

## ***Delegated Decisions by Cabinet Member for Schools Improvement***

***Wednesday, 6 April 2011 at 12.00 pm  
County Hall, New Road, Oxford***

### ***Items for Decision***

The items for decision under individual Cabinet Members' delegated powers are listed overleaf, with indicative timings, and the related reports are attached. Decisions taken will become effective at the end of the working day on Thursday 14 April 2011 unless called in by that date for review by the appropriate Scrutiny Committee.

Copies of the reports are circulated (by e-mail) to all members of the County Council.

**These proceedings are open to the public**



Peter G. Clark  
County Solicitor

March 2011

**Contact Officer:** **Deborah Miller**  
Tel: (01865) 815384; E-Mail: [deborah.miller@oxfordshire.gov.uk](mailto:deborah.miller@oxfordshire.gov.uk)

**Note:** *Date of next meeting: 10 May 2011*

**If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, but please give as much notice as possible before the meeting.**

## Items for Decision

1. **Declarations of Interest**
2. **Questions from County Councillors**

Any county councillor may, by giving notice to the Proper Officer by 9 am on the working day before the meeting, ask a question on any matter in respect of the Cabinet Member's delegated powers.

The number of questions which may be asked by any councillor at any one meeting is limited to two (or one question with notice and a supplementary question at the meeting) and the time for questions will be limited to 30 minutes in total. As with questions at Council, any questions which remain unanswered at the end of this item will receive a written response.

Questions submitted prior to the agenda being despatched are shown below and will be the subject of a response from the appropriate Cabinet Member or such other councillor or officer as is determined by the Cabinet Member, and shall not be the subject of further debate at this meeting. Questions received after the despatch of the agenda, but before the deadline, will be shown on the Schedule of Addenda circulated at the meeting, together with any written response which is available at that time.

3. **Petitions and Public Address**
4. **Proposal to Develop an Autism Educational Residential Provision**  
(Pages 1 - 20)

*Forward Plan Ref:* 2011/018

*Contact:* Janet Johnson, Strategic Lead for SEN/LDD Tel: (01865) 815129

Report by Director for Children, Young People & Families (**CMDSI4**).

This project is part of the Business Strategy 2011 and aims to contribute to the savings of £1m from 2012/13 on Out County placements for children and young people with special educational needs (SEN). Other strategies to reduce reliance on costly out county placements are in development and will contribute to the savings target, for example the cross regional provision for children in care and increasing use of local independent providers.

We currently have 23 children with Autistic Spectrum Condition (ASC) placed in Out County residential placements at a cost of £2.7m per annum. There is a gap in provision in Oxfordshire and ASC diagnosis/prevalence is increasing.

It is anticipated that savings of approximately £60,000 to £90,000 per placement can be made if ASC educational residential provision is set up in Oxfordshire.

***The Cabinet Member for Schools Improvement is RECOMMENDED to:***

- (a) ***give agreement to proceed with proposals to develop an autism educational residential provision;***

- (b) ***request a detailed, costed proposal by July 2011. If the age range of the proposed provision extends beyond 18 then a joint CYPF and SCS paper will be required and a decision by both CYPF and SCS Cabinet Members.***

**5. Grove CE Primary School** (Pages 21 - 24)

*Forward Plan Ref:* 2011/008

*Contact:* Barbara Chillman, Principal Officer – School Organisation & Planning Tel: (01865) 816459

Report by Director for Children, Young People & Families (**CMDSI5**).

Grove CE Primary School has a published admission number of 15 children. For children starting school in September 2010, 21 parents listed Grove CE Primary School as their first preference, and the school agreed to admit more than their admission number to meet parental demand. Due to the high number of primary school applications within the Grove area, the school eventually accepted 29 children into F1. For September 2011 the admission number has been raised from 15 to 25, and it is now proposed to raise it to 30 from 2012 to create a full 1 form entry school.

***The Cabinet Member is RECOMMENDED to note the contents of this report and confirm that the proposal to expand Grove CE Primary School should continue as described.***

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Division(s): N/A
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## **CABINET MEMBER FOR SCHOOLS IMPROVEMENT – 6 APRIL 2011**

### **PROPOSAL TO DEVELOP AN AUTISM EDUCATIONAL RESIDENTIAL PROVISION**

**Report by Director of Children Young People and Families**

#### **Introduction**

1. This project is part of the Business Strategy 2011 and aims to contribute to the savings of £1m from 2012/13 on Out County placements for children and young people with special educational needs (SEN). Other strategies to reduce reliance on costly out county placements are in development and will contribute to the savings target, for example the cross regional provision for children in care and increasing use of local independent providers.
2. We currently have 23 children with Autistic Spectrum Condition (ASC) placed in Out County residential placements at a cost of £2.7m per annum. There is a gap in provision in Oxfordshire and ASC diagnosis/prevalence is increasing.
3. It is anticipated that savings of approximately £60,000 to £90,000 per placement can be made if ASC educational residential provision is set up in Oxfordshire.
4. Since our Business Strategy was presented through Cabinet and Children's Services Scrutiny, we have been undertaking a call for views on the proposed project involving parents, carers, children and professionals.
5. We have also undertaken more research on the costs of such provision and how we can use the Social Return on Investment methodology to support the development of this project.

