

**PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in or provided in relation to proposals**

Insert the information asked for in the expandable box below each section.

In respect of a Governing Body Proposal: School and governing body's details

**1.** The name, address and category of the school for which the governing body are publishing the proposals.

Not applicable

In respect of an LEA Proposal: School and local education authority details

**2.** The name, address and category of the school and a contact address for the local education authority who are publishing the proposals.

Mabel Prichard School, Cuddesdon Way, Oxford, Ox4 6SB  
Community Special School

Contact address for local authority:

Allyson Milward, Principal Property & Assets Officer, Third Floor,  
Clarendon House, 52, Cornmarket Street, Oxford OX1 3EJ Tel: 01865  
816453 /E-mail: propertyassets@oxfordshire.gov.uk

Implementation and any proposed stages for implementation

**3.** The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

September 1<sup>st</sup>, 2008

Objections and comments

**4.** A statement explaining the procedure for making representations, including—

- (a) the date by which objections or comments should be sent to the local education authority; and
- (b) the address of the authority to which objections or comments should be sent.

(a) Any objections or comments should be sent to the Local Authority in writing by Friday 28 March 2008

(b) Allyson Milward, Principal Property & Assets Officer, Third Floor, Clarendon House, 52, Cornmarket Street, Oxford OX1 3EJ Tel: 01865 816453 /E-mail: propertyassets@oxfordshire.gov.uk

Alteration description

5. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

Extend the age range from 2-16 to 2-19 years at the school which is designated for pupils with severe learning difficulties and profound and multiple learning difficulties.

School capacity

6.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 or paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, the proposals must also include—

(a) details of the current capacity of the school and where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

School	Current capacity range of the building	Estimated numbers by 2010 and the capacity required.
Mabel Prichard School	90-97	72
NB estimated capacity range calculated using guidelines in DCSF Building Bulletin 77. It is assumed capacity will be increased to provide for anticipated number on roll.		

(b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

	Number on roll Jan 2008	Estimated post 16 Sept 2008	Estimated post 16 Sept 2009	Estimated post 16 Sept 2010	Estimated size of post 16 group
Mabel Prichard	67	1	2	5	2 - 5

(c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

Not applicable

(d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

Not applicable

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 to 4, and 7 and 8 of Schedule 2 or paragraphs 1, 2, 8, 18 and 19 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 a statement of the number of pupils at the school at the time of the publication of the proposals.

See table above at Paragraph 5 (b)

#### Implementation

7. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

Not applicable

#### Additional Site

8.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

Not applicable

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

Not applicable

Changes in boarding arrangements

**9.—(1)** Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

(a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

Not applicable

(b) the arrangements for safeguarding the welfare of children at the school;

Not applicable

(c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision;

Not applicable

(d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

Not applicable

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

(a) the number of pupils for whom boarding provision will be removed if the proposals are approved;

Not applicable

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

Not applicable

Transfer to new site

**10.** Where the proposals are to transfer a school to a new site the following information—

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

Not applicable

- (b) the distance between the proposed and current site;

Not applicable

- (c) the reason for the choice of proposed site;

Not applicable

- (d) the accessibility of the proposed site or sites;

Not applicable

- (e) the proposed arrangements for transport of pupils to the school on its new site;

Not applicable

- (f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in area will be discouraged.

Not applicable

Objectives

**11.** The objectives of the proposals.

This proposal is related to similar proposals for 9 other special schools. It is part of the Local Authority's strategy to widen the range of options and enable a flexible approach to post 16 education for students with special educational needs in Oxfordshire that includes the option of continued special school provision. Other community special schools included in related proposals are as follows.

Bardwell School, Hendon Place, Sunderland Drive, Bicester, Oxon. OX26 4RZ

Fitzwaryn School, Denchworth Road, Wantage, Oxon, OX12 9ET

Frank Wise School, Hornbeam Close, Broughton Road, Banbury, Oxon. OX16 9RL

Iffley Mead School, Iffley Turn, Oxford OX4 4DU

John Watson School, Littleworth Road, Wheatley, Oxon, OX33 1NN

Kingfisher School, Radley Road, Abingdon, Oxon, OX14 3RR

Northfield School, Knights Road, Blackbird Leys, Oxford, OX4 5DQ

Springfield School, The Bronze Barrow, Cedar Drive, Witney, Oxon, OX28 1AR

Woodeaton Manor School, Woodeaton, Oxford, OX3 9TS

To develop the quality of post 16 education for students with SEN through enhanced personalised learning opportunities, improved continuity and progression together with a more coherent, extended curriculum offer which integrates personal and social development, skills for life and vocational and subject-based learning.

