

Agenda

Meeting: Executive consultation with Chief Executive

Venue: Meeting held via Skype

Date: Tuesday, 31 March 2020 at 11.00 am

Items 5 to 10 are those that had previously been published as part of the papers for the meeting of the Executive that was due to meet on 24 March 2020. That meeting was cancelled as on 23 March 2020 Government had issued fresh guidance relating to the suppression of the Coronavirus pandemic which meant that public meetings could not take place. Items 11 and 12 are new and urgent items for which the papers had been circulated to the members of the meeting.

Following the Government guidance on 23 March 2020, the Council had agreed to invoke the emergency decision making process that is identified in the Council's Constitution to allow the Chief Executive to make all appropriate decisions and to allow for appropriate consultation. This decision will be reviewed should revised guidance on Local Government Decision making be issued that enables virtual meetings. At present, it is not possible to make legally binding decisions in meetings that are held virtually by Skype or telephone.

Business

1. **Welcome by the Chairman**
2. **Minutes of the meeting held on 10 March 2020**
(Pages 6 to 9)
3. **Any Declarations of Interest**
4. **Public Questions or Statements relating to 24 March 2020 meeting of the Executive that was cancelled**

5. Local Government and Social Care Ombudsman Public Report - Report of the Corporate Director - Health and Adult Services

(Page 10 to 17)

Recommendations:

- (i) To note the findings and recommendations in the Local Government and Social Care Ombudsman Public Report, and the actions taken

6. Clapham CE VC Primary School - Closure Proposal - Report of the Corporate Director - Children and Young People's Service

(Pages 18 to 76)

Recommendations:

- (i) To authorise the publication of statutory proposals on 23 April 2020, proposing to cease to maintain Clapham CE VC Primary School with effect from 31 August 2020; and proposing that the catchment areas of Austwick CE VC Primary School and Bentham CP School be extended from 1 September 2020 to jointly serve the area currently served by Clapham CE VC Primary School.
- (ii) To schedule a final decision on the proposal for 9 June 2020.

7. Springhead School - Proposal for Satellite Specialist Sixth Form Provision - Report of the Corporate Director - Children and Young People's Service

(Pages 77 to 104)

Recommendations:

- (i) To authorise the publication of statutory proposals and a statutory notice proposing to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough and thereby also confirming an increase in school places from approximately 75 to approximately 85 places.
- (ii) To schedule a final decision on the proposals for 9 June 2020.

8. Proposals to Add, Amend & Remove Provision for Special Educational Needs by Providing Targeted Mainstream Provisions in Nine Mainstream Schools from September 2020 - Report of the Corporate Director - Children and Young People's Service

(Pages 105 to 208)

Recommendations:

That public consultation take place on school organisation proposals to:

- (i) Add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Mainstream Schools (as listed in Appendix 5).
- (ii) Remove provision for Special Educational Needs at former Enhanced Mainstream Schools (as listed in Appendix 5).
- (iii) Note the removal and establishment of Special provisions which the Local Authority will support at the relevant Academies within North Yorkshire (as listed in Appendix 5)

Also, that the Executive delegate decision making authority with regards to interim day 6 arrangements to the Executive Member for Education & Skills and the Executive Member for Children's Services.

9. Healthy Child Programme Targeted Service Procurement - Report of the Corporate Director - Health and Adult Services

(Pages 209 to 221)

Recommendations:

- To note the proposed arrangements to deliver a school based universal and target emotional health service
- To approve a 30-day public consultation on the use of the Section 75 agreement between NYCC and NYCCGs
- To note that the consultation results and draft Section 75 Agreement will be brought back to the Executive for consideration in summer 2020.
- To note the external market exercise to procure specialist substance misuse service

10. Forward Work Plan

(Pages 222 to 235)

11. Changes required to the Constitution – Report of the Assistant Chief Executive (Legal and Democratic Services)

Recommendation:

That the Chief Executive Officer amends the Officers' Delegation Scheme as set out in paragraph 3.4 of this report.

(Pages 236 to 238)

12. Proposal for living allowance payment changes for eligible children under Leaving Care Act 2000 - Report of the Corporate Director for Children and Young People's Service

(Pages 239 to 240)

Recommendation:

That the Chief Executive Officer approves the proposed increased amounts for implementation with effect from week commencing 6 April 2020.

13. Other business which the Leader agrees should be considered as a matter of urgency because of special circumstances

Barry Khan
Assistant Chief Executive
(Legal and Democratic Services)

County Hall
Northallerton

Date: 30 March 2020

Notes:

Emergency Procedures for Meetings

Fire

The fire evacuation alarm is a continuous Klaxon. On hearing this you should leave the building by the nearest safe fire exit. If the main stairway is unsafe use either of the staircases at the end of the

corridor. Once outside the building please proceed to the fire assembly point outside the main entrance.

Persons should not re-enter the building until authorised to do so by the Fire and Rescue Service or the Emergency Co-ordinator.

An intermittent alarm indicates an emergency in nearby building. It is not necessary to evacuate the building but you should be ready for instructions from the Fire Warden.

Accident or Illness

First Aid treatment can be obtained by telephoning Extension 7575.

Executive Members

Name	Electoral Division	Areas of Responsibility
LES, Carl	Richmondshire Catterick Bridge	Leader of the Council Communications, safer communities and emergency planning
DADD, Gareth	Hambleton Thirsk	Deputy Leader of the Council Finance and Assets and Special Projects inc finance and HR performance management
CHANCE, David	Whitby/Mayfield cum Mulgrave	Stronger Communities - inc Legal and Democratic Services, Corporate Development, Overview and Scrutiny Committees, Area Committees, performance management
DICKINSON, Caroline	Northallerton	Public Health, Prevention and Supported Housing - inc STP issues regarding the Friarage and Darlington Hospitals
HARRISON, Michael	Lower Nidderdale and Bishop Monkton	Health and Adult Services - inc Health and Wellbeing Board, health integration and Extra Care
LEE, Andrew	Cawood and Saxton	Open to Business - inc growth, economic development, planning, waste management, trading standards and business relations
MACKENZIE, Don	Harrogate Saltergate	Access - inc highways, road and rail transport, broadband and mobile phones; and to act as the Council's Digital Infrastructure Champion
MULLIGAN, Patrick	Airedale	Education and Skills - inc early years, schools, apprenticeships, FE colleges and UTC's and engagement with the skills part of the LEP
SANDERSON, Janet	Thornton Dale and the Wold	Children and Young People's Services with responsibility for foster and adoption, children's social care and prevention
WHITE, Greg	Pickering	Customer Engagement inc Contact Centre, web site, libraries, digital and performance management (complaints and compliments)

North Yorkshire County Council

Executive

Minutes of the meeting held at No. 3 Racecourse Lane, Northallerton on Tuesday, 10 March 2020 commencing at 11.00 am.

County Councillor Carl Les in the Chair. County Councillors, David Chance, Gareth Dadd, Caroline Dickinson, Michael Harrison, Andrew Lee, Don Mackenzie, Patrick Mulligan, Janet Sanderson and Greg White.

Other Councillors Present: County Councillor Derek Bastiman

Officers present: David Bowe, Stuart Carlton, Gary Fielding, Richard Flinton, Barry Khan, Richard Webb, Daniel Harry, and Melanie Carr.

There was one representative of the press in attendance.

Copies of all documents considered are in the Minute Book

431. Minutes

Resolved –

That the public Minutes of the meeting held on 18 February 2020, having been printed and circulated, be taken as read and confirmed, and signed by the Chairman as a correct record.

432. Declarations of Interest

There were no declarations of interest.

433. Exclusion of the Public and Press

Resolved –

That on the grounds that it involved the likely disclosure of exempt information as defined in the paragraph(s) specified in column 2 of Part 1 of Schedule 12A to the Local Government Act 1972 as amended by the Local Government (Access to information)(Variation) Order 2006, members agreed to exclude the public and press from the meeting during consideration of Appendices B & C to agenda item 8.

434. Questions and Statements from members of the public

There were no public questions or statements.

435. Review of the Council's Overview and Scrutiny Function - Suggested Changes to Practice

Considered – A report of the Chairman of the Scrutiny Board, bringing together the findings of the Board's review of overview and scrutiny practice at the Council.

County Councillor Derek Bastiman introduced the report, confirming the purpose of the review which was carried out following a request from the Member Working Group on the Constitution in response to a number of issues raised by Cllr Geoff Webber.

The report detailed the areas of improvement identified by the review and in particular, Cllr Bastiman highlighted the need for:

- Refresher training from scrutiny members and scrutiny Chairs
- A more defined relationship with the Executive to ensure the perception of independence
- Improved communication between Overview & Scrutiny and the Area Constituency Committees

He also confirmed that the review findings and report had been endorsed by the Scrutiny Board

County Councillor David Chance, the portfolio holder for Overview & Scrutiny, acknowledged the County Council's good practice in Overview & Scrutiny and confirmed that he also endorsed the review findings.

County Councillor Carl Les noted the views of Cllr Webber detailed in the report and suggested that officers may also benefit from training in how to present reports to Members. Finally, he thanked the Scrutiny Board for its work on the review.

Resolved –

That the Improvement Plan be noted.

436. Better Together Collaboration Agreement Review

Considered –

A report of the Assistant Chief Executive (Legal and Democratic Services) seeking an extension of the Better Together Collaboration Agreement between Selby District Council and North Yorkshire County Council.

Barry Khan, Assistant Chief Executive (Legal and Democratic Services) introduced the report, confirming that the current agreement included an option to extend the arrangement for a further three years. He drew Members attention to the benefits of the Better Together Programme detailed in the report and confirmed that Selby District Council's Executive had already approved the option to extend.

Richard Flinton, Chief Executive confirmed the working arrangements with Selby had been successful and that the model would be suitable for roll out to other District Councils.

Members agreed it had been an excellent initiative and it was

Resolved –

That the formal Collaboration Agreement with Selby District Council be renewed for a further three years.

437. Forward Work Plan

Considered - The Forward Plan for the period 28 February 2020 to 28 February 2021.

County Councillor Michael Harrison confirmed that a decision had recently been taken to push back to a later meeting the Review of Extra Care Provision, currently listed for the Executive's consideration on 24 March 2020.

Resolved –

That the Forward Plan be noted.

438. Extra Care Housing in Bedale - Outcome of Procurement and Consideration of Scheme Proposal

Considered - A report of the Corporate Director for Health & Adult Services seeking approval for the awarding of funding to support the development of a new extra care housing scheme in Bedale.

County Councillor Michael Harrison introduced the report which detailed the procurement work undertaken through the Council's Extra Care Housing Framework, to procure a new extra care housing scheme in Bedale, and identify the appropriate level of grant funding required in order to make the proposed scheme a viable option.

Dale Owens, Assistant Director for Health & Adult Services outlined the issues around the refusal of planning permission, the developer's decision to appeal that decision and the subsequent changes made to the scheme design in order to alleviate community and planning concerns.

Cllr Harrison made it clear the Executive was aware that the local planning committee had refused the application, and that the developer had submitted an appeal. As the County Council fully respected the planning process, he noted that the Executive was being asked to put in place the funding for the scheme should the appeal be successful, and that any funding decision taken at this time would have no bearing on the planning process.

Members noted the summary of what the revised scheme would deliver and the potential need for intermediate care units in the future. County Councillor Gareth Dadd suggested that in line with previous applications for funding, at this stage it should be agreed in principle only, with further consideration to the funding request being given once planning permission has been granted.

As there was no discussion about the content of the two exempt Appendices, the Executive choose not to go into private session. Instead it was

Resolved - That:

- i. The level of funding required for the Bedale extra care scheme as detailed in confidential Appendix B of the report be approved in principle only, at this stage.

- ii. The Corporate Director Strategic Resources, in consultation with the Assistant Chief Executive (Legal and Democratic Services) be authorised to negotiate appropriate legal arrangements, if intermediate care units are required.

The meeting concluded at 11:20am
MLC

North Yorkshire County Council

Executive

24th March 2020

Local Government and Social Care Ombudsman Report

Report of the Corporate Director – Health and Adult Services

1.0 Purpose of Report

- 1.1 This report informs Members of a Public Report from the Local Government and Social Care Ombudsman in respect of Adult Social Care, and the actions taken to address the recommendations.

2.0 Background

- 2.1 The Local Government and Social Care Ombudsman (LGSCO) has recently published a report outlining its findings into a complaint about North Yorkshire County Council. The Ombudsman upheld the complaint after it found fault with the County Council's delay in completing a remedy from an earlier Local Government and Social Care Ombudsman Complaint. A copy of the report is attached at Appendix 1.
- 2.2 The Council has accepted the recommendations of the report, and acknowledges that there are improvements to be made in some of the practices and processes, which have already been implemented.
- 2.3 In circumstances where the LGSCO concludes that the complainant has suffered injustice as a result of fault, under the 1974 Local Government Act the Local Authority must take the following actions:
- Lay the report before either full Council, Cabinet or another Committee with delegated authority.
 - Place two public notice announcements in local newspapers/newspaper websites within two weeks of the report being published. Copies of the report should be made available free of charge at one or more Council offices.
 - Within three months of receiving the report we must tell the LGSCO the action we have taken or propose to take.

3.0 The Case

- 3.1 The detail of the complaint can be found in the attached report but, in summary, Mr & Mrs X complained on behalf of their daughter, Miss X, that the Council failed to complete a financial assessment that it agreed to carry out to remedy an earlier complaint upheld by the Ombudsman against the Council.

3.2 LGSCO Recommendations

The Council should:

- To remedy the injustice caused by the fault found, within a month of the date of this report, the Council will apologise to Mr & Mrs X for its failure to complete the assessment for 15 months after the deadline it agreed with the Ombudsman.

- Pay Mr & Mrs X £250 for their unnecessary time and trouble in pursuing a matter that should have been resolved more than a year earlier. The Council will make this payment within a month of the date of this report, independent of any amount owed by either party as a result of the financial settlement or any ongoing complaint about it.
- The Council must consider the report and confirm within three months the action it has taken or propose to take, The Council should consider the report at its full Council, Cabinet or other appropriately delegated committee of elected members and we will require evidence of this.

3.2 There are a number of circumstances in which the LGSCO may issue a public report. It has previously indicated that it would like to see more public interest reports published, including cases where no fault has been found. This has been reflected in an increase in the number of reports it has published over the last few years, particularly where they relate to issues of national public interest.

3.3 The LGSCO states there are six key reasons for publishing a report:

- Recurrent fault
- Significant fault, injustice or remedy.
- Non-compliance with an Ombudsman's recommendation.
- High volume of complaints about one subject.
- Significant topical issue (e.g. new legislation).
- Systemic problems and/or wider lessons.

3.4 Any of these reasons may lead to a public interest report. In conversations with the LGSCO, they have confirmed that the fault in this case was reason iii.

4.0 North Yorkshire County Council's Response

4.1 The County Council accepts that it did not appropriately complete the Ombudsman's recommendation from the earlier complaint, and this has now been completed, and the financial assessment carried out. It has written to the complainant apologising for the failures identified and paid Mr and Mrs X £250 in recognition of their time and trouble in pursuing this matter.

4.2 This case refers to events in 2018, and a number of areas of process and practice have been strengthened both before and since the issue was identified by the LGSCO. The actions taken have been shared with the Executive Member for Adult Social Care and Health Integration.

4.3 In addition to these improvements within Health and Adult Services, the Ombudsman now asks Councils for evidence to be submitted to verify that remedies have been completed within the timescales specified by the Ombudsman.

4.4 As indicated in paragraph 2.3 within three months of receiving the report, the Council must tell the LGSCO the action we have taken or propose to take.

5.0 Financial Implications

5.1 The recommendations in this case requires the County Council to make a payment to the complainant.

5.2 In this case the payment of £250 has been made to Mr and Mrs X.

6.0 Actions Taken

- Apology letter to Mr & Mrs X
- Financial Assessment has been completed
- Press notification of Public Report in two local papers; Selby Times & Yorkshire Post
- Copies of the Public Report have been made available if requested by the public.

6.5 Working practice within the Customer Response Team has since changed to ensure that all cases are left open until remedies have been completed and evidence has been provided by the relevant teams to share with the Ombudsman to confirm that the remedy is complete, in line with its Complaints Process.

6.6 The Ombudsman now only issue remedy satisfaction letters and close cases once they have received the evidence from the Council for all individual remedies. This is a far more robust process

7.0 Impact on Other Services/Organisations

7.1 As previously mentioned, the changes arising from the recommendations have been to internal Health and Adult Services processes.

8.0 Recommendation

8.1 The Executive are asked to note:

- (i) The findings and recommendations in the Local Government and Social Care Ombudsman Public Report
- (ii) The actions taken

Richard Webb
Corporate Director – Health and Adult Services
County Hall
Northallerton
20th February 2020

Author of report – Sarah Abram, Customer Feedback Manager

Background Documents – Report from Local Government and Social Care Ombudsman

Appendix 1 – Ombudsman Report

**Report by the Local Government and Social Care
Ombudsman**

**Investigation into a complaint against
North Yorkshire County Council
(reference number: 19 010 955)**

7 February 2020

The Ombudsman's role

For more than 40 years the Ombudsman has independently and impartially investigated complaints. We effectively resolve disputes about councils and other bodies in our jurisdiction by recommending redress which is proportionate, appropriate and reasonable based on all the facts of the complaint. Our service is free of charge.

Each case which comes to the Ombudsman is different and we take the individual needs and circumstances of the person complaining to us into account when we make recommendations to remedy injustice caused by fault.

We have no legal power to force councils to follow our recommendations, but they almost always do. Some of the things we might ask a council to do are:

- > apologise
- > pay a financial remedy
- > improve its procedures so similar problems don't happen again.

Section 30 of the 1974 Local Government Act says that a report should not normally name or identify any person. The people involved in this complaint are referred to by a letter or job role.

Key to names used

Ms X	The complainant
Mr and Mrs X	Her parents, who represent her

Report summary

Council: assessment

Mr and Mrs X complain on Ms X's behalf. They complain that the Council took 15 months too long to complete a financial assessment it agreed to carry out to remedy an earlier complaint we upheld. This has delayed the resolution of Mr and Mrs X's concerns about the Council's calculation of disability related expenditure.