#### **Project Planning**

6. A project steering group was set up in January and has met approximately fortnightly. The Steering group is chaired by Janet Johnson (Strategic Lead SEN) and includes representatives from Children's SEN Support Services, Social and Community Services - Learning Disabilities Commissioner for Health and Care, Commissioning and Contracting Team, Children's Social Care - Disabilities, Environment and Economy - Property and a special school Headteacher representative. Although a Children's Health

Commissioner has been invited to attend, no representative has attended to date; this is being pursued. We also intend to involve a GP through the shadow GP Commissioning Consortia, parents and carers and those providing services for this client group including hospital consultants and Oxford Healthcare.

7. An Equalities Impact Assessment was produced for the Business Strategy, refer to annex 1 and is kept under review by the Directorate.

## **Consultation**

8. As this is a significant, long term project a call for views was issued from 5th to 28<sup>th</sup> February. 42 responses were received.
9. The aim of the call for views was to help shape the development of the educational residential provision and to ensure that any proposals build on the experience and expertise of families and those supporting them. The consultation was sent to:
  - parents/carers of children with autism (or a similar profile of educational/functional needs) who are currently at, or have recently left, schools or colleges outside Oxfordshire
  - children and young people with autism (or a similar profile of educational/functional needs) who are currently at, or have recently left, schools or colleges outside Oxfordshire
  - professionals and providers from education, health, social care and other areas, representative bodies and those from the voluntary sector.
10. Questions were devised by the project steering group, with advice from Oxfordshire Family Support Network and Autism Oxford. They covered areas such as the need for an educational residential provision in the county, experiences of a child or young person going to an out of county provision, possible target and age groups for the new provision and characteristics.
11. In response to the question *To what extent do you think that an educational residential provision is needed for children with ASC in Oxfordshire?* 15 out of 16 parents/carers agreed or strongly agreed, 2 (out of 2) young people and 23 (out of 23) professionals or providers also agreed or strongly agreed.
12. In terms of the aspiration for the provision, parents/carers, professionals and providers identified the following features:
  - Structured 24 hour curriculum that meets the child's requirements
  - Structured support in day-to-day living /development of social skills, peer bonding, acceptance
  - Support with social activities, sport and hobbies

- Support with life learning skills
  - Small units rather than large complex
  - Spacious, safe and quiet location
  - Offer therapy services
  - Ad-hoc respite provision
  - Offer apprenticeships/ qualifications/ work opportunities
  - Link with mainstream and specialists schools /colleges
  - Links with the local community
  - Offer parents support groups
  - Offer outreach
13. Views on the group or groups that the provision should support:
- Children and young people with challenging behaviour
  - Children and young people with high functioning Autism and asperger's syndrome
  - Children and young people with severe learning difficulties (SLD)
  - Children and young people who are severely disabled / have complex needs
  - Ability to accommodate those with sensory difficulties and moderate learning difficulties (MLD)
14. Views on the age range that the provision should cater for varied, commencing from primary, secondary or post 16 and ending at age 18/19/20 or 25.

## Capital

15. The property search is exploring: converting existing Oxfordshire County Council capital assets (ones that are proposed for decommissioning); building on land that Oxfordshire County Council owns; leasing or renting. The preferred option is to convert an existing property as this is likely to be the most cost efficient.
16. Assuming the use of an existing council building the estimated capital costs will be **£400,000**. (350m2 for eight-bed unit @ £1,000 per m2 = £350,000 , adding furniture, fittings and contingency = £400,000)

## Business Case

17. Estimated costs are based on an eight bed residential provision linked to a special school and college for children and young people with ASC and SLD. This is a hypothetical model as further work is needed on the design and the actual service will be defined through formal consultation. The estimated savings are between **£480,000 to £720,000** per year. There are also potential long term savings to adult services through delivery of local educational solutions which support young people to increase independence skills. More detailed finance, including a social return on investment, will be drawn up when there are clear proposals for the provision and detailed specifications.

18. It is unlikely that the full impact of any saving will be made until 2013/14 rather than 2012/13 as proposed in the Business Strategy.
19. We are cognisant of the emerging agenda for the NHS and intend to ensure that we are able to engage other relevant stakeholders as the arrangements for PCT Clusters and GP Commissioning Consortia develop.