To enable Oxfordshire special schools to extend and strengthen the link between learning and teaching by engaging pupils, and particularly their parents, as partners in learning.

To facilitate flexible working with other post 16 providers including local FE colleges wherever that is appropriate to the student's needs.

To ensure that the local authority provides the full range of provision for all 14-19 year olds, and equal opportunities for young people in Special Schools.

## Consultation

**12.** Evidence of the consultation before the proposals were published including—

- (a) a list of persons who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted;

- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) copies of all consultation documents and a statement on how these documents were made available.

(a) The following were consulted:

Heads and governing bodies of all special schools currently designated to 16  
Parents/carers of all pupils in these special schools  
Parents/carers of young people who transferred from special schools to college within the last three years  
Neighbouring Local Authorities (Warwickshire, West Berkshire, Buckinghamshire, Gloucestershire, Reading Borough, Swindon, Wiltshire, Northamptonshire)  
All schools, via the Schools News bulletin  
Governing bodies of all schools  
Young people in Fitzwaryn school and Abingdon and Witney College  
Unions (ATL, COTO, CYWU, NAHT, NASUWT, NATFHE, NUT, ASCL)  
The Dioceses of Portsmouth, Birmingham and Oxford.  
The Learning and Skills Council  
Members of Parliament (David Cameron, Boris Johnson, Tony Baldry, Ed Vaizey, Evan Harris, Andrew Smith)  
District Councils (City of Oxford, Vale of White Horse, South Oxfordshire, Cherwell, West Oxfordshire)  
Heads of Service, relevant Assistant Heads of Service and Officers of the LA  
Representatives of CHOICE (parent group)  
PCT and NHS  
College Principals and transition co-ordinators  
Adult Services  
Councillors of the County Council

(b) There were no public consultation meetings

(c) Views of the persons consulted:

There was overwhelming support for the notion of extending the age range of special schools in Oxfordshire: 97% of school parents, 89% of college parents and 99% of others. Responses were received from 269 parents of current special school students, 57 from parents of ex-pupils currently at FE college and 50 young people. Responses from heads and governing bodies of the special schools, with the exception of Bishopswood, were unanimously in favour of the extension of the school age range. The Learning and Skills Council stated that "In summary the LSC is committed to working with the local authority to support a policy change to enable young people to stay in special schools where, as a result of a multi-agency review, it is deemed to be in the best interest of the learner and choice of parents."

(d) All applicable statutory requirements in relation to the proposals to consult

have been complied with.

(e) For the consultation commencing on October 31<sup>st</sup> 2007 documents were sent to those listed above and were also available on Oxfordshire County Council website. Similar circulation took place for the autumn 2006 consultation.

The documents are available [www.oxfordshire.gov.uk/sen](http://www.oxfordshire.gov.uk/sen) > Post 16 special school provision

Copies of the documents can be obtained by writing to Allyson Milward, Principal Property & Assets Officer, Third Floor, Clarendon House, 52, Cornmarket Street, Oxford OX1 3EJ / Tel: 01865 816453 / E-mail: [propertyassets@oxfordshire.gov.uk](mailto:propertyassets@oxfordshire.gov.uk)

### Project costs

**13.** A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The capital implications of the proposals will result from the anticipated building work required to increase capacity at schools. The initial consideration indicates a total expenditure of between £2m and £4m over the period 2008 – 2011/12. This is subject to detailed site investigations and would be viewed within the overall needs and planned developments in each school. The cost of these proposals would be prioritised with other requirements and set against the authority's capital programme 2008-11 using allocations announced by DCSF at the end of 2007.

Schools may be approached to contribute some or all of their devolved formula capital allocation towards major schemes in common with other schools. This sum to be spread over one or more years.

**14.** A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

See attached letter from the Local Authority and Learning & Skills Council.

