within 28 days of the end of the objection period.</li> <li>• If no objections are received, a Cabinet decision will be needed to ratify the proposal.</li> </ul>	<p>In this event Cabinet will need to approve, or otherwise, the draft objection report at the meeting on 7<sup>th</sup> June 2017</p> <p>21<sup>st</sup> June 2017</p>
<p>If proposals receive approval or the proposer determines to implement them, they <b>should</b> be implemented in accordance with the date given in the statutory notice, or any subsequent modified date</p>	<p>If approval is secured at Cabinet on 21<sup>st</sup> June 2017 and referral to Welsh Government is not required, the plan will be implemented from 1<sup>st</sup> September 2017.</p>

## **5. WELL-BEING OF FUTURE GENERATIONS**

- 5.1 The proposal in this report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below:
- Long Term – The report recognises the importance of balancing short-term needs with the needs to safeguard meeting long-term needs
  - Prevention – We are acting to prevent problems occurring by running a consultation with a view to alternative provision
  - Involvement – The consultation recognises the importance of involving people with an interest in achieving the outcome and those people reflect the diversity of the area which the report addresses.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 Council's full Equalities Impact Assessment process will be applied to the formal Consultation Document and subsequent report to Cabinet.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no direct financial consequences from this report but it is recognised that this will need to be reviewed following consultation. An update will be provided to Scrutiny Committee and Cabinet following that.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 Rationalisation of base provisions could impact on personnel currently employed in the SRB. Any staff affected will be fully consulted along with trade union representatives and supported through HR processes.

## **9. CONSULTATIONS**

- 9.1 Heads of Services and a Head teacher focus group have been kept fully informed of the progress of the ALN review. The report has been circulated to the consultees listed below and reflects their views. Further consultation will take place following Cabinet's approval to move to the next stage.

## **10. RECOMMENDATIONS**

- 10.1 It is recommended that Members note the contents of this report and give approval for the consultation process to proceed.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 Newbridge School's Governing Body has indicated that it no longer wishes to host the SRB. In order to progress these proposals the Local Authority must follow procedures set out in the School Organisation Code 2013.

## **12. STATUTORY POWER**

### 12.1 The School Organisation Code (section1.13)

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Mrs Nicole Scammell, Acting Director of Corporate Services & S151  
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Mr Bleddyn Hopkins, Assistant Director. 21<sup>st</sup> Century Schools  
Mrs Lynne Donovan, Acting Head of Human Resources and Organisational Development  
Mrs Gail Williams, Interim Head of Legal Services & Monitoring Officer  
Mrs Jane Southcombe, Financial Services Manager  
Mrs Lesley Perry, Head Teacher, Newbridge School.  
Mr Michael Gray, Chair of Governors, Newbridge School  
Mrs Kathryn Peters, Corporate Policy Manager

#### **Appendices:**

Appendix A Specialist Resource Base (SRB) Provision List

#### **Background Papers**

- Report to Scrutiny, September 2014
- CCBC SEN Policy
- CCBC Inclusion Strategy
- SEN Code of Practice for Wales

Appendix A

<b>Name of setting - PRIMARY</b>	<b>Type of Provision</b>	<b>Number</b>
Cefn Fforest Primary (KS2)	Complex Learning Difficulties	8
Cefn Fforest Primary (Foundation Phase)	Complex Learning Difficulties	8
Coed y Brain Primary (KS1 &2)	Speech and Language	16
Cwm Ifor Primary (satellite provision)	Complex Learning Difficulties	8 (Trinity Fields)
Cwmcarn Primary( KS2)	Complex Learning Difficulties	8
Deri Primary (KS1)	Complex Learning Difficulties	8
Behaviour Management Group at Glan Y Nant (KS2)	Behavioural, Emotional & Social Difficulties	8
Greenhill Primary (KS1&2)	ASD / Social and Communication	16
Pantside Primary (KS1&2)	ASD / Social and Communication	16
Pontllanfraith Primary (KS1&2)	Autistic Spectrum Disorder	16
St James Primary (KS1 &2)	Complex Learning Difficulties	16
Tir y Berth Primary (KS1&2)	Speech and Language	16
Ty Isaf Infants (KS1)	Complex Learning Difficulties	8
Tyn y Wern (Yr 3/4)	Social Inclusion	8
Tyn y Wern (Rec/ Yr1)	Nurture Class	8
Ty Sign Primary (KS2)	Behavioural, Emotional & Social Difficulties	8
Ynysddu Primary School (Rec/ Yr1)	Nurture Class	8
Ynysddu Primary School (Yr 3/4)	Social Inclusion	8
Ysgol Ganolfan Cwm Derwen (KS1&2)	Complex Learning Difficulties	8
<b>Name of Setting- SECONDARY</b>	<b>Type of Provision</b>	
Newbridge School (KS3)	Behavioural, Emotional & Social Difficulties	16
Islwyn High (KS3 &4)	Complex Learning Difficulties	50
Risca Comprehensive (KS3 & 4)	Autistic Spectrum Disorder	14
St Cenydd Community Comprehensive (KS3 & 4)	Speech & Language, Sensory and Physical Difficulties	50
Ysgol Gyfun Cwm Rhymney	Resourced to meet the needs of children and young people with complex needs	

**Special School Provision /PRU**

<b>Name of School</b>	<b>Type of Provision</b>	<b>Number of places</b>
Trinity Fields School & Resource Centre	PMLD/SLD/ASD	130
The Learning Centre	BESD Y5-8	16