### **Next Steps**

20. If the Cabinet agrees that there is enough evidence of the need for an ASC educational residential provision in Oxfordshire and that there is a sufficient business case to proceed with this project , then the Steering Group will plan and implement the next stages:
  - Stakeholder event (planned for May 13<sup>th</sup>)
  - Options appraisal of a small number of proposed models
  - Formal consultation on proposed models
  - Detailed specification of agreed model
  - Property identified and agreed
  - Detailed financial planning
  - Planning for tendering and commissioning and market testing.

### **RECOMMENDATION**

21. **The Cabinet Member for Schools Improvement is RECOMMENDED to:**
  - (a) **give agreement to proceed with proposals to develop an autism educational residential provision;**
  - (b) **request a detailed, costed proposal by July 2011. If the age range of the proposed provision extends beyond 18 then a joint CYPF and SCS paper will be required and a decision by both CYPF and SCS Cabinet Members.**

MEERA SPILLETT  
Director for Children, Young People and Families

Background Papers:      Annex 1      Equality Impact Assessment  
   Annex 2      Analysis of call for views

Contact Officer:              Janet Johnson, Strategic Lead SEN



## **ANALYSIS OF RESPONSES TO THE CALL FOR VIEWS TO INFORM THE DEVELOPMENT OF AN EDUCATIONAL RESIDENTIAL PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH AUTISM IN OXFORDSHIRE**

Report produced by Maria Bedford, Project Support Officer, Aiming High for Disabled Children, Children, Young People and Families Directorate

### **1. INTRODUCTION**

Oxfordshire County Council is at the first stage of exploring the development of an educational residential provision for children and young people with autism. An 'invest to save' project is proposed in the Council's Business Strategy 2011 with the aim of reducing the need to place children a long way from their families.

This is a significant, long term, project for Oxfordshire and to inform the development of this project, Oxfordshire County Council issued a call for views to:

- parents/carers of children with autism (or a similar profile of educational/functional needs) who are currently at, or have recently left, schools or colleges outside Oxfordshire
- children and young people with autism (or a similar profile of educational/functional needs) who are currently at, or have recently left, schools or colleges outside Oxfordshire
- professionals and providers from education, health, social care and other areas, representative bodies and those from the voluntary sector.

We asked questions on key areas such as the need for an educational residential provision in the county, experiences of a child or young person going to an out of county provision and possible target and age groups for the new provision.

The consultation ran from 7 to 28 February 2011, and the responses will help to shape the development of the educational residential provision and ensure that the proposals we put forward build on the experience and expertise of families and those supporting them.

In the meantime, we are pleased to have received 42 responses to the call for views consultation, and that:

- 38% of the responses came from parents/carers of children with autism
- 7% of the responses came from children/young people with autism
- 55% of the responses came from professionals and providers from education, health, social care and other areas, representative bodies and those from the voluntary sector

This document sets out who responded to the call for views and the points raised in response to the questions we asked among the three groups:

## **2. QUESTIONS ASKED TO PARENT/CARERS**

1. To what extent they think an educational residential provision is needed for children with ASC in Oxfordshire?
2. How old was their child when he/she moved to a school/college outside of Oxfordshire?
3. How far away is/was their child? (journey time)
4. What led to the child being placed in an out of county residential provision?
5. What was the impact on the family and how did they keep in regular contact with the child?
6. What has not worked well for the child in the out of county residential placement?
7. What has worked well for the child in the out of county placement?
8. If they were able to design the perfect provision or services in Oxfordshire for their child, what would it be like?
9. Other comments

## **3. QUESTIONS ASKED TO CHILDREN/YOUNG PEOPLE**

1. To what extent they think an educational residential provision is needed for children with ASC in Oxfordshire?
2. What has worked well in the school or college?
3. What has not worked so well in the school or college?
4. If they were able to design the perfect school or college in Oxfordshire, what would it be like?
5. Other comments

## **4. QUESTIONS ASKED TO PROFESSIONALS/PROVIDERS**

1. To what extent they think an educational residential provision is needed for children with ASC in Oxfordshire?
2. Experiences or knowledge of a child or young person going to an out of county provision, if they think it could have been prevented, and if so, which services and at what age would these have made a difference?
3. If they were able to design the perfect provision or services to prevent the need for out of county placements, what would it be like?
4. What are the characteristics of the group or groups that the provision should target?
5. What age range would it cover?
6. Other comments

## 5. RESPONDENTS

The report shows a breakdown of the respondent groups and their responses collated in to themes for each of the questions above.