Finding

Fault found causing injustice and recommendations made

Recommendations

To remedy the injustice caused by the fault found, within a month of the date of this report, the Council will apologise to Mr and Mrs X for its failure to complete the assessment for 15 months after the deadline it agreed with us.

We welcome the Council's offer to pay Mr and Mrs X £250 for their unnecessary time and trouble in pursuing a matter that should have been resolved more than a year earlier. The Council will make this payment, within a month of the date of this report, independently of any amount owed by either party as a result of the financial settlement or any ongoing complaint about it.

The Council must consider the report and confirm within three months the action it has taken or proposes to take. The Council should consider the report at its full Council, Cabinet or other appropriately delegated committee of elected members and we will require evidence of this. (*Local Government Act 1974, section 31(2), as amended*)

The complaint

1. The complainant, whom I shall call Ms X, is represented by her parents, Mr and Mrs X. They complain on Ms X's behalf that the Council failed to complete a financial assessment that it agreed to carry out to remedy an earlier complaint upheld by us against it. This has delayed the resolution of Mr and Mrs X's concerns about the Council's calculation of disability related expenditure (DRE).

Legal and administrative background

2. We investigate complaints about 'maladministration' and 'service failure'. In this report, we have used the word 'fault' to refer to these. We must also consider whether any fault has had an adverse impact on the person making the complaint. We refer to this as 'injustice'. If there has been fault which has caused an injustice, we may suggest a remedy. (*Local Government Act 1974, sections 26(1) and 26A(1), as amended*)
3. Councils must assess a person's finances to decide what contribution he or she should make to a personal budget for care. If a person incurs expenses directly related to any disability he or she has, known as disability related expenditure (DRE), the Council should take that into account when assessing his or her finances. (*Care Act 2014 Department for Health, 'Fairer Charging Guidance' 2013, and 'Fairer Contributions Guidance' 2010*)
4. Disability Living Allowance (DLA) is a benefit payable to disabled persons. It has two components, one of which provides help with mobility. This is paid at one of three financial levels. DLA is currently being replaced with personal independence payments for people aged between 16 and 64 (PIPs).
5. Under the information sharing agreement between the Local Government and Social Care Ombudsman and the Office for Standards in Education, Children's Services and Skills (Ofsted), we will share this report with Ofsted.

How we considered this complaint

6. We have produced this report after examining the relevant files and documents provided by both parties. Both parties have had the opportunity to comment on a draft of this report and we have considered their comments.

What we found

7. We found fault by the Council in a previous complaint ([14 017 083](#)) by Mr and Mrs X on Ms X's behalf. Among other things, the Council agreed on 13 June 2018 to carry out a fresh financial assessment for Ms X within one month. This was to include her housing costs and consider if her transport costs exceed the lower level DLA mobility component.
8. The Council confirmed to us that it had visited Ms X to assess her needs. We have seen evidence that this happened on 25 July 2018. We confirmed on 17 September 2018 we were satisfied it had implemented the remedy.
9. Mr X contacted us on 13 September 2019. He said the Council had still not shared the assessment with him, despite him asking for this more than once.
10. Mr X later provided a copy of an email exchange with the Council in the form of questions and answers dated 23 September 2019. This stated the financial

assessment had been held up because “colleagues in the benefits and charging team haven’t been able before now to agree the DRE information relating to transport.” It said it had told Mr X of this issue on 18 October 2018. The email exchange also said two successive workers allocated to the case had left the Council. It apologised that Mr X “went for such a long period without any contact with a member of our social care team.”

11. When we contacted the Council at its request on 27 September 2019, it confirmed it had not completed the financial assessment. It said it would offer Mr and Mrs X £250 for their time and trouble.
12. The Council sent us the completed financial assessment on 11 October 2019. Mr and Mrs X dispute the Council’s calculations and the basis on which the Council made them.

Conclusions

13. The Council accepted our recommendations in Mr and Mrs X’s previous complaint that it would carry out the fresh financial assessment within one month of the decision date (13 June 2018). Despite visiting the family on 25 July 2018, which was already slightly late, it failed to produce a calculation until October 2019. We find the Council at fault for failing to implement part of the remedy it agreed in relation to complaint 14 017 083.
14. This has prevented Mr and Mrs X from challenging the calculation it has now made for 15 months longer than necessary. Financial matters between the parties are still unresolved. This means Mr and Mrs X have had unnecessary time and trouble.
15. We note both parties agree it is likely to be Ms X who will owe the Council money, not the other way around, so we do not find she has lost out financially.

Recommendations

16. To remedy the injustice caused by the fault found, within a month of the date of this report, the Council will apologise to Mr and Mrs X for its failure to complete the assessment for 15 months after the deadline it agreed with us.
17. We welcome the Council’s offer to pay Mr and Mrs X £250 for their unnecessary time and trouble in pursuing a matter that should have been resolved more than a year earlier. The Council will make this payment, within a month of the date of this report, independently of any amount owed by either party as a result of the financial settlement or any ongoing complaint about it.
18. The Council must consider the report and confirm within three months the action it has taken or proposes to take. The Council should consider the report at its full Council, Cabinet or other appropriately delegated committee of elected members and we will require evidence of this. (*Local Government Act 1974, section 31(2), as amended*)

NORTH YORKSHIRE COUNTY COUNCIL

THE EXECUTIVE

24 MARCH 2020

PROPOSAL TO CEASE TO MAINTAIN CLAPHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Report by the Corporate Director – Children and Young People’s Service

1.0 PURPOSE OF THE REPORT

- 1.1 To report to the Executive, the outcome of the public consultation carried out by the Children and Young People’s Service on a proposal to close Clapham Church of England Voluntary Controlled Primary School.
- 1.2 The report asks the Executive to consider the responses to the consultation, and determine whether the publication of statutory proposals should be authorised, and that the final decision on the proposal be scheduled for 9 June 2020.

2.0 EXECUTIVE SUMMARY

- 2.1 On 17 December 2019 Executive Members for the Children and Young People’s Service gave approval to progress a consultation on a proposed closure of Clapham CE VC Primary School with effect from 31 August 2020. The report provided the full background and is attached as Appendix 1.
- 2.2 The consultation proposed that the local authority would cease maintaining the school from 31 August 2020 and that the catchment areas of both Austwick CE VA Primary School and Bentham Community Primary School would be extended to form a shared catchment area to serve the area currently served by Clapham CE Primary School.
- 2.3 The consultation commenced on 10 January 2020 and closed on 28 February 2020. This report details the responses to the consultation, and requests the Executive give approval to the publication of statutory notices.
- 2.4 The report is supported by a number of Appendices as listed below:

Appendix 1: Report of Corporate Director Meeting with Executive Members –
17 December 2019

Appendix 2: Record of the public meeting

Appendix 3: Responses to the consultation document

Appendix 4: Revised Pupil Forecast

Appendix 5: Equality Impact Assessment

Appendix 6: Draft Statutory Notice

Appendix 7: Draft Statutory Proposal

3.0 CONSULTATION UNDERTAKEN

- 3.1 A consultation document was distributed to the list of consultees shown appended to the 17 December report. The document was also displayed on the NYCC website. The consultation period, which included a half term, ran from 10 January to 28 February 2020. The length of this consultation period was seven weeks to allow the recommended six weeks of term time.
- 3.2 A public meeting was held in the village hall of Clapham on 4 February. This was attended by 32 people. The record of the public meeting is attached as Appendix 2.
- 3.3 By the closing date 27 individual consultation responses had been received and these are shown in full in Appendix 3. Three responses indicated support for the closure and three indicated opposition. The bulk of the remainder cover other issues with the catchment area proposal being the main one.
- 3.4 In addition to the written responses received, during the public meeting there were some questions raised with several concerning the catchment area.
- 3.5 The following section of the report addresses the main issues raised by respondents and updates on some of the key areas of concern.

4.0 PUPIL NUMBERS

- 4.1 The number of children at Clapham CE VC Primary School has been falling over the past few years. At the beginning of September 2019, there were 25 pupils on roll in the school. This is well below the capacity of the school – which is designed to accommodate up to 59 pupils if all spaces are in use. Since the start of this academic year there has been a further fall in numbers with 9 on roll in January, and as of February the school has 7 pupils remaining on roll.
- 4.2 A pupil forecast from January 2020 is attached at Appendix 4 and shows the 9 pupils on roll at that time. It is based on our standard methodology and predicts no new Reception aged starters in 2020/21. This combined with the progressive reduction in existing year groups results in a forecast total roll by 2020/21 of 5 pupils.

5.0 CURRICULUM AND QUALITY OF EDUCATION

- 5.1 Ofsted
The Ofsted inspection in June 2019 judged the school to be inadequate in all areas. The school was judged to require Special Measures. The report found that over time, there has been a significant decline in the standard of education provided for pupils and that leaders have not been effective in reversing or halting this decline. During the public meeting questions were asked around why the inspection had been carried out during a time when the Headteacher was not available, and why it had been left so long between inspections.
- 5.2 Ofsted are an entirely independent organisation and the local authority cannot dictate when inspections are carried out. A school can ask to defer or cancel an inspection, but only in exceptional circumstances. Ofsted had previously requested a visit in February 2019 but the inspection was cancelled due to the closure

consultation at that time. When the call came again in June, Ofsted were not minded to delay the inspection for a second time. The previous Ofsted judgement from May 2011 judged the school to be outstanding. Schools judged outstanding at their most recent inspection are currently exempt from further routine inspections, although the Government consulted in January on removing this exemption.

6.0 CATCHMENT AREA

- 6.1 The consultation document suggested the catchment areas of both Austwick CE VA Primary School and Bentham CP School should be extended to include the current catchment area served by Clapham CE Primary School. The majority of consultee responses related to this matter. There is a clear indication from responses by Ingleton residents of a preference that the catchment should be shared three ways to include Ingleton Primary School. The response from Ingleton Primary School also suggests a three way share of the catchment area to include Ingleton. Bentham CP School would like to see the catchment area shared between Bentham CP School and Austwick CE VA Primary as is proposed. Of the responses from consultees in other areas there does not appear to be a consensus of opinion that gives a clear indication of preference regarding the future treatment of the catchment area.
- 6.2 It would be very unusual in North Yorkshire for a catchment area to be shared between three primary schools. Having such an arrangement in a large rural area is likely to increase home to school transport costs. It is proposed that the statutory proposals for the closure of Clapham CE Primary School include for the catchment areas of Austwick CE VC Primary School and Bentham CP School to be extended from 1 September 2020 to jointly serve the area currently served by Clapham CE VC Primary School. This would provide all stakeholders with a further opportunity to comment on this specific element of the proposal.
- 6.3 The existing North Yorkshire Home to School Transport policy provides for transport to either the catchment school(s) or, importantly in many cases, to the nearest school to the home address providing that the journey is above the 2 or 3 miles qualifying distance dependent on age.
- 6.4 All local schools have, irrespective of any catchment decision, indicated a willingness to admit children from Clapham as far as their capacity enables them to do so. Early indications for the September 2020 admissions round are that each of the 3 schools immediately adjacent to Clapham, namely Austwick, Bentham and Ingleton are likely to be undersubscribed to varying degrees indicating that in the short-term at least catchment areas will not be a determining factor in deciding school admissions. This may of course change prior to the allocation date in April 2020.
- 6.5 Whatever is ultimately determined regarding the catchment area there would be merit in committing to keep the arrangements under regular review in future in light of any demographic change, housing development or general change in pupil numbers.

7.0 FINANCIAL IMPLICATIONS

7.1 The financial position

Previously reported in year deficits are now expected to be much worse with the reduction in pupil numbers the school is now facing. Current financial forecasts are showing in-year deficits of £46k in 2020/21 and £77.9k in 2021/22, and a cumulative deficit of £202.6k by the end of that year. These were based on pupil assumptions of 27 in 2019/20 and 22 in 2020/21, and have assumed pupil numbers of 7 in 2021/22. The position will deteriorate further as numbers fall with no reasonable prospect of recovery.

7.2 School revenue funding

Any annual savings to the Dedicated Schools Grant arising from the closure, if approved, would remain within the ring-fenced Dedicated Schools Grant as part of the funding for all schools. Any surplus revenue or capital balances would be made available to the receiving school(s) in line with the Closing School Accounting Policy.

7.3 Transport costs

If the school closed, there could be a potential additional cost to the Local Authority in providing transport to other schools. Free home to school transport would be provided for entitled pupils in accordance with the revised catchment area arrangements in accordance with the County Council's Home to School transport policy. Depending on the individual choices of schools by parents, potentially up to nine children attending Clapham at the start of the consultation period could be eligible for home to school transport. This may require a mini bus at a cost of between £75 to £120 per day (£14k - £22k per annum) or, if there are less than 5 pupils, 1 taxi at a cost of £55 per day (£10k per annum). Other transport costs may arise dependent on individual circumstances of individual pupils.

8.0 LEGAL IMPLICATIONS

8.1 The School Organisation Regulations and Guidance¹ cover the processes involved in school closures. Careful regard has been given to these provisions.

8.2 Clapham CE VC Primary School is designated as a rural school under the Designation of Rural Primary Schools (England) Order. The School Organisation regulations and guidance contain a presumption against closure of rural schools, and it is a requirement that proposers must consider the effect of the discontinuance of any rural primary school on the local community. The statutory guidance specifically states that 'This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision in the area.' The guidance states that when producing a proposal, the proposer must carefully consider:

- the likely effect of the closure of the school on the local community;
- the proportion of pupils attending the school from within the local community i.e. is the school being used by the local community;
- educational standards at the school and the likely effect on standards at neighbouring schools;

¹ School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 and Department for Education statutory guidance Opening and closing maintained schools 2019

- the availability, and likely cost to the LA, of transport to other schools;
- whether the school is now surplus to requirements (e.g. because there are surplus places elsewhere in the local area which can accommodate displaced pupils, and there is no predicted demand for the school in the medium or long term);
- any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase; and
- any alternatives to the closure of the school.

These factors are considered in the draft statutory proposal, attached as Appendix 7. The key points in relation to transport are: If the school closed, there would be a potential additional cost in the range of £10k - £22k per annum to the Local Authority in providing transport to other schools. It is difficult to predict an accurate figure as it depends on parental preference for alternative schools. It is not considered that there would be significant additional car use if the school were closed. This is primarily because of the low pupil numbers. Some children in the catchment area are already travelling privately to alternative schools.

9.0 HUMAN RIGHTS IMPLICATIONS

9.1 There are no Human Rights issues in relation to this decision.

10.0 OTHER IMPLICATIONS

An Equality Impact Assessment has been undertaken in respect of a closure proposal and is attached at Appendix 5.

11.0 NEXT STEPS

11.1 Should the decision be to publish statutory proposals to cease to maintain Clapham CE VC Primary School the proposed timetable would be:

Executive decision to publish statutory notices (if approved the following timetable would apply)	24 March 2020
Statutory Notices published (4 weeks for representations to be made)	23 April 2020
Representation period starts	23 April 2020
Representation period ends	21 May 2020
Final decision by County Council's Executive or Executive Member	9 June 2020
Implementation of closure	31 August 2020

12.0 RECOMMENDATIONS

12.1 That the Executive:

- Authorise the publication of statutory proposals on 23 April 2020, proposing to cease to maintain Clapham CE VC Primary School with effect from 31 August 2020; and proposing that the catchment areas of Austwick CE VC Primary School and Bentham CP School be extended from 1 September

2020 to jointly serve the area currently served by Clapham CE VC Primary School.

- (ii) Schedule a final decision on the proposal for 9 June 2020.

Stuart Carlton
Corporate Director – Children and Young People’s Service

Report prepared by Julia Temple, Strategic Planning Team

List of Appendices:

- Appendix 1: Report of Corporate Director Meeting with Executive Members – 17 December 2019
- Appendix 2: Record of the public meeting
- Appendix 3: Responses to the consultation document
- Appendix 4: Revised Pupil Forecast
- Appendix 5: Equality Impact Assessment
- Appendix 6: Draft Statutory Notice
- Appendix 7: Draft Statutory Proposal

NORTH YORKSHIRE COUNTY COUNCIL

CHILDREN AND YOUNG PEOPLE'S SERVICE

CORPORATE DIRECTOR MEETING WITH EXECUTIVE MEMBERS

17 December 2019

Clapham Church of England Voluntary Controlled Primary School

1.0 PURPOSE OF REPORT

1.1 To seek approval to consult on a proposal that the County Council should cease to maintain Clapham Church of England Voluntary Controlled Primary School with effect from 31 August 2020.

2.0 EXECUTIVE SUMMARY

2.1 Clapham Church of England VC Primary School is a 3-11 voluntary controlled primary school located in the rural area of North Craven and serves families living in the village of Clapham and the surrounding area. It can accommodate up to 59 children and has a published admission number of 8.

2.2 Pupil numbers at the school have been falling, reducing from 42 on roll in 2014/15 to 25 at the start of the 2019/20 academic year. The drop in numbers increased concern around the financial sustainability of the school and its ability to provide good quality education.

2.3 On 5 February 2019 Executive Members gave approval to progress a consultation on a proposed closure of Clapham CE VC Primary School with effect from 31 August 2019. The consultation commenced on 14 February 2019 and closed on 4 April 2019. During the consultation period a number of responses were received including a detailed response from the Governing Body showing a recovery plan, which they felt, along with ongoing community support, could see the school recover to a position that would enable the school to stay open. At a meeting on 30 April 2019 the Executive agreed that the proposal to cease to maintain Clapham CE VC Primary School should be stopped to allow the Governing Body to implement their recovery plan, with a formal review of the position scheduled for the end of the spring term 2020.

2.4 Following the April Executive meeting the school was inspected by Ofsted in June 2019 and was placed in special measures. The previous full Ofsted inspection was in May 2011 and the school at the time was judged to be Outstanding. The publication of the recent inspection result in September has led to a further, more rapid, decline in pupil numbers making the Governing Body's recovery plan no longer viable. Following a meeting of the Governing Body on the 4 November 2019 the Governors wrote to the Director of Education asking the LA to begin a consultation on closure.