### Age range

**15.** Where the proposals relate to a change in age range, the current age range for the school.



Mabel Prichard, 2 – 16

Early years provision

**16.** Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

(a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

Not applicable

(b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

Not applicable

(c) evidence of parental demand for additional provision of early years provision;

Not applicable

(d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school;

Not applicable

(e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Not applicable

Changes to sixth form provision

**17. (1)** Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

(a) improve the educational or training achievements;

(b) increase participation in education or training; and

(c) expand the range of educational or training opportunities

for 16-19 year olds in the area.

(a) Post 16 special school education will provide individual learning programmes for students based on their aptitudes, interests and personal aspirations, as well as their special educational needs. It will seek to raise standards by offering a series of progression pathways built around a highly personalised 14 – 19 curriculum. Through the differentiated delivery of functional skills, personal and social development, vocational skills and subject based learning, students will have enhanced opportunities to fulfil their potential and achieve at the highest level appropriate to them. We will also be seeking to ensure, where appropriate, this wider range of achievements can be recognised within the national qualifications framework.

(b) and (c) Currently, because all young people have to leave their special school at age 16, a small but significant minority of students have needed to attend out county schools and colleges in order to find a suitable post 16 course. Others have failed to transfer to college and have been left “Not in Employment, Education or Training” (NEET). Extending the age range also supports the proposed legislation to raise the general leaving age to 18 (“Raising expectations: staying in education and training post 16”).

(2) Where the proposals are to alter the upper age limit of the school so that the school will provide sixth form education, the proposed number of sixth form places to be provided.

See table at paragraph 6 (b).

**18.** Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

Not applicable

Special educational needs

**19.** Where the proposals are to establish or change provision for special educational needs—

(a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

The proposals are to add post 16 provision to the special schools listed in 4. Section 5 also describes the current special educational need provision in each school.

- (b) any additional specialist features will be provided;

A key stage 5 special school curriculum that also links with the 14 –19 Oxfordshire Curriculum Framework for young people with learning difficulties and disabilities.

National developments including the Foundation Learning Tier and diplomas, available to students with SEN within partnership arrangements, to ensure clear progression pathways.

- (c) the proposed numbers of pupils for which the provision is to be made;

See table at paragraph 6 (b).

- (d) details of how the provision will be funded;

The local authority will fund the revenue costs for young people remaining on the special school roll post 16. The Learning and Skills Council (LSC) has identified an additional £1.3 million to support the delivery of more flexible transition arrangements from special schools to college provision. The funds will support young people who are on an FE college roll but who may be best accommodated in a school setting initially. The LSC funds are available between April 2008 and July 2009. In 2010 there is an expected change to the national funding scheme and statutory responsibilities will transfer from the LSC to local authorities.

Capital costs will be funded by the local authority as outlined in paragraph 13, and where rules apply, an application can be made to the LSC 16 – 19 capital fund.

- (e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

If the proposals are agreed, special schools will be working with their local Learning Partnerships, which includes colleges and other providers, to ensure that the schools are part of the range of opportunities and contribute to the flexible post 16 curriculum provision in the area. By providing flexible arrangements and working in partnership to provide the widest curriculum offer there may be young people who access school-based programmes who are not registered pupils at the school but are registered within the partnership.

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

Revenue cost will be met from the school's delegated budget for young people on the school roll. Capital costs and responsibilities are described in paragraph 13. Any building matters not referred to in paragraph 13, will be met by the relevant authority in accordance with the scheme of Local Management of Schools.

(g) the location of the provision if it is not to be established on the existing site of the school;

Not applicable

(h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children;

The provision will not replace any post 16 special school provision as currently this is not available in Oxfordshire. However, there is likely to be an impact on the numbers attending some college courses.

There is likely to be an overall increase in the percentage of students staying on in education. This would result in an expected reduction in placements in out county schools and colleges and an anticipated decrease in the number of students who choose not to remain in education at all. College courses which are currently highly valued by parents and students and which attract significant numbers from mainstream as well as special schools will almost certainly continue to flourish. This is particularly the case for students with moderate learning difficulties. Removing the arbitrary transfer age from 16 to 18 or 19 would ensure that students are able to remain in school until it is more suitable for them to move rather than being forced to do so, and it would also facilitate collaborative working between schools and colleges, for example, by allowing students from one institution to attend the other for part of their course. Because the proposals are likely to result in an overall increase in the number of students seeking appropriate education post 16, trained and skilled staff are likely to gain employment either in schools or colleges.