**Total responses to call for views: 42**

<b>Respondent group</b>	<b>Number of responses</b>	
Parents and carers	16	38%
Children and young people	3	7%
Professionals and providers	23	55%
<b>Total:</b>	<b>42</b>	<b>100%</b>

## 6. ANALYSIS FROM PARENT/CARERS <sup>1</sup>

**Question 1: *To what extent do you think that an educational residential provision is needed for children with ASC in Oxfordshire?***

There were 16 responses to this question.

<b>Response options</b>	<b>Number of responses</b>	
Strongly Agree	14	88%
Agree	1	6%
Disagree	0	0%
Strongly Disagree	1	6%

**Question 2: *How old was your child when he/she moved to a school/college outside of Oxfordshire?***

There were 12 responses to this question.

<b>Response</b>	<b>Number of responses</b>	
20 years	1	8%
16 years	5	42%
14 years	1	8 %
13 years	1	8 %
11 years	3	25%
5 years	1	8%

<sup>1</sup> Note that four of the 14 parents responded to a professional/provider survey as oppose to a parent/carer survey. The questions in the surveys were slightly different, hence why the number of responses to each question is different. The responses have been incorporated in the analysis where applicable.

**Question 3: How far away is/was your child? (journey time)**

There were 11 responses to this question.

Response	Number of responses	
1 hour +	5	46%
2 hours +	3	27%
3 hours +	3	27%

**Question 4: What led to your child being placed in an out of county residential provision?**

There were 12 responses to this question, some covering multiple themes.

Response themes identified in response to question 4	Number of responses	
No suitable provision available in the area to fit child's requirements	10	83%
Challenging violent behaviour, including threat to others and him/herself	5	41%
Exclusion from previous school/provision	3	25%
Family not being able to meet child's requirements	1	8%

**Question 5: What was the impact on your family and how did you keep in regular contact with your child?**Impact

There were 11 responses to this question, some covering multiple themes.

Response themes identified in response to question 5	Number of responses	
Negative impact	9	81%
<u>Where specified:</u>		
1. Lack/loss of contact with the child due to placement being too far away and/or difficulties in visiting (3)		
2. Guilt (2)		
3. Cost implications for travel arrangements (2)		
4. Marriage break-up (1)		
5. The placement was not successful/did not continue (1)		

Positive impact	5	45%
<u>Where specified:</u>		
1. <i>Stress relief/ respite for family (3)</i>		
2. <i>Child has developed social skills/ improved behaviour (2)</i>		

### Contact

There were 11 responses to this question, some covering multiple themes.

<b>Response themes identified in response to question 5</b>	<b>Number of responses</b>	
Telephone	7	64%
<u>Where specified:</u>		
1. <i>'Weekly' (3)</i>		
2. <i>'Regularly' (2)</i>		
3. <i>'Every night' (1)</i>		
Parent/carer/family visit the provision	5	14%
<u>Where specified:</u>		
1. <i>Every fortnight (1)</i>		
2. <i>'Regularly' (3)</i>		
Child visit the family	5	45%
<u>Where specified:</u>		
1. <i>Once a fortnight (2)</i>		
2. <i>Once a month (1)</i>		
3. <i>Every 3 weeks (1)</i>		
4. <i>'Regularly (1)'</i>		
Feedback from the residential provision	2	18%
<u>Where specified:</u>		
1. <i>'Weekly' (2)</i>		

**Question 6: What things have worked well for your child in the out of county residential placement?**

There were 12 responses to this question, some covering multiple themes.

<b>Response themes identified in response to question 6</b>	<b>Number of responses</b>	
Structured 24 hour curriculum that meets the child's requirements	9	75%
Structured support in day-to-day living /development of social skills, peer bonding, acceptance	7	58%
Safe, spacious environment	2	17%
Nothing worked well (placement ended)	1	8%

**Question 7: What things have not gone so well for you child in the out of county placement?**

There were 11 responses to this question, some covering multiple themes.

<b>Response themes identified in response to question 7</b>	<b>Number of responses</b>	
Lack of contact; separation from family, friends and local community	5	45%
Long distance	4	36%
<i>Travel expenses (2)</i>		
The care/ unit	2	18%
Everything has worked well	2	18%
No transition period between placement and service for autism	1	9%

**Question 8: If you were able to design the perfect provision or services in Oxfordshire for your child what would it be like?**

There were 13 responses to this question, some covering multiple themes.

<b>Response themes identified in response to question 8</b>	<b>Number of responses</b>	
A specialist autism educational unit <i>with</i> residential	11	85%
Support with social activities and sport hobbies	7	54%
Support with life learning skills	6	46%
Small units rather than large	4	31%

complex		
Spacious, safe and quiet location	4	31%
Therapy services	3	23%
Ad-hoc respite provision	3	23%
A specialist autism educational unit <i>with no</i> residential	1	8%
Link with mainstream and specialists schools /colleges	1	8%

## 7. ANALYSIS FROM CHILDREN/YOUNG PEOPLE

### **Question 1: Do you think that a residential school or college is needed in Oxfordshire for children with autism or similar needs?**

There were two responses to this question.