- 2.5 Low pupil numbers have led to the school being in a financial deficit position, and unable to afford its own Headteacher. Despite numerous attempts by the LA to secure a shared headship arrangement with another school, this has not been successful.
- 2.6 The four key concerns remain; low pupil numbers, breadth of curriculum, financial position, and school leadership.

3.0 PUPIL NUMBERS

- 3.1 The number of children at Clapham CE VC Primary School has been falling over the past few years. At the beginning of September 2019, there were 25 pupils on roll in the school. This is well below the capacity of the school – which is designed to accommodate up to 59 pupils if all spaces are in use. Since the start of this academic year there has been a further fall in numbers and as at the end of November the school had 10 pupils remaining on roll.
- 3.3 The current and past numbers in each year group at the school are:

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20 (Nov)
Reception	5	2	5	3	2	0
Year 1	7	3	2	5	3	1
Year 2	10	6	2	2	4	1
Year 3	3	11	6	3	4	3
Year 4	4	4	9	5	3	0
Year 5	7	6	4	6	6	1
Year 6	6	7	6	3	6	4
Total	42	39	34	27	28	10

- 3.4 A pupil forecast is attached at **Appendix 1**. It is based on our standard methodology and predicts only one new Reception aged starter in 2020/21. This combined with the progressive reduction in existing year groups results in a forecast total roll by 2020/21 of seven pupils.

4.0 CURRICULUM AND QUALITY OF EDUCATION

4.1 Outcomes

Pupil numbers in each year are very small and thus percentages are not meaningful. However, over time patterns can be observed. Over the three-year period 2017-19, the percentage of pupils attaining the expected standard in reading, writing and maths at Key Stage 2 is below the national average: the percentage attaining at the higher level is also below the national average.

In June 2019 the school was inspected by Ofsted and judged to be inadequate. In relation to pupil outcomes, the report stated

- Owing to the weaknesses in teaching over time, pupils underachieve considerably. Because pupils are not taught the full range of subjects, they have considerable gaps in their knowledge. Pupils' progress is weak because teaching does not identify and meet pupils' needs. This means that pupils do not reach the levels of attainment of which they are capable.
- Pupils' books show that their progress in reading, writing and science is particularly poor. Pupils also have gaps in their knowledge across a range of other subjects, including history and geography.
- In early years, children make limited progress, particularly in writing. Their writing shows little improvement in pencil control or letter formation. Considering each child's individual starting point, their attainment lags behind where they should be across all areas of learning.
- The ineffective teaching of phonics means that many pupils struggle to develop appropriate fluency in their reading. This hampers their progress in all subjects. Many pupils have poor spelling knowledge. This particularly restricts their progress in writing.
- Over the last three years, very few pupils at the end of key stage 1 or key stage 2 have reached the higher standards of learning in reading, writing or mathematics. This is because teachers' understanding of the requirements of the national curriculum is underdeveloped. Therefore, they do not reliably enable pupils to achieve or exceed the standards expected for their age.

Teaching in the school is now significantly better than in June 2019 and teachers are addressing gaps in pupils' learning in reading, writing and maths.

4.2 Curriculum

The inspection found that

- The curriculum is poorly planned. Teaching does not offer pupils access to their full entitlement of subjects. Consequently, pupils have significant gaps in their knowledge.
- Leaders have not ensured that the curriculum is broad and balanced. Pupils are not taught the full range of national curriculum subjects in sufficient depth. For example, science lessons are infrequent and only cover a very small part of the science curriculum. This leaves pupils ill-prepared for the next stage of their education.

The new leaders of the school (from September 2019) fully recognised that the wider curriculum needs significant development and planning is well underway. However, as yet pupils are not studying the National Curriculum in full. While it is understood that in schools with mixed age classes the coverage of different subjects is on a rolling programme (over two or four years), pupils have yet to study RE and PSHCE this term. Further, curriculum planning, does not, currently, make clear what subjects are to be studied when and what time is to be given to ensure coverage. As yet, the

school has not planned for the delivery of a modern foreign language. Consequently, the gaps in pupils learning are not being plugged sufficiently rapidly.

4.3 Small schools

The small size of the school and the very small number of pupils in each year group limit the range of personal and academic challenges for pupils including opportunities for child-initiated play and interaction in early years. This is particularly the case in Class 1 where there are now just two pupils.

The Ofsted Education Inspection Framework, introduced in September 2019, places significant weight on curriculum provision. Delivering a curriculum that has 'breadth and ambition' is a particular challenge for a very small school. For example, the National Curriculum for PE states that "pupils should be taught to play competitive games (for example, cricket, football, hockey, netball, rounders)". With a pupil count of 10 (ranging in age from 6 to 11) it is very difficult for the school to provide meaningful opportunities for competitive sport.

4.4 Ofsted

The Ofsted inspection in June 2019 judged the school to be inadequate in all areas. The school was judged to require Special Measures.

The report found that

- Over time, there has been a significant decline in the standard of education provided for pupils. Leaders have not been effective in reversing or halting this decline
- The arrangements for safeguarding pupils are ineffective. Leaders have not acted to ensure that pupils are safe
- Governors have not held leaders to account effectively for safeguarding, the quality of teaching and pupils' outcomes.

Since the start of the 2019/20 academic year, the new leadership of the school is working hard to address the many weaknesses identified in the inspection report. Significant improvements have been made to safeguarding.

Improvements are also evident in the quality of teaching.

To ensure rapid school improvement the LA has made an application for the governing board to be replaced by an Interim Executive Board.

5.0 THE FINANCIAL POSITION

- 5.1 Pupil numbers determine the school budget. The school has overwhelming challenges in managing its budget faced with such low numbers. As a result of a reduced budget the school may have to further reduce staff.

- 5.2 Previously reported in year deficits are now expected to be much worse with the reduction in pupil numbers the school is now facing. Current financial forecasts are showing in year deficits of £46k in 2020/21 and £77.9k in 2021/22, and a cumulative deficit of £202.6k by the end of that year. These were based on pupil assumptions of 27 in 2019/20 and 22 in 2020/21, and have assumed pupil numbers of 7 in 2021/22. The position will deteriorate further as numbers fall with no reasonable prospect of recovery.
- 5.3 The school's projected financial position based on current staffing structures is attached at **Appendix 2**.
- 5.4 The local authority's ability to support schools experiencing financial difficulties is now limited and small schools became vulnerable following the introduction of a national funding formula which is largely driven by pupil numbers.
- 6.0 LEADERSHIP
- 6.1 In 2009 Clapham CE VC Primary School confederated with two other small schools, Austwick CE VA Primary and Horton in Ribblesdale CE VA Primary. The three schools shared a Headteacher up until the end of December 2015 when all three Governing Bodies decided to formally end the collaboration. The Governing Body then appointed a new Headteacher who continued in post until his resignation in July 2018. With no time to advertise for a Headteacher, the LA secured an acting headteacher from another school, initially for the autumn term. This arrangement was then extended until the end of the 2018/19 academic year.
- 6.2 Previous attempts to recruit a substantive Headteacher did not prove possible. Prior to the recent Ofsted judgement, LA officers and the Diocese had conversations with schools both locally and in neighbouring County's but were not able to identify another school that was prepared to share a Headteacher.
- 6.3 With effect from September 2019 Executive Headteacher from The Priestley Multi Academy Trust has been appointed to oversee school leadership and is using the skills and experience of colleagues in the Priestley MAT to provide additional support. A full time Head of School from the MAT has also been appointed for this school year. The LA is currently providing temporary financial support to meet the cost of the Executive Headteacher but this is not sustainable.
- 6.4 Governance has been one of the most critical issues for the school this term. Within the recovery plan submitted to the Executive in April the Governing Body proposed a number of measures to improve Governance to include a regular and robust programme of Governor training, with individual Governors taking responsibility for specific core areas of the curriculum. They were informed this term that if their plans to improve effectiveness were not achieved the Governing Board would be replaced by an Interim Executive Board.

7.0 PRIMARY SCHOOL PLACES IN THE LOCAL AREA

7.1 There are seven other North Yorkshire primary schools within reasonable travelling distance with places available currently, shown in **Appendix 3**. Across the area there are places available for all the pupils currently at Clapham CE VC Primary School. The nearest Church of England school is Austwick CE VA Primary School which is 2 miles from Clapham by road and has a good Ofsted judgement. There is also Ingleton Primary School which is 4.7 miles from Clapham, Bentham CP School at 5.5 miles and Giggleswick Primary School at 5.8 miles, Settle CE VC Primary at 6.9 miles and Long Preston VA School at 9.7 miles away, all of which were rated Good in their last Ofsted inspections.

7.2 It is proposed that the catchment areas of both Austwick CE VA Primary School and Bentham CP School are expanded to include the current catchment area of Clapham. Consultees would be invited to comment on the future arrangements for Clapham School catchment area.

7.3 Parents will be able to express a preference for any local school. All of the schools listed in Appendix 3 have been consulted regarding the admission of pupils potentially to be displaced from Clapham School and have indicated a general willingness to admit, subject to available capacity and resources being available for the specific year groups concerned.

8.0 PROPOSAL FOR CLOSURE

8.1 In the light of the above information it is proposed that consultation should be undertaken on the closure of Clapham CE VC Primary School with effect from 31 August 2020. This would mean that the school would close to pupils at the beginning of the summer holidays in July 2020.

8.2 There are a number of other local schools and existing parents would be assisted to find alternative places for their children.

8.3 Parents will also be reminded of the County Council's home to school transport policy when considering alternative schools. Pupils up to the age of 8 would normally be eligible for free home to school transport if they live more than 2 miles from their normal area school (or 3 miles for those over the age of 8). Parents can always express a preference for a school other than their normal area school, however, they would usually be responsible for making transport arrangements. Eligibility is assessed on an individual basis taking account of the child's home address.

9.0 PROCESS AND TIMESCALE

9.1 It is proposed to initiate a consultation on 10 January for a period of seven weeks including half term. A draft consultation document is attached at **Appendix 4**. It is proposed to hold a public meeting at the school in January or February on a date to be confirmed. The views of a range of stakeholders will be invited. The consultation will close on 28 February 2020.

- 9.2 As the school is a voluntary controlled primary school maintained by the local authority the decision to publish statutory notices will be taken by the Executive at the end of the consultation period. All responses to the consultation will be made available to members.
- 9.3 The final decision on closure will be taken by the Executive (or by the Executive Member for Schools if there are no objections during the representation period).
- 9.4 The key dates are shown below:

Approval to consult	17 December 2019
Consultation opens	10 January 2020
Public meeting at the school	January/February 2020
Consultation closes	28 February 2020
Executive decision to publish statutory notices (if approved the following timetable would apply)	24 March 2020
Statutory Notices published (4 weeks for representations to be made)	20 April 2020
Representation period starts	20 April 2020
Representation period ends	18 May 2020
Final decision by County Council's Executive or Executive Member	9 June 2020
Implementation of closure	31 August 2020

10.0 RECOMMENDATION

- 10.1 It is recommended that approval be given to commence consultation on the proposal that the County Council will cease to maintain Clapham Church of England Voluntary Controlled Primary School with effect from 31 August 2020.


CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE'S SERVICE.

Report prepared by Andrew Dixon, Strategic Planning Manager

Action AgreedExecutive Member
Date: 17 December 2020

Action RequestedCorporate Director
Date: 17 December 2020

- Appendix 1 – Pupil forecast
- Appendix 2 – Financial forecast
- Appendix 3 – Local school details
- Appendix 4 – Draft consultation document

DfE Number	3234	Previous DfE No		School:	Clapham Church of England Voluntary Controlled Primary School																			
Pupils as at	OCTOBER 2019?	Academy Trust																						
	Live births %	Migration	Workings	District:	Diocesan Area: Church Schools only	SCAP Locality:	Strategic Planning Officer:	County Councillor/s:	PAN 2019/20	Lead Adviser														
Actual:	0.37	0	Mig. -0.87	Craven	Leeds Diocese (CE)	North Craven Outer Area	Julia Temple	David Ireton	8	Matt Blyton														
Local MP	Julian Smith MP			36UB	Age Range	3 to 11	8151322	Federated with																
Urban/Rural Name	Rural village in a sparse setting				URN	121557																		
School Year	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35
Live Births & forecast births	476	461	450	454	469	464	458	458	458	456	454	453	451	448	444	440	436	431	427	424	422	420	420	420
% actual live births from District							0.65	0.44	0.00															
4+			5	5	2	5	3	2	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5+			9	7	3	2	5	3	1	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2
6+			2	10	6	2	2	4	1	1	0	1	2	2	2	2	2	2	2	2	2	2	2	2
7+			3	3	11	6	3	3	3	1	1	0	1	2	2	2	2	2	2	2	2	2	2	2
8+			7	4	4	9	5	3	0	3	1	1	0	1	2	2	2	2	2	2	2	2	2	2
9+			6	7	6	4	6	6	1	0	3	1	1	0	1	2	2	2	2	2	2	2	2	2
10+			8	6	7	6	3	6	4	1	0	3	1	1	0	1	2	2	2	2	2	2	2	2
Total			40	42	39	34	27	27	10	7	8	10	9	10	11	13	14	14	14	14	14	14	14	14

Housing	Notes	Number																																						
Permissions	5 yr	31*	8	Housing yield - Outstanding Permissions		2	3	5	6	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8																
				Forecast with outstanding permissions (with rounding)		10	9	11	15	15	18	19	21	22	22	22	22	22	22	22	22	22	22	22																
Unapproved applications	7 yr	4*	1	Housing yield - Unapproved applications		0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																
				Forecast with OP and Un Apps (with rounding)		10	9	11	15	16	18	19	22	23	23	23	23	23	23	23	23	23	23	23																
Local Plan	15 yr plan	11*	3	Housing yield - Local Plan / current unapproved applications (with rounding)		0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3																
Total	rounded	46	12	Total forecast inc. housing yield (with rounding)		10	9	11	15	16	19	20	23	24	24	24	25	25	25	25	25	25	25	25																
Net Capacity		56		<table border="1"> <tr> <td rowspan="4">PANs</td> <td>IAN</td> <td>8</td> <td>Y2 17/18</td> <td>8</td> <td>Y5 14/15</td> <td>10</td> <td rowspan="4">Number of North Yorks pupils living within catchment*** (2018/19)</td> <td rowspan="4">32</td> </tr> <tr> <td>R 19/20</td> <td>8</td> <td>Y3 16/17</td> <td>8</td> <td>Y6 13/14</td> <td>10</td> <td>Number of pupils attending from within catchment (2018/19)</td> <td>18</td> </tr> <tr> <td>Y1 18/19</td> <td>8</td> <td>Y4 15/16</td> <td>10</td> <td>20/21</td> <td>0</td> <td>Number of pupils from within catchment attending other North York Schs (2018/19)</td> <td>14</td> </tr> <tr> <td colspan="2">Nursery age pupils currently attending school</td> <td>FT</td> <td>N1</td> <td></td> <td>N2</td> <td></td> <td>FTE</td> <td>0</td> <td>Attending above school from other school catchment areas**** (2018/19)</td> <td>9</td> </tr> </table>	PANs	IAN	8	Y2 17/18	8	Y5 14/15	10	Number of North Yorks pupils living within catchment*** (2018/19)	32	R 19/20	8	Y3 16/17	8	Y6 13/14	10	Number of pupils attending from within catchment (2018/19)	18	Y1 18/19	8	Y4 15/16	10	20/21	0	Number of pupils from within catchment attending other North York Schs (2018/19)	14	Nursery age pupils currently attending school		FT	N1		N2		FTE	0	Attending above school from other school catchment areas**** (2018/19)	9
PANs	IAN	8	Y2 17/18			8	Y5 14/15	10	Number of North Yorks pupils living within catchment*** (2018/19)	32																														
	R 19/20	8	Y3 16/17			8	Y6 13/14	10			Number of pupils attending from within catchment (2018/19)			18																										
	Y1 18/19	8	Y4 15/16			10	20/21	0			Number of pupils from within catchment attending other North York Schs (2018/19)			14																										
	Nursery age pupils currently attending school		FT	N1		N2		FTE			0	Attending above school from other school catchment areas**** (2018/19)	9																											
Maximum Workplaces		59		FT	N1		N2		FTE	1.5	*** This may include a shared area	**** This may include out of county																												
Academy Funding Agreement		#N/A																																						

* To be confirmed when latest information is received.