(i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

See table at paragraph 6 (b).

**20.** Where the proposals are to discontinue provision for special educational needs—

- (a) details of alternative provision for pupils for whom the provision is currently made;

Not applicable

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

Not applicable

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision;

Not applicable

- (d) a statement as to how the authority believe that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

Not applicable

**21.** Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

(a) - The proposals would improve provision by allowing students access to the educational and associated services including the wider school activities, facilities, associated services (e.g. nursing and therapies) and

equipment in their own school in addition to any provision available in FE colleges or elsewhere.

- Oxfordshire's School's Accessibility Strategy 2006 – 2009 is backed by individual Access Plans produced and implemented by each school. All new capital schemes undertaken by the authority comply with the standards set out in that strategy.

- There would be capacity and flexibility to meet individuals needs within a learning environment in which young people can be healthy and safe.

- Young people and families would be able to continue to benefit from integrated family support services and intervention where there are underlying difficulties, relating to home circumstances, impacting on their learning.

- Transport would be provided in accordance with Oxfordshire's transport policy and on the same basis as for pre-16 students in special schools.

(b) Students would be able to gain access to specialist staff and other professionals (e.g. nursing, therapies, specialist support and advice) available through their school which otherwise would not be the case.

(c) Students would continue to have access to existing accommodation in FE colleges but would also be able to have access to suitable and familiar accommodation in their own schools, until they were ready to move into a full-time college environment. This would be supplemented by additional accommodation, as described in 6 and 13.

(d) Extending the age range of special schools in Oxfordshire would significantly improve the supply of suitable post 16 education and allow a greater proportion of students to continue in appropriate local provision in accordance with their wishes and those of their families.

#### Sex of pupils

**22.** Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

(a) details of the likely effect which the alteration will have on the balance of the provision of single sex education in the area;

Not applicable

(b) evidence of local demand for single-sex education;

Not applicable

(c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

Not applicable

**23.** Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

(a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area;

Not applicable

(b) evidence of local demand for single-sex education.

Not applicable

Extended services

**24.** If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Students will have access to the extended services available in each school.

Need or demand for additional places

**25.** If the proposals involve adding places—

(a) a statement and supporting evidence of the need or demand for the particular places in the area;

From the consultation with parents and discussions with heads it is estimated that there will be a need for approximately 70 places in 2008, 100 in 2009 and 120 in 2010 across all ten special schools. As this provision has never been made available in Oxfordshire it is not possible to forecast precisely how many students will remain in schools but is likely to reflect the quality of provision and range of options available.

(b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

Not applicable

(c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

Not applicable

**26. If the proposals involve removing places—**

(a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice;

Not applicable

(b) a statement on the local capacity to accommodate displaced pupils.

Not applicable

**Expansion of successful and popular schools**

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraphs 1 and 2 of Part 1 to Schedule 2 and paragraphs 12 and 13 of Part 2 to Schedule 2; ;

(b) (for proposals published by the LA) paragraphs 1 and 2 of Part 1 to Schedule 4.

of the Prescribed Alteration regulations.

(3) Whilst not required by regulations to provide this information for any LA proposals to expand a voluntary or foundation school, it is desirable to provide this below.

Not applicable



Additional information in the case of special schools

**27.** Where the proposals relate to a special school the following information must also be provided—

- (a) information as to the numbers, age range, sex and special educational needs of the pupils (distinguishing boarding and day pupils) for whom provision is made at the school;

See 5, 6, 11 and 15. All special schools in Oxfordshire are co-educational day schools.

- (b) information on the predicted rise or fall (as the case may be) in the number of children with particular types of special educational needs requiring specific types of special educational provision;

Not applicable

- (c) a statement about the alternative provision for pupils who may be displaced as a result of the alteration;

Not applicable

- (d) where the proposals would result in the school being organised to make provision for pupils with a different type or types of special educational needs with the result that the provision which would be made for pupils currently at the school would be inappropriate to their needs, details of the other schools which such pupils may attend including any interim arrangements and transport arrangements to such schools;

Not applicable

- (e) where the proposals relate to a foundation special school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

Not applicable