Response options	Number of responses	
Strongly Agree	2	100%
Agree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

### **Question 2: What things have gone well for you in your school or college?**

There was 1 response to this question:

*“Work, people”*

### **Question 3: What things have not gone so well?**

There were no responses to this question.

### **Question 4: If you were able to design the perfect school or college to help you do as well as possible what would it be like?**

There was 1 response to this question:

*“Closer to Oxford”*

## 8. ANALYSIS FROM PROFESSIONALS/PROVIDERS

### Question 1: *To what extent do you think that an educational residential provision is needed for children with ASC in Oxfordshire?*

There were 23 responses to this question.

Response options	Number of responses	
Strongly Agree	19	83%
Agree	4	17%
Disagree	0	0%
Strongly Disagree	0	0%

### Question 2: *If you have had experience or knowledge of a child or young person going to an out of county provision (including specialist colleges) do you think this could have been prevented, and if so, which services and at what age would these have made a difference?*

There were 21 responses to this question, some covering multiple themes. The responses have been broken down in to two sections.

#### Could the placement have been prevented?

There were 11 responses explicitly to this question.

Responses identified in response to question 2	Number of responses	
Yes  <i>Only if specialist services had been available in the county (6)</i>	6	54%
No	5	45%

#### Which services and at what age would these have made a difference?

There were 15 responses explicitly to this question, some covering multiple themes.

Response themes identified in response to question 2	Number of responses	
By providing local specialist provision  <i>In earlier years (5)</i>	10	67%
By having a local college/residential provision post	5	33%



16		
By working with young people coming through transition	4	27%
By providing more respite for families	4	27%

**Question 3: If you were able to design the perfect provision or services to prevent the need for out of county placements what would it be like?**

There were 24 responses to this question, some covering multiple themes.

<b>Response themes identified in response to question 3</b>	<b>Number of responses</b>	
A specialist autism educational unit <i>with</i> residential  <i>Accommodation separate from education part (2)</i>	11	46%
Offer ad-hoc respite provision	10	42%
Support with life learning skills	7	29%
Offer therapy services	6	25%
Offer apprenticeships/ qualifications/ work opportunities	5	21%
Link with local community	5	21%
Spacious, safe and quiet location	5	21%
Offer parents support groups	3	12%
Support with social activities and sport hobbies	2	8%
Small units rather than large complex	2	8%
Offer outreach	2	8%
Link with mainstream and specialists schools /college	2	8%

**Question 4: What are the characteristics of the group or groups that the provision should target?**

There were 23 responses to this question, some covering multiple themes.

<b>Response themes identified in response to question 4</b>	<b>Number of responses</b>	
Children/yp with challenging behaviour	9	39%
Children/yp with high functioning Autism	5	22%
Children/yp with Asperger's Syndrome (4)	4	17%

<i>High functioning (3)</i>		
Children/yp unable to access education in mainstream schools	4	17%
Children/yp who are severely disabled / have complex needs	3	13%
Children/yp with severe learning difficulties (SLD)	3	13%
Children/ yp with sensory difficulties	2	9%
Children/ yp with moderate learning difficulties (MLD)	2	9%

**Question 5: What age range would it cover?**

There were 21 responses to this question. Where there has been more than one consistent response this has been coded in to age groups and the rest is reported individually.

<b>Response themes identified in response to question 5</b>	<b>Number of responses</b>	
Age 11-19	3	N/A
Age 16-25	2	N/A
Other	16	N/A
<i>Age 2-19</i>		
<i>Age 3-24</i>		
<i>Age range 8+</i>		
<i>Primary</i>		
<i>Age 11-20, with respite provision for those between 7 and 11 years</i>		
<i>Upper juniors and seniors</i>		
<i>Age 14-18</i>		
<i>Age 14-25</i>		
<i>Age 14-19</i>		
<i>Foundation to 16+</i>		
<i>Age 16-23</i>		
<i>Post 16</i>		
<i>Up to 18</i>		
<i>18+</i>		
<i>Age 19-25</i>		
<i>All ages</i>		

## 9. SUMMARY

15 out of 16 parents/carers agreed or strongly agreed to the proposal, 2 (out of 2) young people and 23 (out of 23) professionals or providers also agreed or strongly agreed.