REVENUE FINANCIAL FORECAST

School Name: Clapham Church of England Voluntary Controlled Primary School
 DFE No.: 3234
 Revenue Financial Forecast: 2019/20 to 2021/22 Version: Current
 Version Name: 2019 20 Revised Forecast
 Version Description: Employee: 2019 20 Revised Forecast, Funding: 2019 20 Revised Forecast 4, Other I/E: 2019 20 Revised Forecast 4

1. REVENUE FINANCIAL FORECAST (based on pupil and staff number assumptions detailed below)

	<u>2019/20</u> <u>Financial Year</u> <u>£'000</u>	<u>2020/21</u> <u>Financial Year</u> <u>£'000</u>	<u>2021/22</u> <u>Financial Year</u> <u>£'000</u>
a) Income			
Funds Delegated by The LEA	232.9	219.3	175.1
Funding for 6th Form Students	0.0	0.0	0.0
SEN Funding	6.4	6.4	6.4
Pupil Premium	1.3	1.3	1.3
Other Income	32.2	24.7	24.7
Community Focused Extended School Income	0.0	0.0	0.0
Total Income	272.8	251.7	207.5
b) Expenditure			
Teaching Staff	146.2	150.7	138.7
Supply Teachers	25.9	2.0	2.0
Techs/Teaching Staff Support	36.0	37.7	37.8
Admin and Clerical Staff	9.0	10.8	11.1
Other Employees Costs/Expense	11.1	10.1	9.4
Premises Costs	37.1	35.4	35.4
Learning Resources	26.2	23.4	23.4
Supplies and Services	30.9	27.6	27.6
Capital Financing From Revenue	0.0	0.0	0.0
Community Focused Extended School Costs	0.0	0.0	0.0
Total Expenditure	322.5	297.7	285.5
c) Summary Position			
In Year Position	-49.7	-46.0	-77.9
Balance Brought Forward	-29.1	-78.7	-124.7
Balance carried forward	-78.7	-124.7	-202.6
2. BALANCE INFORMATION			
General School Revenue Balance	-78.7	-124.7	-202.6
Extended School Balance(Community Focused)	0.0	0.0	0.0
School Revenue Balance Percentage(%)	-35.54	-58.56	-119.67
3. PUPIL NUMBER ASSUMPTIONS			

	<u>2018 Census.</u> <u>2019/20</u> <u>Funding</u>	<u>2019 Census.</u> <u>2020/21</u> <u>Funding</u>	<u>2020 Census.</u> <u>2021/22</u> <u>Funding</u>
Reception	2.00	1.00	1.00
Year 1	3.00	1.00	0.00
Year 2	4.00	3.00	1.00
Year 3	3.00	5.00	1.00
Year 4	3.00	3.00	3.00
Year 5	6.00	2.00	0.00
Year 6	6.00	7.00	1.00
Totals	27.00	22.00	7.00
Total Main School	27.0	22.0	7.0
Total Sixth Form	0.0	0.0	0.0
Number of classes	2.0	2.0	2.0

4. STAFFING ASSUMPTIONS

	<u>2019/20</u>	<u>2020/21</u>	<u>2021/22</u>
a) Teaching Staff(full time equivalent)			
April	2.5	3.0	2.5
September	3.0	2.5	2.5
January	3.0	2.5	2.5
b) Technicians(hours per week)			
April	0.0	0.0	0.0
September	0.0	0.0	0.0
January	0.0	0.0	0.0
c) Admin and Clerical Staff(hours per week)			
April	20.0	20.0	20.0
September	20.0	20.0	20.0
January	20.0	20.0	20.0
d) Teaching Support Staff(hours per week)			
April	69.8	64.2	64.2
September	64.2	64.2	64.2
January	64.2	64.2	64.2
e) SEN Teaching Support Staff(hours per week)			
April	0.0	0.0	0.0
September	0.0	0.0	0.0
January	0.0	0.0	0.0

5. KEY BENCH MARKING INDICATORS

REVENUE FINANCIAL FORECAST

Pupil:Teacher Ratio(as at April)	10.8	7.3	2.8
Average Class Size (as per No. of classes)	13.5	11.0	3.5
Classes:Teachers Ratio(as at April)	0.80	0.67	0.80

6. OTHER KEY ASSUMPTIONS/INFORMATION

Funding- The 2019/20 and 2020/21 years are based on the soft implementation of the National Funding Formula (NFF). The 2021/22 year has been calculated on the same basis and would be subject to change should the DfE move to the full implementation of the NFF. The funding for 2020/21 is currently out to consultation with schools. The consultation seeks the views of North Yorkshire schools in order to inform the following key decisions:

- The use of funding from the school's budget in 2020/21 to support the continuing financial pressures relating to children and young people with High Needs
- The level at which the minimum funding guarantee (MFG) protection and associated cap on funding gains which an individual school can benefit from is set.

Support Staff - There is a 2% (estimated) increase included for April 2020 for all support staff grades.

Teaching Staff - There is a 2.5% (estimated) increase included for September 2020 across all teaching salary ranges and allowances.

The DfE have provided funding in 2019/20 to cover the increased employers contribution in relation to teachers pensions which rose from 16.48% to 23.68% from September 2019. They have also confirmed that they will provide funding to help schools in meeting the additional costs of the pension increase in future years. At this stage, no further information is available with regard to how this funding will be calculated, therefore schools are advised to assume a cost neutral position until further notification is received.

2019 20 based on Section 251 funding, 2020 21 based on October 2019 census although currently 10 pupils in school. Future years pupil numbers per NYCC Strategic Services.

Early years: No funding included as no Nursery provision

SEN funding for one EHCP - presumed will continue & at same level but will change on annual review to new banding system. Note: £8,273 element 2 delegated funding included in delegated funding.

Pupil Premium: One FSM6 pupil but increased per October census. Expenditure within E03 staffing for intervention work plus £300 for resources E19/3380.

Sports Grant: £16,000 lump sum plus £10 per pupil Y1-Y6. Expenditure £2300 towards Lunchtime Activity Leader, £3,000 for TA support & CPD, balance in Learning Resources for coaching, resources, transport – future years £16,000 as minimum funded sum.

Extended Schools: No provision for Breakfast Club or After School Club - currently been covered with existing staff

Teaching Staffing: 3 FTE for 2019/20 academic year (1.0 Headteacher plus 2 FTE Teaching staff) then assumes 0.5 EHT from September 2020 on L12 - no confirmation at this stage.

Support staff: From Sept 2019 GTA 27.5 hpw GTA SEN 30 hpw only HLTA 6.75 hpw. Budget for required hours however some hours currently being paid on supply rather than directly employed by school.

MSA: From September 2019 - 1.5 hpw - some MSA cover included in TA hours above re SEN & other existing staff

Admin: 20 hpw

Trips & visits: Presumed income/expenditure matches for budget purposes although shortfalls will need to be met from School Fund / PTA / other income per discussions at start budget.(Note £3,058 shortfall in 2018 19)

7. ANALYSIS OF MAIN VARIATIONS SINCE LAST FORECAST

	<u>2019/20</u> <u>£'000</u>	-	<u>2020/21</u> <u>'000</u>	-	<u>2021/22</u> <u>'000</u>
In year revenue position as above	-49.7		-46.0		-77.9
In year revenue position reported to Governors on: 16/05/2019	-35.0		-58.8		-73.3
Variances	-14.7		12.8		-4.6

Analysis of main variances:

2019 20 variance per September 2019 monitoring report.

Overview of 2020 21 variance:

9.73 Teachers pension/pay grant
0.41 School meals
0.65 Teaching staff 3 FTE to 2.5
3.43 Support staff
0.43 Admin staff
1.29 MSA staff
3.30 Sports grant - TA staff & CPD

- 0.80 LA funding
- 0.03 App levy
- 1.08 Staff absence insurance
- 0.04 Testing
- 0.82 Cleaning & Caretaking
- 0.26 Electric
- 0.03 Website
- 0.50 Photocopying
- 0.28 Telephone
- 2.55 Professional Services

12.87 Total variance

CAPITAL SUMMARY

Capital Financial Forecast: 2019/20 to 2021/22

	<u>2019/20</u> <u>Financial Year</u> <u>£'000</u>	-	<u>2020/21</u> <u>Financial Year</u> <u>£'000</u>	-	<u>2021/22</u> <u>Financial Year</u> <u>£'000</u>
1. CAPITAL FINANCIAL FORECAST					
a) Income					
CI01 Capital Income	4.3		4.3		4.3
CI03 Private Income	0.0		0.0		0.0
CI04 Revenue Financing	0.0		0.0		0.0
Total Income	4.3		4.3		4.3

REVENUE FINANCIAL FORECAST

b) Expenditure

CE01 Acquisition of Land & Existing Buildings	0.0	0.0	0.0
CE02 New Construction, Conversion & Renovation	0.0	0.0	0.0
CE03 Vehicles, Plant, Equipment & Machinery	0.0	0.0	0.0
CE04 ICT	2.0	2.0	2.0
Total Expenditure	2.0	2.0	2.0

c) Summary Position

In Year Position	2.3	2.3	2.3
OB03 Balance Brought Forward	7.3	9.6	11.9
Balance carried forward	9.6	11.9	14.2

2. INFORMATION REGARDING CAPITAL BALANCES/PROJECTS

B03 DEVOLVED FORMULA CAPITAL	9.6	11.9	14.2
B04 OTHER STDS.FUND CAPITAL BAL	0.0	0.0	0.0
B05 OTHER CAPITAL BALANCES	0.0	0.0	0.0

Appendix 3	Clapham CE	Austwick CE	Ingleton Primary	Bentham CP	Giggleswick Primary	Settle Primary	Long Preston VA
Distance from Clapham CE School by road	NA	2.0 miles	4.7 miles	5.5 miles	5.8 miles	6.9 miles	9.7 miles
Overall judgement at last Ofsted Inspection*	Inadequate June 2019	Good May 2019	Good June 2016	Good March 2016	Good January 2017	Good January 2016	Good February 2017
Net Capacity (places available at the school)	56	70	180	210	90	210	84
Current Pupil Roll	10	60	166	109	65	175	58
Current Capacity -/ +	+46	+10	+14	+106	+25	+35	+26
Pupil Roll 2020/21	7	60	167	110	66	174	57
Pupil Roll 2021/22	8	62	161	111	71	186	62
Pupil Roll 2022/23	10	66	164	112	71	188	60
Pupil Roll 2023/24	9	69	160	116	72	190	62
Pupil Roll 2024/25	10	71	156	115	74	192	64
Potential additional pupils from housing**							
Pupils from outstanding permissions by 2024/25	8	1	14	14	3	18	3
Potential pupils from future housing – Local Plan (over 15 years)	1	0	8	33	2	24	0

* There are several individual judgements which make up the overall outcome; parents are advised to consider the whole of the Ofsted report

**Based on 1 primary-aged pupil from every 4 houses

APPENDIX 4



***Draft
Consultation
Document***

Proposal to close Clapham Church of England

Voluntary Controlled Primary School

from 31 August 2020

Clapham Church of England Voluntary Controlled Primary School

10 January 2020

This paper sets out details of a proposal to close Clapham CE VC Primary School with effect from 31 August 2020. It gives the background to the proposal. There will be a public meeting on:

January/February at 6.00pm

at Clapham CE VC Primary School, Lancaster, LA2 8EJ

The Current Position

At a meeting on 4 November 2019 the Governing Body of Clapham CE VC Primary School voted to request that the County Council begin consulting on a proposal to close the school at the end of the current academic year. Officers from the Local Authority and the Diocese agree that this is in the best interests of current and future pupils from Clapham because numbers have fallen to a level where it will be difficult to provide a high quality of education for pupils in the long term. The County Council is therefore now consulting on the proposal to close the school with effect from 31 August 2020.

Background

Pupil numbers at the school have been falling, reducing from 42 on roll in 2014/15 to 25 at the start of the 2019/20 academic year. The drop in numbers increased concern around the financial sustainability of the school and its ability to providing good quality education.

On 5 February 2019 Executive Members gave approval to progress a consultation on a proposed closure of Clapham CE VC Primary School with effect from 31 August 2019. During the consultation period a number of responses were received including a

detailed response from the Governing Body showing a recovery plan, which they felt, along with ongoing community support, could see the school recover to a position that would enable the school to stay open. At a meeting on 30 April 2019 the Executive agreed that the proposal to cease to maintain Clapham CE VC Primary School should be stopped to allow the Governing Body to implement their recovery plan, with a formal review of the position scheduled for the end of the spring term 2020.

Since the April Executive meeting the school has been inspected by Ofsted and placed in special measures. The publication of the recent inspection result in September has led to a further decline in pupil numbers making the Governing Body's recovery plan no longer viable. This led to the Governing Body requesting a consultation on a proposed closure.

This is a wholly new consultation and focusses on four key areas of concern: 1) Low pupil numbers; 2) Breadth of curriculum, 3) The schools financial position, and 4) Leadership

The critical concern is the fall in pupil numbers, which would inevitably result in an inability to provide the necessary breadth of curriculum experience and

would also irrevocably undermine the school's future financial position.

Pupil Numbers

At the start of the 2019/20 academic year there were 25 pupils on roll. This is well below the capacity of the school – which is designed to accommodate up to 59 pupils if all spaces are in use. Since September there has been a further fall in numbers and as at the end of November 2019 the school had 10 pupils. Forecasts indicate that these numbers will not recover significantly in the longer term.

In these circumstances, it would be difficult to deliver and sustain quality education.

- Total roll numbers:
- 2014/15 – 42
 - 2015/16 – 39
 - 2016/17 – 34
 - 2017/18 – 27
 - 2018/19 – 28
 - 2019/20 – 25 (at the start of the year, dropping to 10 in November)

Pupil numbers as at 7 January 2020:

REC	
Y1	
Y2	
Y3	
Y4	
Y5	
Y6	
Total	

Latest forecast information predicts only one new Reception aged starter in 2020/21. This combined with the progressive reduction in existing year groups results in a forecast total roll of 7 in 2020/21.

Breadth of Curriculum

The LA has already identified concerns around the school's ability to meet the educational need of children with such small numbers. As numbers on roll continue to fall it will be increasingly difficult to provide the remaining pupils with access to the full range of experiences they need, particularly opportunities for working and playing with children their own age. The Ofsted inspection in June judged the school to be inadequate in all areas.

The Financial Position

Pupil numbers determine the school budget. Examination of the predicted financial position has led to concerns about the school's ability to provide a good quality of education. The school is projecting in year deficits of £46k in 2020/21 and £77.9k in 2021/22, and cumulative deficit of £202.6k by the end of that year. These were based on pupil assumptions at the time of 27 in 2019/20 and 22 in 2020/21, so the position will deteriorate further as pupil numbers fall with no reasonable prospect of financial recovery.

Leadership

Previous attempts to recruit a substantive headteacher or identify another school prepared to share a headteacher has not proved possible. With effect from September 2019 an Executive Headteacher from The Priestley Multi Academy Trust has been appointed to oversee school leadership. A full time Head of School from the MAT has also been appointed for this school year. The LA is currently providing temporary financial support to meet the cost of the Executive Headteacher but this is not sustainable.

The Proposal

For the reasons outlined above it is proposed that Clapham CE VC Primary School should close with effect from 31 August 2020.

The nearest Church of England school, 2 miles from Clapham, is Austwick CE VA Primary School. There is also, Ingleton Primary School which is 4.7 miles from Clapham, Bentham CP School at 5.5 miles, Giggleswick Primary School at 5.8 miles, Settle CE Primary at 6.9 miles and Long Preston VA School at 9.7 miles away.

It is proposed that the catchment areas of both Austwick CE VA Primary School and Bentham CP School are expanded to include the current Clapham catchment area.

The County Council would welcome consultees' views on the proposed catchment area extension.

For children currently at Clapham CE VC Primary School, North Yorkshire County Council will work with each family to try to meet their individual preferences for other schools regardless of the catchment area defined. Staff and governors at Clapham CE VC Primary School are also committed to supporting families in their choice of school and in making a smooth transition.

Eligibility for home-to-school transport will be determined in line with the County Council's current home-to-school transport policy and procedures, based on travel distances from each child's home address and individual circumstances.

Parents have a right to express a preference for any school and, in the case of community and voluntary controlled schools, the Local Authority

is the admissions authority. In the case of Voluntary Aided schools the Governing Body is the Admissions Authority.

All of the local schools have indicated a willingness to admit pupils potentially displaced from Clapham School, subject to available capacity and resources being available for the specific year groups concerned. Where a child attends a school, which is not their normal school or nearest school, parents are normally responsible for making transport arrangements.

North Yorkshire County Council's Admissions Team is always happy to give advice to parents – please contact Vickie Hemming-Allen on 01609 535481 or Lisa Herdman on 01609 534953.

The School Site

The school building is not owned by the County Council, it is held on an implied Trust for the purposes of a school. The playing field is leased in by the County Council from a private landowner. Decisions about the future use of the school buildings and playing field will be taken by the owners after the closure proposal has been determined.

What Happens Next?

Your views about this proposal are welcomed. You can either complete and return the attached response sheet, or submit an online response.

Friday 28 February 2020

Paper responses should be returned to North Yorkshire County Council at the address below:

FREEPOST RTKE-RKAY-CUJS
Clapham
Strategic Planning
North Yorkshire County Council
County Hall
NORTHALLERTON
DL7 8AE

Online responses may be submitted by following this link:

The closing date for responses is

All responses to the consultation received by this date will be considered by the County Council's Executive on 17 December 2020.

If the County Council's Executive decides to proceed with the closure proposal, then statutory notices would be published in the local press on 20 April 2020. These notices provide a further four weeks for representations to be made. A final decision would then be made by North Yorkshire County Council's Executive on 9 June 2020. If agreed the school would close on 31 August 2020.

Anticipated Key Dates

All dates are subject to approvals at each stage.

Consultation opens	10 January 2020
Public meeting at the school	January/February 2020
Consultation closes	28 February 2020
County Council's Executive considers consultation response	24 March 2020
Statutory Notices published (4 weeks for representations to be made)	20 April 2020
Final decision by County Council's Executive	9 June 2020
Proposed school closure date	31 August 2020

Clapham CE VC Primary School
A consultation on whether the school should be closed

Observations and/or suggestions:

Interest/Status

e.g. Parent/Governor/Teacher/Community

Name of School

Signed

Date:

Name (Block Capitals)

Address:

.....

.....

Postcode:

To help us assess whether we have provided clear information, please let us know whether you found this consultation easy to understand? YES/NO

Do you have any suggestions for improvement?

.....

Under the provisions of the Freedom of Information Act 2000, responses to the consultation will be published on the County Council's website where it may be accessed by members of the public. Your personal details will not be published. Please send this response sheet to the following "FREEPOST" address. You do not need to use a postage stamp.

FREEPOST RTKE-RKAY-CUJS

Clapham

Strategic Planning

North Yorkshire County Council

County Hall

NORTHALLERTON

DL7 8AE

Or go to:

https://consult.northyorks.gov.uk/snapwebhost/SURVEY_PREVIEW.asp?k=154755992143

and submit your response there

To be received by no later than 28 February 2020

We are collecting this information for the purpose of gathering views on the proposal. Your personal data will not be published or passed to any other organisation unless a legal obligation compels us to do so. We may contact you to discuss your views further. For more information about how your personal data is handled at North Yorkshire County Council please visit: www.northyorks.gov.uk/privacy

Record of Public Meeting concerning Clapham CE VC Primary School

Meeting held on 4 February 2020 at Clapham Village Hall

Present: Rob Atkins (Co-chair of Interim Executive Board), Janet Booth (Co-chair of Interim Executive Board), Matthew Atkinson (Executive Headteacher), Adam Kay (Head of Clapham Primary School), County Cllr Patrick Mulligan (Executive Member for Education and Skills, NYCC), Judith Kirk (Assistant Director, Education and Skills, NYCC), Andrew Dixon (Strategic Planning Manager, NYCC), Julia Temple (Strategic Planning Officer, NYCC), Kate Lounds (Lead Advisor, NYCC), Richard Noake (Director of Education, Anglican Diocese of Leeds), Simone Bennett (Anglican Diocese of Leeds), Maria Farrer (Governor), Claire Pearson (Headteacher, Bentham Primary School), Rev Anne Russel (Vice-chair of Govs, Bentham Primary and C of E Area Dean), Jenny Thistlethwaite (Governor, Ingleton Primary)

Additionally, there were 7 parents, 9 residents and 1 member of staff.

Apologies: Councillor David Ireton sent his apologies prior to the meeting.

32 people were present

AGENDA

6.30	Meeting opens – brief welcome	Rob Atkins – Co-chair of Interim Executive Board
6.40	Executive Members Opening Remarks <ul style="list-style-type: none"> • Introduction to the Panel • Short statement about background • Handover to LA Officer for presentation 	County Cllr Patrick Mulligan
7.00	Presentation <ul style="list-style-type: none"> • The proposal • Background to the proposal • Pupil numbers and housing • Finances • Local Schools • Catchment area • How can people comment 	Andrew Dixon
7.30	Question and Answer Session	County Cllr Patrick Mulligan and panel
8.00	Meeting Close	County Cllr Patrick Mulligan

1. Welcome

Rob Atkins, Co-chair of the Interim Executive Board, opened the meeting a little after 6.30pm and welcomed those present.

2. Executive Member opening remarks

County Councillor Patrick Mulligan introduced himself and the rest of the panel.

3. Presentation by Andrew Dixon

Andrew Dixon introduced himself as the Strategic Planning Manager at NYCC and explained that the purpose of the meeting was to consult on a proposal to close Clapham CE Primary School, and to seek observations and comments around the future treatment of the catchment area if the school was to close.

AD explained the process and followed with a presentation which gave information on the background, the current position and what happens next.

4. Questions and Answers

A local resident began by enquiring as to whether the available spaces at other local schools takes into account pupils that have already moved from Clapham. Andrew Dixon confirmed that was the case.

Another resident questioned how much the County Council is committed to its policy of maintaining rural schools. Andrew Dixon responded that NYCC supports rural schools as far as they are able to do so. This has been evidenced by the County Council's response to the school last time when the closure proposal was halted. Cllr Mulligan added that it is ultimately about the social, personal, and emotional wellbeing of the children, and that when a school gets into a situation of such low numbers the impact upon those children has to be paramount.

A resident asked if the proposal is to create a shared catchment area, would there be transport to Bentham and Austwick. Andrew Dixon said yes, if the journey was over the relevant qualifying distance of 2 or 3 miles dependent on age, or the route was deemed not be safe.

The Chair of Governors at Ingleton expressed her sadness at the school being in this position again. She wanted to make the point that if the school was to close, there was no reason the catchment area couldn't be shared between three schools to include Ingleton Primary. She felt that this would give parents choice. Andrew Dixon welcomed any comments on the treatment of catchment areas and would be interested to hear people's views. He explained the reason behind the proposal for the two way shared catchment was that Austwick seemed the obvious choice, being a church school and the closest to Clapham, and there was more comfort in Bentham providing sufficient places. Adding Ingleton would add complications and cost to home to school transport arrangements. The proposal avoids splitting the existing catchment by drawing arbitrary lines between schools which are often unhelpful to parents. Andrew Dixon gave assurance that any points raised would be put to Members, and said a meeting had been held with local schools prior to the consultation process getting underway.

A local resident who has been looking at the existing catchment maps felt the areas need to be redrawn, particularly the Ingleton catchment area which splits the town. Previous school closures have resulted in catchment areas that no longer serve the schools they represent.

A parent commented that there are already children living within Clapham who attend the nursery at Ingleton, and they would like a guarantee that their child would receive transport to whichever school they choose. Cllr Mulligan said they cannot give any guarantees but would welcome responses on the catchment area issue.

A resident expressed concern around the future of Clapham once the school was gone. He felt the County Council was not being true to its own commitments. Cllr Mulligan responded to say they are facing enormous challenges in North Yorkshire with the number of small rural schools. He confirmed the County Council does not have a plan of rural school closures. This very issue is currently being looked at via the Rural Commission and there are wider, more complex issues at play and it is not just about schools.

A parent commented that the house prices in the area are too high for young families and questioned where were the affordable homes.

Questions were asked around the recent Ofsted outcome and in particular how the school got itself into special measures, and why an inspection was carried out at this time. Kate Lounds said the Ofsted inspection was carried out in June but they had previously requested a visit in February. When they rang in June the Ofsted inspectors were not minded to postpone again because of a HeadTeacher absence. Judith Kirk added that Ofsted are an entirely independent organisation and the local authority cannot influence their decision. A further question was asked about why it had been left so long between inspections. Kate Lounds explained that a law had been passed that said schools would not be re-inspected following an outstanding judgement so that local authorities could focus on schools that were not as good. This has now changed but local authorities continue to have no involvement in when an Ofsted inspection is carried out.

A resident asked why alarm bells did not start ringing when a large number of children were removed all at once and there was a fast turnover of HeadTeachers. Judith Kirk responded that changes in headteacher are not generally a cause for alarm. Work was being done but the changes happened quickly. Kate Lounds added that she has been working closely with the Governing Board. Simone Bennett talked about the difficulty in finding interim leadership and headteachers for small rural schools and although none of these are excuses they are reasons for the decline in standards. It was known that changes needed to be made.

A parent or resident asked does the local authority not have a duty to maintain an outstanding judgement? Judith Kirk responded that when a school is sat on an outstanding judgement, the focus of school improvement moves to support schools that are not doing so well. It is only when other factors come into play that checks and re-evaluations are then carried out.

A resident said he noticed that there has been no mention of federation or amalgamation and asked if this had been revisited. Andrew Dixon said that last time there was no appetite from other schools to join a federation with Clapham and given the further fall in numbers it would be unlikely that this would be an option now. Andrew also added that it would not pass due diligence by Academy Trusts.

A further comment was made that if the local authority was aware the school was on a downward slide then so too would the parents be aware and that is why they would pull their children out. Judith Kirk responded that the school community also has a role in turning a school around and although the local authority has a duty to provide support it is the Governing Body's duty to lead.

Anne Russell, Vice Chair of Bentham and area Dean, wanted to say Bentham is a super school and that they already do have pupils on roll from the Clapham catchment area. She said that sustainable communities are key and every rural school is vulnerable. In response to a query on how parents and Governors can be expected to take on the responsibility of a school Anne said that although as Governors they start off unprepared you just have to get stuck in, even if you haven't yet got those skills. Judith Kirk added that there is no blame here, that it is a set of circumstances that had a series of consequences. She said the local authority, school, and Governors did their best. Last July there was no headteacher and no teachers. Over the summer the local authority worked hard with the Diocese, Governors and the Priestley Academy Trust to ensure the school was in a stable position for the start of term. It was a real positive at the time, then the Ofsted judgement came and numbers started to drop further. There are now no KS1 children in school.

A Governor of Clapham said the challenges the school has faced over the past few years have been extraordinary. They would like to recognise the support of the local authority and in particular Stuart Boothman (School Governance Team) for their support. Leadership at the school is now fantastic. They would also like to thank the neighbouring schools for their continued support.

A member of the Community Action Group said he was there at the Executive meeting last year and felt the full support of the County Council which led to the U-turn on the closure proposal. He fully endorsed Judith's last comments and wished local parents the very best.

The meeting ended with parents thanking Matthew Atkinson and Adam Kay for their leadership since the start of term.

The meeting closed at 7.55pm.

1.	<p>As the Executive Head who joined the school this year, I did it to turn its fortunes around and make things better for the children and the community. It is with a massively heavy heart, that after all of the hard work and progress that I write this response. In my view the LA would be wrong to continue to maintain this school given its numbers. The school is not viable. It saddens me that we can barely organise a playground game. Classroom activities are so hard to deliver with such limited children. The curriculum offer is not feasible to such a small heart. I genuinely wanted to turn this schools fortunes around but I cannot see a feasible future for the school.</p>
2.	<p>The transfer of catchment of Clapham school to Austwick and Bentham should surely be shared between Ingleton as well. There are children who would have a far longer and more hazardous journey than if they were to travel in Ingleton with the A65 and many hazardous minor roads to be negotiated. The fact that Burton's entire catchment was transferred to Bentham when it closed was in itself ridiculous. When you look at a map and consider the distance from places such as Westhouse, Thornton and Masongill (which now fall into Bentham catchment) a strong case exists for this to be the opportunity to redraw the catchment areas for all 3 schools - Austwick, Ingleton and Bentham to future proof the sustainability of each and ensure the safety of students travelling there. Surely just adding mile upon mile of catchment to Bentham school will result at some point in a catchment more akin to a secondary than a rural primary school and further fragment local communities. As an example In Burton in Lonsdale and Westhouse alone children go to at least 6 different primary schools as catchments areas are so divisive and nonsensical, this has resulted in a village where children don't actually know other children in the village. Extending Bentham's catchment to such a degree is only going to make this worse as people choose other closer, more preferred primary schools rather than go with the distant catchment offer in a totally different community.</p>
3.	<p>I am concerned that on the proposed closure of Clapham Primary School, clapham parish children will be in the catchment area of either Bentham or Austwick Primary School, and Ingleton Primary School has not been considered. The proposal is that the catchments of both Austwick Primary (2 miles away) and Bentham Primary (5.5 miles away) are expanded to include the current Clapham catchment area even though Ingleton Primary is closer to Clapham - 4.7 miles away. I am concerned that this is discriminating against future families living in the Clapham area who might want to choose Ingleton Primary for their children in the years to come. Bentham's catchment area already includes Thornton, Westhouse, Masongill which are all closer to Ingleton than Bentham, and Burton which is also very close. Ingleton has been left with a very small catchment area compared to Bentham. This seems very unfair in terms of parental/family choice for the future. I really think this needs further consideration, in order to be fair to all local schools and not just bias to Bentham Primary School.</p>

4.	<p>I can't deny that closing Clapham as a primary school is the right choice but the catchment area suggestions area an absolute disgrace and an embarrassment. Looking at simple straight line distances, Newby (currently in the Clapham catchment) is 2.2 miles from Ingleton Primary School and 4.6 miles from Bentham. By car, it is 3.4 miles to Ingleton and 4.6 miles to Bentham, which is even further than to Austwick even. That, by itself, is enough to raise an eyebrow when you suggest extending the already extended Bentham catchment area to include Newby. But then you look at the impact North Yorkshire's school previous school closures has had on Ingleton's catchment and it's even more farcical. Thornton is in Bentham's catchment area. Thornton is 2.99 miles from Bentham and 0.85 to Ingleton. By car, it is even more ridiculous: 4.6 to Bentham and 1.6 to Ingleton. What is this anti-Ingleton prejudice that is running through the local authority? Why is more money being pumped in to Bentham than Ingleton? Why is Ingleton being squeezed and restricted on all sides? This screams of discrimination and a conscious and deliberate act by the council to prevent Ingleton from having an equal standing in the area. I understand that a lot of money was spent on a new school building, but that doesn't mean you can squeeze other schools until they yield to the will of the council. It causes resentment from the local community and division between the two villages. Even worse, whilst both schools remain very professional, it is obvious that this will be causing a strained relationship between the two. As you may be able to tell, I work in a school (in Cumbria, thank goodness) and therefore fully understand the importance of local schools working collaboratively and maintaining a positive relationship. What the council is already doing is driving a wedge between two good schools that would have more energy and ability to thrive if they were allowed to work together. By totally ignoring Ingleton with the catchment split from Clapham, you are highlighting the inequality in the council and how they will stop at nothing to force people to one school. Parents vote with their feet: the council trying to bully them in to going to Bentham by withholding transport that they should be entitled to is at best petty, and at worse discrimination. If the split does not include Ingleton, we shall be putting in a range of freedom information requests (a pain in the neck at the best of times) to investigate the funding differences and the decisions that have gone to promoting Bentham against all others, regardless of distances and practical considerations. And in this day of environmental awareness, can you really say that trying to force people to travel further by car to get to their local school is the right thing? Instead of having a school they can cycle to, they have a school they need to drive to. Brilliant - Greta would love that one... We will not be supporting the proposal as it stands and will be resisting it in the strongest possible terms if you decide to go ahead with it. Parents will not be forced in to going to Bentham just because the council decided they want them to, they will just resent missing out transport - or is that the plan to avoid having to pay for it? Either way, the council is wrong and needs to alter things somewhat. As a post script to this, I have the highest regard for Bentham as well. Pitching the two school schools against each other is not the answer, so please stop it.</p>
5.	<p>Having looked at the boundary map for the local schools it seems that the catchment area should be shared between Ingleton, Bentham and Austwick. Children at for example Newby an Clapham who's parents may well work in Ingleton as there are more job opportunities will be able to choose which school of the three suits them most as they are all so close in proximity.</p>

6.	The proposed changes to the catchment areas would seem to be ill thought out. If there is space available at the two nearest schools to Clapham it seems perverse to propose transporting children to the furthest of the three local schools, surely it must be more environmentally sound to reduce unnecessary transportation as much as possible by dividing the existing catchment in such a way that children go to the school that is closest by road or footpath. Perhaps this might present an opportunity to reassess catchment areas across North Craven to try and reduce unnecessary emissions from road travel as it seems contrary to current thinking that pupils living within the village of Ingleton, or Thornton in Lonsdale who could potentially walk or cycle to school instead are encouraged to drive to Bentham, or are entitled to funded road transportation.
7.	Please consider widening the catchment of Ingleton rather than the catchments of Austwick and Bentham. We have a beautiful village school which needs continued numbers to thrive. Parents should always be offered the closest school as this is better for them in terms of travel and for the children and friendships. Austwick school is already bursting at the seams whereas Ingleton has lots of room for a larger community.
8.	The catchment areas are unfair and only sets out to benefit Bentham Primary School in the hope that NYCC can justify the amount they spent on it, and not giving other local very good schools the opportunity for funding and development.
9.	Surveys like this are a waste of time as will close anyway, my primary school (burton) and middle school (ingleton) were both closed and I saw a massive decrease in families with children moving to burton and it became a bit of a ghost town. I have a feeling the same will happen to Clapham as other than the school they don't have much else to offer. And for current students of clapham, uprooting them and chucking them into a larger school like bentham or ingleton could come with some problems for them and their parents but not the biggest concern right?
10.	My observations are in regard to the exclusion of Ingleton in the catchment area which takes away parent choice. I was not aware of how this could impact on Ingleton as a thriving village going forward. I don't think many villagers know that the catchment are for Ingleton school ends at the waterfalls entrance and at the iron bridge in the A 65. There is no logic or sense to this, why are very young children travelling to school further than they need to? It's certainly not environmentally friendly and makes their school day longer than necessary. Really, I fail to see any positives from this.
11.	I feel that Clapham should be included in the catchment area for Ingleton Primary School. It is closer geographically than Bentham and Bentham Primary has already had loads of money thrown at it. Ingleton school desperately needs a new classroom.
12.	The closure of Clapham primary has been inevitable for a while but I cannot understand why you would want the children of Clapham, and Newby in particular, to go anywhere other than Ingleton Primary. It makes me wonder if you have ever been or if you are just drawing lines on a map!
13.	I am pleased with the catchment going to Austwick & Bentham Primary Schools. Our children at Ingleton are full to bursting and children are always accepted out of catchment area anyway. I would rather see the other 2 local schools who have space fill theirs.