In terms of the aspiration for the provision, parents/carers, professionals and providers identified the following features:

- Structured 24 hour curriculum that meets the child's requirements
- Structured support in day-to-day living /development of social skills, peer bonding, acceptance
- Support with social activities, sport and hobbies
- Support with life learning skills
- Small units rather than large complex
- Spacious, safe and quiet location
- Offer therapy services
- Ad-hoc respite provision
- Offer apprenticeships/ qualifications/ work opportunities
- Link with mainstream and specialists schools /colleges
- Links with the local community
- Offer parents support groups
- Offer outreach

Groups that the provision should support:

- Children and young people with challenging behaviour
- Children and young people with high functioning Autism and asperger's syndrome
- Children and young people with severe learning difficulties (SLD)
- Children and young people who are severely disabled / have complex needs
- Ability to accommodate those with sensory difficulties and moderate learning difficulties (MLD)

The age range that the provision should cater for varied, commencing from primary, secondary or post 16 and ending at 18/19/20 or 25.

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## Special Educational Needs – Out County Placements

### Proposal:

To make savings of £1m from 2012/13 on Out County placements for children and young people with special educational needs (SEN).

### Context

This is an 'invest to save' proposal to reduce expenditure on Out County placements by utilising existing but decommissioned capital assets.

We currently have 23 children with Autistic Spectrum Condition (ASC) placed in Out County residential placements at a cost of £2.7m per annum. There is a gap in current provision in Oxfordshire and ASC diagnosis/prevalence is increasing.

It is anticipated that savings of approximately £60,000 per placement can be made if educational residential provision is set up in Oxfordshire. Total savings per annum for an estimate of eight children will be  $8 \times £60,000 = £480,000$ .

Other strategies to reduce reliance on costly Out County placements are in development:

- Oxfordshire County Council led a cross regional project involving six authorities to jointly commission services for children in care with challenging and complex behaviour needs. The provision has 20 beds and 4 day places rising to 30 residential and 10 day placements to be shared across the six authorities (opening March 2011).
- We have been developing successful links with specialist local independent and non-maintained providers, tailoring education, care and health provision to meet individual needs, and supporting successful transitions to adult services.

### What else did you consider and reject?

The option to leave things as they are is unsustainable.

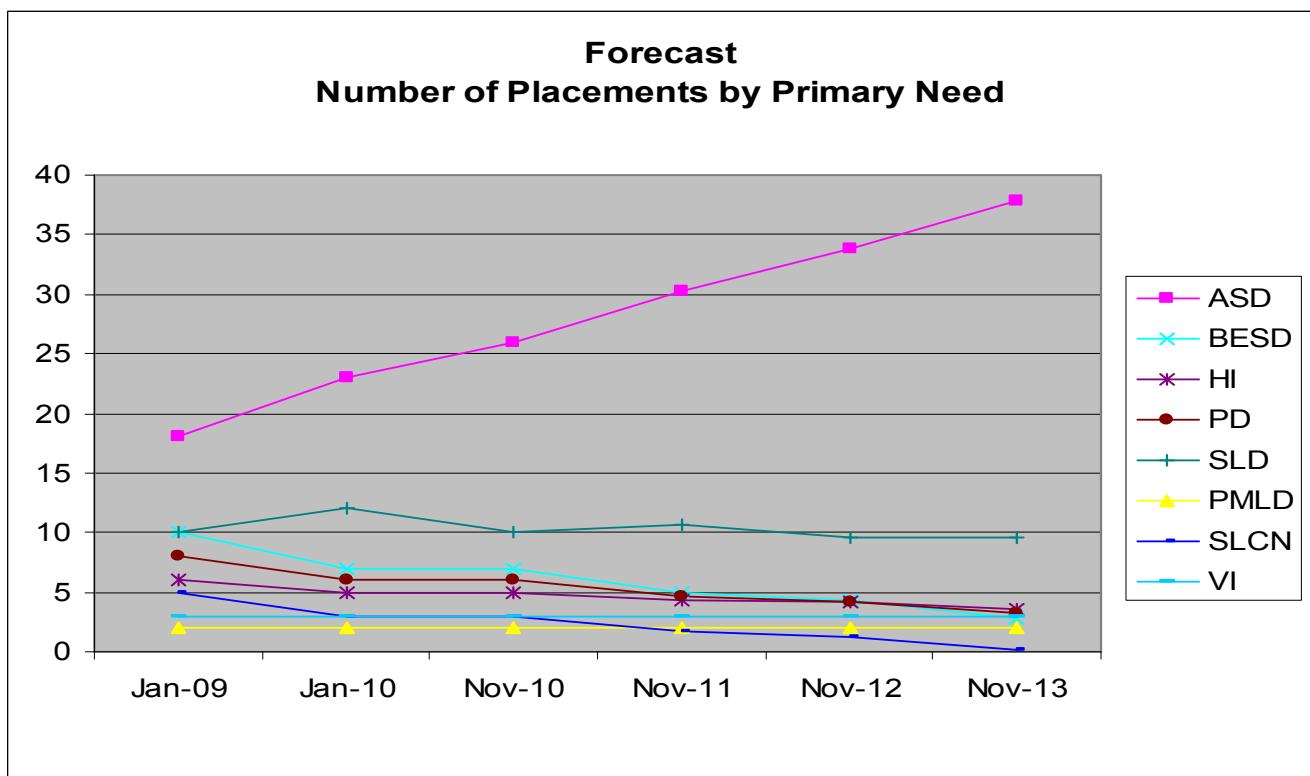
The county council invited Professor Rita Jordan, an expert in ASC, to review Oxfordshire's provision for children and young people with ASC to identify unmet needs and to inform strategic direction. Professor Jordan spoke to families, professionals and representatives from the voluntary sector over a period of six months (2009 – 2010). She visited a wide range of organisations, mainstream schools, resource bases, special schools, college and independent providers. Professor Jordan recommended the need to provide local residential provision: "it cannot be expected that preventative strategies will be 100% effective, especially with our current state of knowledge."