14.	<p>On behalf of the governing body for Bentham Community Primary School I wish to express our sadness that Clapham Primary has again reached the decision to consult to close. We know how difficult school governance can be, and how passionately everyone at Clapham works for the needs of the school and the community - and in most cases voluntarily. Clapham is a wonderful village with a strong community spirit and I am confident that it will continue to flourish. We are happy to have been considered in the proposed catchment of the Clapham area should the closure take effect. It seems appropriate that Clapham parents would have a choice of a church school and a community one. We are incredibly lucky at Bentham to be able to offer children a modern, spacious and nurturing learning environment and with capacity for growth, the proposal offers long term sustainability for education in the area. As has always been the case, we at Bentham Community Primary will continue to offer help and support to the Clapham community and its children however it is required.</p>
15.	<p>I would like to make particular reference to the proposed catchment area. The proposal is that the catchments of both Austwick Primary (2 miles away) and Bentham Primary (5.5 miles away) are expanded to include the current Clapham catchment area even though Ingleton Primary is closer to Clapham - 4.7 miles away. I feel that this is discriminating against future families living in the Clapham area who might want to choose Ingleton Primary for their children in the years to come and could in the future negatively impact on Ingleton Primary School which already has a very small catchment area.</p>
16.	<p>Clapham Consultation – a response from the Headteacher at Ingleton Primary School Clapham is our “neighbour” and we have always worked closely with members of the school community. We have helped informally and formally as much as we could and we are genuinely saddened by this second proposal for closure. We have provided headship cover and support, teaching input and training, as well as admin support over the past few years. We also initiated a teacher secondment to relieve some of the financial/staffing pressures. Unfortunately we have been aware of the challenges this lovely small school has faced. Last year before the first consultation on closure our Governing Body considered a shared Headship, but felt that assisting on a permanent basis would be detrimental to Ingleton Primary School. In the consultation document Austwick is named as the nearest church school and we are named as the nearest community school, yet it is proposed that the catchment areas for Bentham CP School and Austwick are expanded to include the Clapham area. We object to this and we would like our catchment area to be reviewed too. We request that the Clapham catchment be shared between Ingleton, as well as Austwick and Bentham. As a school we feel very strongly that this is discriminating against future families living in the Clapham area who might want to choose Ingleton Primary for their children in the years to come. This isn't about us taking in additional children to expand our school now, it is about future-proofing our school and giving a fair choice to families in the area. The Ingleton catchment area is already quite small in terms of populated areas. Families who live over the second bridge in the bottom of the village are actually in the Bentham Primary catchment. Thornton, Westhouse, Burton, Masongill are all out of our catchment area. When Richard Thornton’s (Burton-in-Lonsdale) closed, the authority gave the entire catchment to Bentham Primary School even though Thornton and Westhouse pupils live considerably closer to Ingleton and they have always attended our school. Our school catchment suffered because of the Burton closure and we want to avoid history repeating itself. If the proposed catchment area is actually mapped then we could potentially have a geographical area (which incidentally includes very little populated land up from Chapel-le-dale) nearly surrounded by a vast and well populated Bentham Primary catchment area which includes plenty of built up places including Low Bentham, High Bentham, Burton-in-Lonsdale, Westhouse, Thornton-in-Lonsdale, Keasden, Clapham, Newby etc. In the future this proposed catchment would be extremely detrimental to our school and our community.</p>

	<p>We are very supportive of our local schools and we work together closely. We do care about the sustainability of all the remaining schools in this area, ours included, and that is why a fair decision is needed.</p>
17.	<p>I think it is a shame for the parents who want their children to go to Clapham C of E Primary School that it is closing, but the school has struggled for a long time, so its closure seems inevitable. As a parent with children at Bentham Community Primary School, I believe that the children who currently attend Clapham School would definitely benefit from attending Bentham School. Bentham is a brilliant school with wonderful teachers and lots of extra-curricular opportunities. Bentham School has plenty of space to accommodate more children (it in fact has the capacity to take lots more children) and already has lots of positive links with Clapham. I believe the catchment should include Austwick as a church school and Bentham as a community school. There is no need for other schools to be included in the catchment.</p>
18.	<p>I would like to support the proposal that the Clapham catchment area be shared between Bentham C P School and Austwick C of E School. I believe the children within the catchment area should be given the option to choose between a community school and church school. I also strongly believe that no other schools should share the catchment area as Bentham school was built with the capacity to take on more children and so far these places have not been wholly fulfilled. This, in turn, means high building costs and mixed age classes. As a parent I would like to see single age classes, in the future, to better meet the needs of the children. Additionally, Bentham School needs better financial security for the future as currently building maintenance costs and empty classrooms are compromising that.</p>
19.	<p>It is very sad that Clapham CE Primary School finds itself under consultation for closure again. The school has been at the heart of the local community for a long time. Should the decision be taken to close the school on this occasion, I would like to express my views on the proposed division of the Clapham School catchment. As the document notes, there are a number of alternative good schools around and I believe that this should be fairly represented between the 3 remaining schools in the locality - Ingleton Primary, Bentham Primary & Austwick Primary. All children living along the A65 from Ingleton as far as and including Newby would have Ingleton Primary School as their nearest school with the closure of Clapham, yet my understanding is that the Clapham catchment would only be divided between Bentham and Austwick. This would mean that the nearest primary school from my home from September 2020 will not become my child's catchment school. I live along the A65 within the current Clapham catchment. Under the current proposals, this would mean that my child would have longer travel times to school each day and have to travel on back roads rather than a direct route to Ingleton. I understand that my child's catchment school would become Bentham Primary under these proposals. From my home in the Newby Parish (LA2 8JD), these are the distances to the 3 remaining schools (Googlemaps) Ingleton - 2.7 miles Austwick - 4.1 miles Bentham - 5.0 miles I would always choose to send my child to Ingleton Primary as the nearest good school (February 2020). From Newby village: Ingleton - 3.1 miles Austwick - 3.4 miles Bentham - 4.4 miles Therefore, to reduce travelling times and costs, I hope you will consider how the division of the Clapham catchment impacts on children and parents, and ensure that our children have the right to attend their nearest primary school, not one at a greater distance imposed on us. Should the outcome of the consultation be to close Clapham, I hope that the division of the catchment will be fair to ensure the long term future of our 3 remaining village schools with the best interests of our children at the heart of this difficult decision-making process at this difficult time.</p>

20. I am a lifelong resident of Keasden, the small hamlet just outside of Clapham and work on a self-employed basis serving my community as a community physiotherapist. I have two small children under the age of two whom I had wished to attend Clapham Primary School. I feel the current situation with the school is extremely sad and disappointing and struggle to comprehend the circumstances which have led to the schools demise. I attended the school as a child as did three generations of my family before me and am very grateful for the excellent education the school provided for me and for other members of my family, which is why I find this situation so upsetting. I am heartbroken, that after my husband and I have worked, and continue to work so hard to provide them with a grounded rural childhood similar to that which we received, the opportunity to attend such a fantastic local school has now been taken away. People with young families who have been born and bred in this area already face a struggle to remain in the area they have grown up in and pay extortionate rents and mortgages for the privilege of doing so. In addition to this, we, in this area, pay a considerable amount in council tax compared to our counterparts in the city yet our public services have been, and continue to be, cut to the bone. Unfortunately it is getting to the stage where this area will be a place where young families just can't afford to stay and I'm sad to say closure of Clapham School is yet another step in that direction. I feel very strongly that there is a need for small rural schools, not only for rural children already living in the area but also for those who will undoubtedly move into the area given the amount of new house building that is currently being undertaken. Additionally, the surrounding schools which are similar to Clapham are already full, clearly demonstrating the appetite among parents to have their children attend a school that has reasonable class sizes and provides a good quality education. Therefore, it is my sincere opinion that to close Clapham primary school, even given its poor OFSTED report is a mistake, not only for the children of Clapham and the surrounding area but also for the community. Removing the school from Clapham is going to have a huge detrimental effect on the village both in terms of community adhesion but also for the businesses in the village, as there will now be a reduction in the amount of people passing through to support these businesses. If the school closes, the council's planning department should review its procedures and cease passing planning for new developments in the Clapham area when there is no longer a school. Certainly, families with primary school age children are now very unlikely to choose to live in Clapham when there isn't a school within the village. This will almost certainly result in the village becoming a retirement village which will, in time, enhance the social care problems that all communities are now facing with an aging population. However, for this area these problems will be further compounded if few young people remain. Having a balance between the younger and older generations is essential for good community relations and social adhesion, particularly in a rural area and I feel strongly that the community as a whole will be much poorer with the loss of the school. However, having attended the recent consultation meeting I am of the sad opinion that the end result of this consultation will be closure of Clapham Primary School. Therefore as a parent, I am deeply concerned about the future of my children's education and moreover the council's ability to provide it, given the circumstances surrounding Clapham's demise. In particular, the council's specified desire to reallocate children in the Clapham catchment area to either Austwick or Bentham and not include Ingleton, despite it being nearer to Clapham than Bentham and on the list of alternative schools at the meeting, concerns me particularly as this reduces parental choice, something which I believe to be essential both for current and future parents in the Clapham area. It is vital that parents in the Clapham area, like myself, have the choice as to which of the three nearest schools their child/children attend without any barriers, for example to funding for their place or school transport. In order to give parents that choice, it is essential that the catchment areas of Austwick, Bentham and Ingleton be expanded to include the current Clapham catchment area, encapsulating the three nearest schools to Clapham, thus

offering parents a real choice. This would also ensure that each of the three schools nearest to Clapham and proposed as alternatives by the council in both the previous and current consultation meetings, receive the correct funding and assistance to fully meet the needs of both the current and additional pupils they will gain as a result of this school closure, both in the short and long term. Additionally, home to school transport should be provided by the council, without question, to the three nearest schools, Austwick, Ingleton & Bentham (ordered in distance from Clapham) for those children in the current Clapham catchment area who will now be forced to attend elsewhere due to the closure of their local school. It is not the fault of the children or their parents that the school has closed and therefore, parents and future parents in this rural area should be supported by the council with home to school transport to the three nearest schools. Moreover, the environmental cost of closing the school must be considered with parents facing the prospect of travelling their children to one of the three nearest schools. Surely it cannot be environmentally beneficial to have an influx of cars running from the Clapham area either end of the day to Austwick, Ingleton and Bentham? Certainly if the council were to allow this to be the case, it would be a direct contrast to the pledges made by the UK government in its climate change policy. Congestion in Austwick, Ingleton and Bentham already causes significant issues, clearly signalling the need for school transport in order to reduce this, if these schools are to take on additional pupils resulting from the closure of Clapham. It is essential that all steps are taken to prevent further traffic problems in these areas for residents, businesses and for the environment, both now and in the future. It is said that education is the wing on which dreams fly, something I have found from personal experience to be very true. Therefore, it is imperative that children in this area receive the highest possible standard of education and the duty of the council to ensure that this is the case, by supporting the current and future children of the Clapham area and their parents, be it by maintaining Clapham Primary School or supporting parents' choice with regard to the three nearest alternative schools. Additionally, the council must support the staff and governing bodies of Austwick, Ingleton and Bentham in ensuring these schools have all the provisions they require in order to cope with the increased demands placed upon them, should the school close. Lessons must be learnt from the sad situation Clapham Primary School has found itself in and it is the duty of the council to ensure no other school in the area ends up in the same situation, as ultimately it's not just the children and their parents that lose out, the entire rural community is irreparably affected.

21.	<p>As a school we were very saddened to hear that Clapham School is once again under consultation to close and we recognise the strength of feeling within the local community at potentially losing another small school within North Craven. Before the formal consultation process began, local schools were invited to meet to discuss the options, moving forwards, to the catchment arrangements should the decision be made for Clapham School to close. We were pleased that the Local Authority held this meeting so that an open and honest discussion could take place and that Bentham School is named as part of the proposal for the current catchment area of Clapham School alongside Austwick School. We believe that this is the best option moving forwards for the following reasons: Austwick School is a Church school and the families, both present and in the future, should be given the option of their child attending a church school, as they would have done if Clapham School were to remain open. Austwick School has some available space for new children and adequate sufficiency of places in the future. Bentham School has sufficient space both now and in the future, in all year groups, without the need to build additional classrooms. Bentham and Austwick School are both within short travelling distance to all parts of the current Clapham catchment area. Bentham School has school transport already in place, providing transport from the current Clapham catchment area. Bentham School needs to be sustainable and the additional children from an extended catchment area would support this sustainability. Throughout the consultation process, there have been discussions around a three way shared catchment area with Ingleton Primary School. As a school we accept that Ingleton School does lie closer to some areas of the current Clapham catchment. However, we believe Ingleton Primary School should not be included in the proposal for the following reasons: A three-way division of transport is not financially viable, sustainable or environmentally productive. A three-way division of the catchment area would make projecting future intake of children more challenging. Ingleton School draws from a densely populated, albeit small, catchment area with housing continuing to be built within the current catchment area. Ingleton School has already used their hall as a classroom to be able to accommodate increased numbers demonstrating lack of space currently. Ingleton School have applied for, and had refused, funding to build an additional classroom; demonstrating the issues around sufficiency of places both now and in the future. Austwick and Bentham both have space within their schools, without needing to extend or use further LA funding to create additional space. As a school we would urge the County Council's Executive to consider the above very carefully and encourage a decision to be made that secures the sustainability of the remaining schools in North Craven.</p>
22.	<p>As a parent of a child in Bentham CP I would welcome more children at my daughter's school. It is a wonderful, spacious, purpose built school and is not even near capacity at present. We would also very much welcome single aged classes which, with more children and more finance would be more likely to become a reality.</p>
23.	<p>Being involved in the previous attempt to keep Clapham Primary School open made me realise how vulnerable village institutions are in small rural communities. Yet in this age where child and adolescent mental health, carbon footprint, an ageing population and social isolation are such enormous issues, bigger is not always better. I hope that other villages will learn from our loss and realise that a school is a vital element of a happy, sustainable and balanced community.</p>

24.	<p>The very low number of pupils remaining at Clapham means that maintaining the school is no longer educationally or financially viable. NYCC should ensure that it provides the current school leadership with the right resources and support to complete the current school year and to close the school whilst ensuring the best possible outcomes both for the current pupils and for the community in the long term. Careful consideration should be given to the reallocation of school catchment areas upon closure of the school. This should be based on the needs and wishes of the community and not purely on distance. Many members of the community clearly feel more closely connected to Ingleton than to Bentham. Ingleton is connected via a faster road connection and a reasonably regular, fast and convenient bus service. Historically, the communities have been closely connected socially and economically. I understand that the temptation may be to prioritise Bentham, which is a slightly closer option for many and is likely to have greater capacity, however I ask that the Council carefully consider the needs and wishes of the Clapham community, who (subject to the result of this consultation) are already losing their community school.</p>
25.	<p>I object to the proposal re sharing the catchment area not including Ingleton Primary School which is the second nearest primary school to Clapham. I understand NYCC concerns regarding Bentham Primary School having significant spare capacity - however this is not Clapham parents problem. To not include Ingleton compromises parental choice and results in a longer journey to Bentham and therefore a longer school day. The route to Ingleton is also more direct than the route to High Bentham. At the recent public meeting current Clapham parents expressed, quite strongly, their support for the above. I sincerely hope NYCC will consider this and put the pupils and parents welfare first as opposed to decisions based purely on finances.</p>
26.	<p>Regarding the new proposed catchment areas, I would strongly prefer Austwick Primary School to be the catchment school for Keasden and Clapham and Newby too if Austwick School has the capacity to cover the whole of the old Clapham School catchment area, as Austwick is much nearer and is the nearest match in size and culture to Clapham School, to help existing and future pupils.</p>
27.	<p>I have been a resident of Clapham for 15 years, am the parent of three sons, grandparent of eight children and have worked in the schools sector for a number of different Local Education Authorities for a total of 30 years. I am totally committed to State education in both principle and practise.</p> <p>I attended the consultation meeting held in Clapham on 7 March 2019 to consider the closure of Clapham Primary School and the meeting held in Clapham on 4 February 2020 to again consider the closure of that school. I am one of the people who, when the school was threatened with closure, gave money to help to solve the budgetary issues which confronted the school.</p> <p>I am compelled to say that at the February consultation meeting I was disappointed by the demeanour of the LA and Diocesan officers laying out their case for the closure of the school. They gave every appearance that the decision had already been made and that the school would close whatever parents and other residents said. The Consultation Document unequivocally proposed that the school close with effect from the end of this coming August. There appears to be no plan for any alternative to closure.</p> <p>It was pointed out that Clapham Primary School currently has few children on roll. At the meeting I made the point that the stated policy of North Yorks County council is to support its many small rural schools. I see from their website that the County Council has, in response to draconian cuts in funding, established a Rural Commission which seeks ways in which to "...maximise the sustainability of the super-sparse rural communities..." and to find ways in which to "halt and reverse rural decline". The view of the County Council is there stated to be "... that if small schools are to survive, then communities must remain sustainable...".</p>

These are reassuring words which suggest that Clapham School should be kept open, that every attempt will be made to keep it open in spite of budgetary constraints. And yet, at the consultation meeting, this did not appear to be the case. Neither the Local Authority nor the Diocesan authority appear to have taken to heart the County Council's commitment to small rural schools.


The aim of the NYCC's Rural Commission is stated on the NYCC website to be to identify actions which would "...maximise the sustainability of the super-sparse rural communities in North Yorkshire" and would "...strengthen the case for greater government support in seeking to maximise rural sustainability".

The website claims that the Council is "transformative", "entrepreneurial", that it promotes "stronger communities", that it is "outstanding across the board for children's services, that is "...working...to maintain the life and economic viability of rural areas...". The website also points out that North Yorkshire is "...ageing faster than other parts...", that it has fewer young people than the national average.

The decision to close Clapham school would condemn the village to housing an ageing community with fewer children and young people as families of prospective residents look elsewhere for a home near a school for their children. Clapham would become a geriatric ghetto. This would clearly not be the government's intention. The statutory guidance on school closure (www.Opening_and_closing_maintained_schools1012) exhorts decision makers to "Provide evidence to show they have carefully considered... the overall and long-term impact on the local community of the closure of the village school..." it would be helpful if the conclusions of such consideration were made available to the Clapham community.

The LEA closed Keasden School in October 1946, closed Newby School in 1977, closed Horton School in July 2017 and now plans to close Clapham School in 2020. This cannot be the way to support small rural communities. The LEA is clearly failing to uphold NYCC policy towards those communities, it is indeed working against that policy and appears to have been doing so for some years.

The NYCC Rural Commission states that it plans to "...provide an action plan and workable recommendations by next summer to maximise sustainability...". Assuming that the summer in question is that of 2020 I would beg the LEA to review its closure decision and instead to give Clapham School another year or two, during which the Rural Commission's action plan could be put into effect and given time to demonstrate its efficacy. To fail to do so would be to condemn the plan before it is even announced.

DfE Number	3234	Previous DfE No	0	School:	Clapham Church of England Voluntary Controlled Primary School																					
Pupils as at	Initial 1st prefs		Academy Trust																							
	Live births %	Migration	Workings		District:	Diocesan Area: Church Schools only	SCAP Locality:	Strategic Planning Officer:	County Councillor/s:	PAN 2020/21	Lead Adviser															
Actual:	0.15	0	Mig.	-0.60	Craven	Leeds Diocese (CE)	8151322	Julia Temple	David Ireton	8	Kate Lounds															
					36UB - E07000163	Age Range	3 to 11	North Craven Outer Area	Urban/Rural Name	Rural village in a sparse setting																
Federated with					Not applicable										URN	121557				Local MP	Julian Smith MP					
School Year	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35	35/36	36/37		
Live Births & forecast births	450	454	469	464	458	458	458	456	456	454	453	451	448	444	440	436	431	427	424	422	420	419	419	420		
% actual live births from District						0.44	0.00	0.00																		
4+	5	5	2	5	3	2	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
5+	9	7	3	2	5	3	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
6+	2	10	6	2	2	4	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
7+	3	3	11	6	3	3	3	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1		
8+	7	4	4	9	5	3	0	3	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1		
9+	6	7	6	4	6	6	2	0	3	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1		
10+	8	6	7	6	3	6	4	2	0	3	0	0	0	0	1	1	1	1	1	1	1	1	1	1		
Total	40	42	39	34	27	27	9	5	4	5	3	4	5	6	7	7	7	7	7	7	7	7	7	7		

Housing	Notes	Number																									
Permissions	5 yr	31	8	Housing yield - Outstanding Permissions									2	3	5	6	8	8	8	8	8	8	8	8	8	8	
				Forecast with outstanding permissions (with rounding)									9	7	7	10	9	12	13	14	15	15	15	15	15	15	
Unapproved applications	7 yr	4	1	Housing yield - Unapproved applications									0	0	0	0	0	1	1	1	1	1	1	1	1	1	
				Forecast with OP and Un Apps (with rounding)									9	7	7	10	10	12	13	15	16	16	16	16	16	16	
Local Plan	15 yr plan	11	3	Housing yield - Local Plan / current unapproved applications (with rounding)									0	0	0	0	1	1	1	1	1	1	2	2	2	2	3
Total	rounded	46	12	Total forecast inc. housing yield (with rounding)									9	7	7	10	10	13	14	16	17	17	17	18	18	18	
Net Capacity			56	PANs	IAN	8	Y2 18/19	8	Y5 15/16	10	Number of North Yorks pupils living within catchment*** (2020/21)												10				
Maximum Workplaces			59		R 20/21	8	Y3 17/18	8	Y6 14/15	10	Number of pupils attending from within catchment (2020/21)												18				
Academy Funding Agreement			#N/A		Y1 19/20	8	Y4 16/17	10	21/22	0	Number of pupils from within catchment attending other North York Schs (2020/21)												-8				
Nursery age pupils currently attending school					N1	0	N2	0	Total	0	Attending above school from other school catchment areas**** (2020/21)												-13				
												*** This may include a shared area						**** This may include out of county									

Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

Proposal to close Clapham Church of England Voluntary Controlled Primary School

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھیے۔

Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	CYPS Strategic Planning Team
Lead Officer and contact details	Andrew Dixon, County Hall
Names and roles of other people involved in carrying out the EIA	Julia Temple, Strategic Planning officer
How will you pay due regard? e.g. working group, individual officer	LA Officers and School Governing Body

When did the due regard process start?	Consultation started on 10 January 2020
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Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)

A proposal to close (cease to maintain) Clapham CE VC Primary School. A period of consultation with the community has been carried out, including written consultation and a public meeting and a statutory representation period will follow.

Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)

The County Council is under a statutory duty to ensure there are sufficient school places in the area, promote high educational standards, ensure fair access to educational opportunity and promote fulfilment of every child's educational potential. There are four key concerns: 1) Low pupil numbers; 2) Breadth of curriculum, 3) The schools financial position, and 4) Leadership. These issues are laid out in detail in the consultation document and the report to CYPS Executive Members on 17 December 2019.

Section 3. What will change? What will be different for customers and/or staff?

It is proposed that Clapham CE VC Primary School should close with effect from 31 August 2020 and that the catchment areas of both Austwick CE VA Primary School and Bentham Community Primary School would be extended to form a shared catchment area to serve the area currently served by Clapham CE Primary School.

Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

The consultation period ran from 10 January to 28 February 2020. Consultation documents were distributed to a wide range of stakeholders, and a public meeting was held. The consultation document and responses are included in the report to the Executive on 30 April 2019.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

Please explain briefly why this will be the result.

There may be some additional pupil transport costs.

Any savings to the Dedicated Schools Grant arising from the closure, if approved, would remain within the ring-fenced Dedicated Schools Grant as part of the funding for all schools. Any revenue or capital balances would be made available to the receiving school in line with the Closing School Accounting Policy.

If the school closed, there could be a potential additional cost to the Local Authority in providing transport to other schools. Free home to school transport would be provided for entitled pupils in accordance with the revised catchment area arrangements in accordance with the County Council's Home to School transport policy.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age		X	X	Currently there are only 7 pupils on roll. If the decision is taken to close the school this adversely affects the current cohort. Moving to an alternative school will increase the opportunities for pupils to work and play with children their own age.
Disability	X			Pupils – The school is mainstream offering universal provision. Expertise will be utilised from the County Council to provide appropriate SEN support. Staff – As an organisation NYCC will continue to meet the requirements of the Equality Act 2010 which obligates us to make reasonable adjustments to accommodate disabled individuals as employees or service users.
Sex	X			No impact is anticipated.
Race	X			No impact is anticipated.
Gender reassignment	X			No impact is anticipated.
Sexual orientation	X			No impact is anticipated.

Religion or belief			X	If the decision is taken to close the School, this will adversely impact upon those pupils who wish to be educated in a Church of England School. However, the nearest Church of England school, 2 miles from Clapham, is Austwick CE VA Primary School. There is also a Church of England school at Settle CE VC Primary School, 7 miles away.
Pregnancy or maternity	X			No impact is anticipated.
Marriage or civil partnership	X			No impact is anticipated.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?			X	<p>This proposal would have an adverse impact for those living within its catchment that attend the school as they would have to travel to alternative schools.</p> <p>Across the area there are places available for all the pupils currently at Clapham CE VC Primary School. The nearest Church of England school is Austwick CE VA Primary School which is 2 miles from Clapham by road and also holds good Ofsted judgement. There is also Ingleton Primary School which is 4.7 miles from Clapham, Bentham CP School at 5.5 miles and Giggleswick Primary School at 5.8 miles away, all of which were rated Good in their last Ofsted inspections.</p> <p>Free home to school transport would be provided for entitled pupils within the enlarged catchment area in accordance with the County Council's Home to School Transport policy. The County Council's Home to School transport policy sets out that free school transport will be provided to the catchment school or nearest school to a child's home address if it is over the statutory walking distances set out by law.</p>
...have a low income?	x			No impact anticipated

...are carers (unpaid family or friend)?	X			No impact anticipated
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Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)	
North Yorkshire wide	
Craven district	X
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	
Scarborough district	
Selby district	
If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.	
Clapham	

<p>Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.</p> <p>All pupils and staff at the school would experience changes under these proposals that staff and governors would need to manage sensitively.</p> <p>The County Council’s Officers now feel that this decision is in the best interests of children and families served by the school.</p> <p>The Local Authority’s Admission Team will continue to work with families to try to meet their individual preferences for primary schools.</p> <p>Home to school transport will be assessed in line with the County Council’s policy.</p>

<p>Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)</p>	<p>Tick option chosen</p>
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1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	x
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<p>Explanation of why option has been chosen. (Include any advice given by Legal Services.)</p> <p>This proposal would have an adverse impact for those living within its catchment that attend the school as they would have to travel to alternative schools, as set out above in Section 7.</p> <p>Clapham CE VC Primary School is designated as a rural school under the Designation of Rural Primary Schools (England) Order. The School Organisation regulations and guidance contain a presumption against closure of rural schools, and it is a requirement that proposers must consider the effect of the discontinuance of any rural primary school on the local community. The statutory guidance specifically states that ‘This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision in the area.’ Careful consideration has been had to alternatives to closure, transport implications and the impact on local people and the wider community of closure of the school. A detailed analysis of these issues is contained in the Statutory Proposals and the report to Executive of 24 March 2020. It is concluded that the case for closure is strong and in the best interests of educational provision in the area.</p>	

<p>Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)</p> <p>Monitoring of standards will be carried out through the County Council’s Education and Skills Team and through Ofsted inspections. Monitoring of sufficiency of school places in the Clapham area will be undertaken by the CYPS Strategic Planning Team.</p>

<p>Section 12. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.</p>				
Action	Lead	By when	Progress	Monitoring arrangements
Not applicable				

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Section 13. Summary Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

The purpose of the consultation and proposed decision is to ensure that the children are provided with the best education provision in the area in a sustainable, stable and effective manner. In order to achieve these aims, despite the adverse impacts identified, the proposal to close the school needs to be considered.

Section 14. Sign off section

This full EIA was completed by:

Name: Julia Temple
Job title: Strategic Planning Officer
Directorate: CYPS
Signature:

Completion date: 04/03/20

Authorised by relevant Assistant Director (signature): Judith Kirk

Date: 04/03/20

**NORTH YORKSHIRE COUNTY COUNCIL
Proposal to Cease to Maintain a School
Clapham Church of England Primary School**

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006 that North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, intends to discontinue Clapham Church of England (Voluntary Controlled) Primary School, The Green, Clapham, Lancaster, LA2 8EJ on 31 August 2020.

Copies of the complete proposal can be obtained from: Corporate Director - Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE and are available on the County Council's website at www.northyorks.gov.uk.

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Corporate Director - Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, by 5pm on 21 May 2020.

Signed: B. Khan
Assistant Chief Executive
(Legal and Democratic
Services)
Publication Date: 23 April 2020

DRAFT

To be finalised in the event of a decision to proceed with the statutory notice

Statutory proposals for school closures

As set out in the Establishment and Discontinuance Regulations the information below **must** be included in a proposal to close a school:

Contact details

Proposal, published by North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, to discontinue:

Clapham Church of England Voluntary Controlled Primary School, The Green, Lancaster, LA2 8EJ, from 31 August 2020.

Clapham Church of England Voluntary Controlled Primary School is a 3-11 Church of England Voluntary Controlled primary school in North Yorkshire.

Implementation

It is proposed to close the school from 31 August 2020.

Reason for closure

There are four key concerns: 1) Low pupil numbers; 2) Breadth of curriculum, 3) The schools financial position, and 4) Leadership

Low pupil numbers

The critical concern is the fall in pupil numbers, which would inevitably result in an inability to provide the necessary breadth of curriculum experience and would also irrevocably undermine the schools future financial position.

The number of children at Clapham CE VC Primary School has been falling over the past few years. At the start of the 2019/20 academic year, there were 25 pupils on roll in the school and these fell to 9 pupils by January 2020. Since January a further 2 pupils have now left the school. This is well below the capacity of the school – which is designed to accommodate up to 59 pupils if all spaces are in use. Local Authority forecasts indicate that these numbers will not recover significantly in the longer term and may reduce further still in the following years as the larger year groups move into secondary education.

In these circumstances, it would be difficult to deliver and sustain quality education.

Breadth of Curriculum

The LA has already identified concerns around the school's ability to meet the educational need of children with such small numbers alongside existing financial issues. As numbers continue to fall it will be increasingly difficult to provide the remaining pupils with access to the full range of experiences they need, particularly opportunities for working and playing with children their own age.

The Financial Position

Pupil numbers determine the school budget. With these low numbers, and a reduced budget, the school may have to further reduce staff.

Examination of the predicted financial position has led to concerns about the schools ability to preserve the quality of education. The school is projecting in year deficits of £46k in 2020/21 and £77.9k in 2021/22, and cumulative deficit of £202.6k by the end of that year. These were based on pupil assumptions at the time of 27 in 2019/20 and 22 in 2020/21, and have assumed pupil numbers of 7 in 2021/22. The position will deteriorate further as pupil numbers fall with no reasonable prospect of recovery.

Leadership

Despite a number of attempts to recruit a substantive Executive Headteacher this has not proved possible. With effect from September 2019, the Executive Headteacher from The Priestley Multi Academy Trust has been appointed to oversee school leadership and is using the skills and experience of colleagues in the Priestley MAT to provide additional support. A full time Head of School from the MAT has also been appointed for this school year. The LA is currently providing temporary financial support to meet the cost of the Executive Headteacher but this is not sustainable. The current interim arrangements cannot continue into the future. It has not been possible to identify another school locally that would be prepared to share a Headteacher.

Pupil numbers and admissions

The numbers (distinguishing between compulsory and non-compulsory school age pupils), age range, sex, and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is currently made at the school.

There are currently 7 pupils on roll at the school as of February 2020, all of which are pupils of mainstream school age with 0 nursery-aged pupils. 4 out of these 7 pupils are female and 3 of the pupils are male.

	Pupil numbers	PAN
Reception	0	8
Year 1	0	8
Year 2	0	8
Year 3	1	8
Year 4	0	10

Year 5	2	10
Year 6	4	10
Totals	7	

The school's age range is 3-11 years, and provision is available for boys and girls. There is no boarding provision. Information on special educational needs of pupils is not provided as this would contravene the Data Protection Act. Total pupil numbers are significantly lower than the capacity of the school which is designed to accommodate up to 59 pupils.

Displaced pupils

A statement and supporting evidence about the need for school places in the area including whether there is sufficient capacity to accommodate displaced pupils.

Details of the schools or further education colleges at which pupils at the school to be discontinued will be offered places, including—

- a) any interim arrangements;
- b) the provision that is to be made for those pupils who receive educational provision recognised by the local authority as reserved for children with special educational needs; and
- c) in the case of special schools, the alternative provision made by local authorities other than the local authority which maintain the school.

Details of any other measures proposed to be taken to increase the number of school or further education college places available in consequence of the proposed discontinuance.

There are four other North Yorkshire primary schools within reasonable travelling distance with places available currently. Across the area there are places available for all the pupils currently at Clapham CE VC Primary School. The nearest Church of England school is Austwick CE VA Primary School which is 2 miles from Clapham by road. There is also Ingleton Primary School which is 4.7 miles from Clapham, Bentham CP School at 5.5 miles and Giggleswick Primary School at 5.8 miles away, all of which were rated Good in their last Ofsted inspections.

It is proposed that the catchment areas of Austwick CE VA Primary School and Bentham CP School are expanded to include the current catchment area of Clapham CE Primary School. These schools both have capacity to take additional pupils and have indicated a willingness to do so.

For any children currently at Clapham CE VC Primary School, North Yorkshire County Council would work with each family to try to meet their individual preferences for other schools.

Parents have a right to express a preference for any school and, in the case of community and voluntary controlled schools, the relevant Local Authority is the admissions authority and will meet that preference provided there are vacant places or the school is happy to admit above the published admission number. In the case of Voluntary Aided schools, the governing body decide the conditions for admission to

their particular school. Where a child attends a school which is not their normal school or nearest school, parents are normally responsible for making transport arrangements.

- a) No interim arrangements have been necessary.
- b) Not applicable in this case

- c) Not applicable in this case

Impact on the community

A statement and supporting evidence about the impact on the community of the closure of the school and any measures proposed to mitigate any adverse impact.

The school has an early years unit but currently doesn't have any children registered in the nursery.

The community shop has strong links with the school and has undertaken specific projects including a joint gardening project. They see much of their trade coming from parents, carers and children coming to the store before and after the school day, and also benefit from an account with the school. In a previous consultation, the community shop suggested that closure of the school would potentially reduce their contact with families and potentially put the future of the shop at risk.

Elderly residents in the parish currently visit the school each month for lunch, organised by Age UK. Members of the community have also delivered a series of 'lectures' at the school.

In a previous consultation, the Clapham School Action Group stated that the school ICT suite was opened with the benefit of reducing the number of people in the community who suffer from digital exclusion.

In some communities the school is the only meeting space. However, at Clapham, there is a Village Hall at Cross Haw Lane, which has capacity for 150. It was recently refurbished and has central heating and a fully equipped kitchen. There is also a Reading Room on Church Avenue which hosts afternoon games clubs, the Bethel Chapel at Cross Haw Lane, which currently hosts a weekly village playgroup, and St James' Church on Church Avenue. These could provide venues for the community activities that are currently taking place in the school building. It is not clear how extensively the school ICT facility is currently being used by the public. Public internet and computer access and help and support using IT is available at Ingleton and Bentham libraries (both 5 miles from Clapham).

The school building is not owned by the County Council, it is held on an implied Trust for the purposes of a school. The playing field is leased in by the County Council from a private landowner. Decisions about the future use of the school buildings and playing field will be taken by the owners after the closure proposal has been determined.

In a previous consultation, the Ingleborough Estate stated that they have a policy of letting cottages at below-market rents on the basis of full-time occupation, and for all appropriate properties, priority is given to families with young children. The estate saw the school as important for encouraging young families into the area. They have not made a formal response to the current consultation.

Both Craven District Council and Yorkshire Dales National Park Authority have previously stated that the proposal to close Clapham Primary School runs counter to their aims. Their proposals focus on building more affordable housing, creating jobs, and improving access to key services to promote the area as a place for young people to live. They have not made formal responses to the current consultation.

Whilst it is to be welcomed that the community and planning authorities in this area wish to encourage economic development including further housing there is no evidence that in the foreseeable future that the scale of this housing will lead to significant numbers of additional children on roll at the school to ensure its sustainability.

Whilst the impact on the wider economic and social sustainability of the community is an important consideration, the key consideration is to determine whether the proposal is in the best interests of children's education.

Rural primary schools

Where proposals relate to a rural primary school designated as such by an order made for the purposes of Section 15 (Education and Inspections Act 2006 (EIA), a statement that the local authority or the governing body (as the case may be) considered Section 15(4) EIA.

Clapham CE VC Primary School is designated as a rural school under the Designation of Rural Primary Schools (England) Order. The School Organisation regulations and guidance contain a presumption against closure of rural schools, and it is a requirement that proposers must consider the effect of the discontinuance of any rural primary school on the local community. The statutory guidance specifically states that 'This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision in the area.' The guidance states that when producing a proposal, the proposer must carefully consider:

the likely effect of the closure of the school on the local community;

- the proportion of pupils attending the school from within the local community i.e. is the school being used by the local community;
- educational standards at the school and the likely effect on standards at neighbouring schools;
- the availability, and likely cost to the LA, of transport to other schools;
- whether the school is now surplus to requirements (e.g. because there are surplus places elsewhere in the local area which can accommodate displaced pupils, and there is no predicted demand for the school in the medium or long term);

- any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase; and
- any alternatives to the closure of the school.

These are examined in turn below.

The likely effect of closure of the school on the local community

Please see the section above 'Impact on the Community'

The proportion of pupils attending the school from within the local community i.e. is the school being used by the local community

There are currently 7 pupils on roll at the school 5 of which reside within the Clapham School catchment area.

There are 32 primary aged children who reside in the Clapham CE catchment and attend a North Yorkshire maintained school.