## What consultation/research evidence have you used to inform this proposal?

In addition to Professor Jordan's research and recommendations above, we considered evidence from *Oxfordshire Children and Young People's Needs Analysis 2010 -13*:

An increase in the number of children diagnosed with autism has led to an increase in the numbers placed in out of county provision by 100%. This has had a significant impact on budgets. It should be noted however, that Oxfordshire is a very low user of out county provision compared to the national average (a rate of 5.5 per 10,000 population compared to 9.5 per 10,000 in England).

Trend data shows the growth in placements for ASC compared with other types of SEN. The forecast to 2013 illustrates the potential demand for local provision.



ASD Autistic Spectrum Difficulties, BESD Behaviour, Emotional and Social Difficulties, HI Hearing Impairments, PD, Physical Difficulties, SLD Severe Learning Difficulties, PMLD Profound and Multiple Learning Difficulties, SLCN Speech Language and Communication Needs, VI Visual impairment.

## How developed is the proposal?

The proposal has not been developed yet. The service design will be informed and shaped by families, young people and professionals.

## Impact of the proposal on service users and their local communities

An equalities assessment has been undertaken on the impact of this proposal; the main groups affected are children with disabilities. The strategy to reduce reliance on out county

residential placements is likely to improve the well being, safeguarding and achievements of children and young people with SEN.

**Disabilities:**

23 children and young people with ASC are currently placed in Out County residential placements.

**Black, Asian and Minority Ethnic (BAME):**

The numbers of children and young people affected are so small that making comparisons across ethnic groups would be difficult. National data and prevalence rates for ASC by ethnicity will be taken into account during the project development stage.

**Gender:**

3 girls and 20 boys with ASC are currently placed in Out County Placements. This is in line with SEN gender patterns.

**Gender Reassignment:** No impact anticipated

**Religion and Belief:** No impact anticipated.

**Sexual Orientation:** No impact anticipated

**Impact on providers (local Small or Medium Enterprises and voluntary, community & faith sector)**

There may be opportunities for local providers to be involved in the delivery of services.

**What actions will be taken to mitigate this risk?**

There are no risks anticipated.

**Impact of the proposal on other council services**

There are opportunities to link with special schools and colleges in the development and delivery of educational provision.

**What actions will be taken to mitigate this risk?**

There are no risks anticipated.

**Impact of the proposal on staff**

There are opportunities for local staff to be employed in the provision.

**What actions will be taken to mitigate this risk?**

There are no risks anticipated.

**Capital implications of proposed change**

Exploration of existing Oxfordshire County Council capital assets (ones that are proposed for decommissioning)

**CAPITAL:** Assume use existing council building  
350m<sup>2</sup> for eight-bed unit @ £1,000 per m<sup>2</sup> = £350,000  
Add in furniture and fittings + contingency = **£400,000**

## **Conclusion**

If the proposal is agreed, it is essential that all interested parties and groups who may be affected, are consulted on the changes. A full equality impact assessment (EQIA) will then need to be completed taking into account feedback from the consulted groups.



Division(s): Grove

## **CABINET MEMBER FOR SCHOOLS IMPROVEMENT – 6 APRIL 2011**

### **PROPOSAL TO EXPAND GROVE CE PRIMARY SCHOOL**

#### **Report by Director for Children, Young People & Families**

##### **Introduction**

1. Grove CE Primary School has a published admission number of 15 children. For children starting school in September 2010, 21 parents listed Grove CE Primary School as their first preference, and the school agreed to admit more than their admission number to meet parental demand. Due to the high number of primary school applications within the Grove area, the school eventually accepted 29 children into F1. For September 2011 the admission number has been raised from 15 to 25, and it is now proposed to raise it to 30 from 2012 to create a full 1 form entry school.
2. In recent years the Wantage and Grove area has experienced a significant and sustained rise in primary pupil numbers, due to recent housing development within Wantage and also a rise in the birth-rate. Schools in the surrounding villages have been used to provide additional places.
3. In the next few years, work will start on a major housing development at Grove Airfield. We are currently planning to relocate Grove CE Primary School to the new development, and expand it as one part of our strategy to provide school places for the new housing. This will be subject to a separate consultation process. However, it is clear that more school places are already required in Grove, and to meet this need we plan to expand Grove CE Primary School now to become a 1 form entry school on its existing site, until a new site is available.
4. The accommodation of Grove CE Primary School is already in line with that required for a 1 form entry school, and additional accommodation will not be required.

##### **Statutory consultation requirements**

5. Sections 18 to 24 of the Education & Inspections Act 2006 and The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) [“the Prescribed Alterations Regulations”] establish the circumstances in which statutory procedures must be followed when enlarging school premises.
6. Based on previous advice from the Department for Education School Organisation Unit (03/08/2009) - that if a school expansion is possible by using the school’s existing accommodation, but that alterations to use would

increase the net capacity calculation by 25% or more “statutory proposals are required, even though the building is not physically expanding” - it was expected that the proposal to expand Grove CE Primary School would need to pass through the usual five statutory stages for a proposal to expand a school. As such, an informal consultation was carried out in Grove started on 17 January 2011, and ran until 7 March 2011.

7. However, subsequent guidance from the DfE School Organisation Unit (25/01/2011) clarified that “statutory proposals are only required for a proposed enlargement of the premises of the school. So, if the additional pupils can be accommodated in existing classrooms then no enlargement of premises has occurred and, as such, statutory proposals are not required.” Instead, such expansions are subject only to the separate consultations requirements of the Admissions Code.
8. In the light of this revised guidance, statutory expansion procedures are not required for Grove CE Primary School. A report on the consultation which took place is therefore submitted to the Cabinet Member for Schools Improvement to note.

## **Representations**

9. During the informal consultation phase (17 January – 7 March 2011) a meeting was held at the school for parents to discuss their concerns with a County Council officer and a consultation document was sent to parents of children at Grove CE Primary School, as well as to local councillors, other primary schools and early years providers in the Grove area; it was also available on the OCC website. Thirteen responses were received. Five respondents supported the proposal, five respondents opposed the proposal and three were neutral or broadly supportive with some concerns.
10. Reasons for supporting the proposal included:
  - More places are needed in Grove.
  - Children are currently being offered placements in other villages, making life very difficult for parents.
  - This school was previously 1 form entry.
11. The following concerns were raised:
  - The capacity of accommodation (4 respondents). *See paragraph 12 below.*
  - A preference from existing parents for the school to remain small (3 respondents). *See paragraph 13 below.*
  - Traffic and parking at the start and finish of the school day (3 respondents). *See paragraph 14 below.*
  - Effect on class sizes (1 respondent). *See paragraph 13 below.*
  - Need for more staff (1 respondent). *See paragraph 13 below.*
  - The size of play area for children (1 respondent). *See paragraph 12 below.*
12. With respect to accommodation, the school has previously operated as a 1 form entry school, and this expansion represents a return to full utilisation of

capacity. The site area is 10.3ha, within the DfE recommended range for a 1 form entry school.

13. With respect to school size, maintaining the school at 0.5 form entry would require future children to attend a school outside the village. One form of entry is not generally considered a large school, and moving to a full form of entry will bring benefits to the school in its budget and ability to arrange classes in single age groups. Class sizes at a 1 form entry school are not necessarily larger than in a 0.5 form entry school, as in smaller schools mixed-age teaching is usual, with class sizes still up to 30 (in Key Stage 1) and occasionally larger (in Key Stage 2). Additional staff would be recruited by the school.
14. With respect to concerns about traffic, although there will be more children attending the school, most will live within walking distance. Maintaining the school at 0.5 form entry would require future children to travel several miles to a school outside the village, and therefore expansion of Grove CE Primary School may reduce traffic issues. The school actively encourages parents to transport their children to the school responsibly, and has recently updated their travel plan.

### **Equality and Inclusion Implications**

15. There are not considered to be any equality and inclusion implications arising from this proposal.

### **Financial and Staff Implications**

16. As a result of expansion, the school will have higher revenue costs, which would be met from an increase in their per-pupil funding from the Dedicated Schools grant.
17. There are no capital costs associated with this proposal.

### **RECOMMENDATION**

**The Cabinet Member is RECOMMENDED to note the contents of this report and confirm that the proposal to expand Grove CE Primary School should continue as described.**

MEERA SPILLETT  
Director for Children, Young People & Families

Background Papers: Nil.

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April 2011

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