Educational standards at the school and the likely effect on standards at neighbouring schools

The Ofsted inspection in June 2019 judged the school to be inadequate in all areas. The school was judged to require Special Measures.

The report found that

- Over time, there has been a significant decline in the standard of education provided for pupils. Leaders have not been effective in reversing or halting this decline
- The arrangements for safeguarding pupils are ineffective. Leaders have not acted to ensure that pupils are safe
- Governors have not held leaders to account effectively for safeguarding, the quality of teaching and pupils' outcomes.

Since the start of the 2019/20 academic year, the new leadership of the school is working hard to address the many weaknesses identified in the inspection report. It is the view of the Local Authority's advisers that significant improvements have been made to safeguarding and improvements are also evident in the quality of teaching.

It is not expected that the closure of Clapham CE Primary School would have a negative impact on neighbouring schools.

The availability, and likely cost to the LA, of transport to other schools

If the school closed, there would be a potential additional cost to the Local Authority in providing transport to other schools. Free home to school transport would be provided for entitled pupils within the enlarged catchment area in accordance with the County Council's Home to School Transport policy. The County Council's Home to School transport policy sets out that free school transport will be provided to the catchment school or nearest school to a child's home address if it is over the statutory walking distances set out by law. This is:

- Two miles for children under eight years of age;
- Three miles for children aged over eight; or
- where the route to the catchment or nearest school is not safe to walk accompanied by a responsible adult.

If the nearest catchment or nearest school is full, transport will be provided, in accordance with the authority's transport policy, to the nearest school with places available. In this case, it is estimated that there would be additional home to school transport costs in the range of £14,000 to £22,000 each year, dependant on the pattern of parental preference to alternative schools, and the mix of transport provision that would be required.

Children from low income families (children entitled to free school meals or whose parent are in receipt of the maximum level of Working Tax Credit) have additional eligibility criteria for additional home to school transport and details are available on the County Council's website at <http://www.northyorks.gov.uk/article/26071/School---travel-support>

Whether the school is now surplus to requirements (e.g. because there are surplus places elsewhere in the local area which can accommodate displaced pupils, and there is no predicted demand for the school in the medium or long term)

The latest forecasts are included in Appendix 4 of the report to the Executive 24 March 2020.

It is proposed that the catchment areas of Austwick CE VA Primary School and Bentham CP School are expanded to include the current catchment area of Clapham CE Primary School. The current pupil numbers and class structures of these schools are shown below.

Austwick	Pupil numbers	PAN
Reception	7	10
Year 1	9	10
Year 2	7	10
Year 3	7	10
Year 4	7	10
Year 5	10	10
Year 6	9	10
Totals	56	60

Bentham	Pupil numbers	PAN
Reception	18	25
Year 1	13	25
Year 2	17	25
Year 3	11	25
Year 4	15	25
Year 5	15	25
Year 6	15	25
Totals	104	180

There are 4 schools within 6 miles of Clapham School by road:

- Austwick CE VA Primary School
- Ingleton Community Primary School
- Bentham Community Primary School
- Giggleswick Community Primary School

Austwick CE VA Primary School

- 2.0 miles by road from Clapham
- Rated Good by Ofsted in May 2019
- Net Capacity 70
- 56 pupils on roll
- Forecast 63 pupils + 1 from housing by 2023/4
- Published Admission Number of 10

Ingleton Community Primary School

- 4.7 miles from Clapham by road
- Rated Good by Ofsted in June 2016
- Net capacity 180
- 166 pupils currently on roll
- Forecast 162 pupils + 17 from housing by 2023/4
- Published Admission Number of 26

Bentham Community Primary School

- 5.5 miles from Clapham by road
- Rated Good by Ofsted in March 2016
- Net capacity 210
- 104 pupils currently on roll
- Forecast 114 pupils + 36 from housing by 2023/4
- Published Admission Number of 25

Giggleswick Community Primary School

- 5.8 miles from Clapham by road
- Rated Good by Ofsted in January 2017
- Net capacity 90
- 65 pupils currently on roll

- Forecast 74 pupils + 4 from housing by 2023/4
- Published Admission Number of 13

It remains the view of the Local Authority that there are surplus places in the local area which can accommodate displaced pupils.

Any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase

It is not considered that there would be significant additional car use if the school were closed given the relatively small number of pupils. Some parents may choose to use their own transport but children in the catchment area are already travelling privately to alternative schools. 17 primary-aged children in the Clapham CE catchment area already travel to other primary schools, and 2 children attend Clapham CE who live outside the catchment area.

Any alternatives to the closure of the school

The Governing Body and officers from the County Council and Diocese have explored alternatives to the closure of the school. There have not been any offers from multi academy trusts willing to take on the school, and it is considered that there is no potential for the school to convert to academy status or to join a multi-academy trust because it would not meet tests of due diligence due to its small size. The fundamental issues of low numbers and insecure leadership remain.

Attempts have been made during autumn 2018 to broker a federation between Clapham School and other primary schools in neighbouring counties. Discussions progressed with several schools but were unsuccessful. To date, no other school has come forward that would be prepared to share a Headteacher or to federate with Clapham CE. Federation is a decision for individual school governing bodies and cannot be imposed by the County Council. Whilst collaboration between schools can enrich children's educational experiences to some extent and lead to sharing of resources or services it cannot guarantee the security of a school, which has reached a critical level in terms of pupil numbers and associated budget deficits, without other forms of support or intervention.

Balance of denominational provision

Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.

Clapham is a Church of England Voluntary Controlled Primary School. The LA is under an obligation to consider the impact on the proportion of church places before it determines the outcome of school closure proposals.

The nearest Church of England school, 2 miles from Clapham, is Austwick CE VA Primary School. There is also a Church of England school at Settle CE VC Primary School, 7 miles away.

The Diocese is supporting the LA with the consultation and given the availability of

places at other local Church of England schools has expressed no specific concerns about the impact on proportionality of places in this area.

Maintained nursery schools

Not applicable

Sixth form provision

Not applicable

Special educational needs provision

The existing provision at Clapham CE VC Primary School is not reserved for pupils with special educational needs.

Travel

Details of length and journeys to alternative provision.

The proposed arrangements for travel of displaced pupils to other schools including how the proposed arrangements will mitigate against increased car use.

Eligibility for home to school transport will be determined in line with the County Council's current home to school transport policy and procedures based on each child's home address and individual circumstances.

Where a child attends a school which is not their normal school or a nearer school, parents are normally responsible for making transport arrangements.

Parents were and will be reminded of the County Council's home to school transport policy when considering alternative schools. Pupils up to the age of 8 would normally be eligible for free home to school transport if they live more than 2 miles from their normal area school (or 3 miles for those over the age of 8). Parents can always express a preference for a school other than their normal area school however they would usually be responsible for making transport arrangements. Eligibility is assessed on an individual basis taking into account the child's home address.

North Yorkshire County Council's Home to School transport policy states that 'Transport will be arranged so that children will not normally spend more than 1 hour 15 minutes travelling to a secondary school or 45 minutes to a primary school. Journey times might need to be longer than this in some more rural areas and where road or weather conditions mean that these times are not practical.' This is in line with statutory guidance from the Department for Education. The journey time for children living within the current Clapham CE VC Primary School catchment area would depend on which other school they attended and their home address. The nearest schools are Austwick CE VA Primary School (2 miles from Clapham CE School, approx. travel time 6 minutes), Ingleton Primary School (4.7 miles from Clapham School, approx. travel time 12 minutes), Bentham CP School (5.5 miles, approx. travel time 14 minutes), and Giggleswick Primary School (5.8 miles away, approx. travel time 10 minutes). The travel times to all these schools from homes in the Clapham CE School catchment

area are well below the maximum travel time of 45 minutes for primary-aged pupils. Pupils would be eligible for travel arrangements from NYCC in line with the transport policy.

Procedure for making representations (objections and comments)

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Corporate Director-Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, by 21 May 2020.

Consultation

The decision to consult on closure was taken by the Executive Member for Schools on 17 December 2019 following a request from governors. A consultation paper setting out the proposal was sent to parents of pupils on roll, staff at the school as well as other interested parties and individuals. A copy of the consultation paper and a list of the consultees is included in Appendix 1. The consultation period ran from 10 January to 28 February 2020. A public meeting was held at the village hall on 4 February 2020, a note of that meeting is attached as Appendix 2. There have been 27 consultation responses received (Appendix 3).

Appendices

- Appendix 1 - Consultation Paper and list of consultees
- Appendix 2 - Notes of the Public Meeting
- Appendix 3 - Consultation Responses

NORTH YORKSHIRE COUNTY COUNCIL

THE EXECUTIVE

24 March 2020

Proposed Establishment of Satellite Specialist Sixth Form Provision for Springhead School on the former Graham Lower School site in Scarborough

Report by the Corporate Director – Children and Young People’s Service

1.0 PURPOSE OF REPORT

1.1 This report details the outcome of the public consultation carried out by the Children and Young People’s Service on the proposals to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough. By doing so would also confirm an increase in available capacity at the school. It asks the Executive to consider the responses to the consultation, to authorise the publication of statutory proposals, and to schedule taking a final decision on the proposals on 9 June 2020.

2.0 EXECUTIVE SUMMARY

2.1 Springhead School is a Special School in Scarborough serving pupils with a wide range of special educational needs across an age range of 2-19 years old. In 2017, in response to a specific pressure on places at Springhead School, the Local Authority supported the school through an informal consultation on moving their existing Sixth Form provision onto a site at Lady Edith’s Drive in Scarborough. This had formerly been the Graham Lower School Site and was vacant at that point.

2.3 Prior to the temporary expansion on the new site the school could accommodate approximately 75 pupils with the relevant Special Educational Needs. As a result of the expansion on the additional site this has been increased to approximately 85 and this capacity will be made permanent by this proposal.

2.4 On 14 January 2020 the Executive Members for the Children and Young People’s Service gave approval for consultation on proposals to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough. The report provided the full background and is attached as Appendix 1.

2.5 The consultation commenced on 24 January 2020 and closed on 6 March 2020. This report details the responses to the consultation and asks the Executive to consider authorising the publication of proposals and statutory notices, and to schedule taking a final decision on the proposals on 9 June 2020.

2.6 The report is supported by a number of Appendices as listed below:

Appendix 1: Report of Corporate Director Meeting with Executive Members – 14 January 2020.

- Appendix 2: Published consultation documents
- Appendix 3: List of consultees
- Appendix 4: Notes of the public engagement meeting
- Appendix 5: Responses to the consultation documents
- Appendix 6: Equality Impact Assessments
- Appendix 7: Draft Statutory notice
- Appendix 8: Draft Statutory proposals

3.0 CONSULTATION UNDERTAKEN

- 3.1 Consultation documents (Appendix 2) were distributed to the lists of consultees (Appendix 3). The documents were also published on the websites of Springhead School and NYCC. The consultation period ran from 24 January to 6 March 2020.
- 3.2 A public engagement meeting was held at the Springhead Sixth Form Site on 4 February 2020. A record of the meetings are attached as Appendix 4.
- 3.3 By the closing date 6 consultation responses had been received for the proposal and these are shown in full in Appendix 5.
- 3.4 The issues raised from the responses included:
- The future use of other buildings on the site by Springhead School.
 - Concerns around management of any future building work on the site with the Sixth Form in situ.

4.0 RESPONSES TO THE CONSULTATION AND OTHER KEY ISSUES

- 4.1 Positive Impact of Proposal on Sixth Form Provision
The respondents commented on the positive impact of the proposal that has already been experienced through the temporary operation of the satellite site. There was particular reference made to the fact that pupils in the sixth form felt that they have progressed and 'moved up' to Sixth Form College and that this was a benefit. The location of the site was also praised as it has good transport links for pupils to arrive independently or with support and also to travel to other parts of the town as part of their education. A general feeling was also expressed that the fact there was more space on the satellite site meant that there were more opportunities in a better learning environment. One respondent referred to the site as an 'excellent facility'.
- 4.2 Positive Impact of Proposal on Provision at the Main Site
It was felt by respondents that there was a consequential benefit to the staff and pupils on the main site of the satellite operating. The view was expressed that the main site was overcrowded before the temporary occupation of the sixth form site began.
- 4.3 Possibility of use of Wider Site by Springhead School
The mostly widely expressed view in the consultation was actually one that is not relevant to the specific matter being considered. Staff, parents and pupils were hopeful that the proposal would lead to a wider use of the site by Springhead pupils. This reflects the view that the operation of the satellite has been successful and

respondents want to see the use of the site solidified and expanded.

4.6 Conclusion

Consultees were unanimously supportive of the proposed change. The reasons for the support of the proposal were predominately the improved provision that the temporary operation of the site had provided for both the Sixth Form students and those on the main site. The majority of comments were actually related to future use of the site rather than the specific proposal to formally establish the satellite site. If the outcome of the process is that the proposals are implemented, the local authority will need to consider the issues raised in the consultation when looking at any subsequent proposals for the use of the wider site.

Officers would attribute the small number of responses to the consultation and the very low attendance at the engagement session to the fact that the proposal has worked well on a temporary basis and the formalising of the arrangement is considered non-contentious.

5.0 PROPOSALS

- 5.1 The proposal is to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough and by doing so to confirm the increase in places available at the school from approximately 75 places to approximately 85 places.

6.0 FINANCIAL IMPLICATIONS

6.1 Revenue and Capital Funding

The implications for revenue and capital funding were set out in the report to Executive Members on 14 January 2020 attached as Appendix 1.

7.0 LEGAL IMPLICATIONS

- 7.1 The Education and Inspections Act and School Organisation regulations and guidance¹ apply to the processes involved in publishing proposals. Careful regard has been had to these provisions. The proposals are in accordance with the statutory requirements.

8.0 HUMAN RIGHTS IMPLICATIONS

- 8.1 There are no Human Rights issues in relation to this decision.

9.0 OTHER IMPLICATIONS

- 9.1 An Equality Impact Assessment has been undertaken in respect of these proposals and is attached (Appendix 6). The only impact on any groups with protected characteristics will be a positive one. These proposals are being brought to

¹ The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and Department for Education statutory guidance Making significant changes ('prescribed alterations') to maintained schools (October 2018).

formalise a temporary move onto the satellite site and therefore have no adverse impact.

10.0 NEXT STEPS

- 10.1 It is proposed to publish proposals and the statutory notice on 20 April 2020 (Appendices 7 and 8). The proposals would be published on the County Council's website and the statutory notice would be published in a local newspaper and displayed at the main entrance to the school. These would provide four weeks for representations to be made to the Local Authority, by 18 May 2020.
- 10.2 The Executive agreed a model for decision-making on school organisation proposals on 25 September 2007. If approval is given to publish statutory proposals and notices, it is proposed that a final decision on these proposals is taken by the Executive (or if there are no objections to the statutory notice, by the Executive Member for Schools) on 9 June 2020.

11.0 RECOMMENDATIONS

- 11.1 That the Executive:
- (i) Authorise the publication of statutory proposals and a statutory notice proposing to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough and thereby also confirming an increase in school places from approximately 75 to approximately 85 places.
 - (ii) Schedule a final decision on the proposals for 9 June 2020.

Stuart Carlton
Corporate Director – Children and Young People's Service

Report prepared by Matt George, Strategic Planning Team.

List of Appendices

- Appendix 1: Report of Corporate Director Meeting with Executive Members –14 Jan 2020
- Appendix 2: Published consultation documents
- Appendix 3: List of consultees
- Appendix 4: Notes of the public consultation meetings with presentation
- Appendix 5: Responses to the consultation documents
- Appendix 6: Equality Impact Assessments
- Appendix 7: Draft statutory notice
- Appendix 8: Draft statutory proposals

NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE
CORPORATE DIRECTOR MEETING WITH EXECUTIVE MEMBERS

14 January 2020

Proposal to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough

1.0 PURPOSE OF REPORT

1.1 To seek Member approval to consult publicly on proposals:

- To formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough. This will confirm arrangements which have been operating since September 2017.

2.0 BACKGROUND

- 2.1 In 2017, in response to a specific pressure on places at Springhead School, the Local Authority supported the school through an informal consultation on moving their Sixth Form provision onto a site at Lady Edith's Drive in Scarborough. This had formerly been the Graham Lower School Site and was vacant at that point.
- 2.2 This proposal was subsequently agreed and implemented by the Governing Body of Springhead School. The LA then carried out a capital project to bring one of the blocks on the site up to the required standard to operate as a specialist Sixth Form provision from September 2017. This decision was temporary and it was noted that the decision would be reviewed within three years and if the proposal was to be continued then a formal statutory process would need to be followed.
- 2.3 Admission arrangements are in line with current national guidance and local processes. Children would access the provision following a statutory assessment of their SEND resulting in an Education and Health Care Plan and formal consultation between the LA and School regarding the school's ability to meet individual needs.
- 2.4 Pressure on current capacity across specialist provision in North Yorkshire is a significant contributory factor to the projected overspend on the High Needs Block budget. Developing a satellite provision on the Lady Edith's Drive site has created additional capacity and in turn reduced the need for higher cost Independent and Non-Maintained provision. Springhead School has increased its capacity and its roll from approximately 75 pupils prior to the temporary creation of the satellite site to 85 pupils at present.
- 2.5 The sixth form provision at Springhead School on the satellite site is, and will continue to be, managed under the same Senior Leadership and Governing Body structures for the main school site. Any staff employed will therefore be contracted under Springhead School and deployed across the school and satellite at the discretion of the Head Teacher.
- 2.6 The rest of the Lady Edith's Drive Site is currently unoccupied and the medium to long-term use of the whole site is under review by officers.

3.0 FINANCIAL IMPLICATIONS

REVENUE

- 3.1 Springhead School is well-established and in its most recent Ofsted inspection in 2018 was judged to be Outstanding. The school is operating close to its capacity in terms of commissioned places. The school is projecting an end of year surplus of £22k for 2019/20 and this proposal will not be detrimental to their revenue position.
- 3.2 The average cost for a place at Springhead School is £24,730 against an average cost of £58,519 for Independent/Non-Maintained day place provision.

CAPITAL

- 3.3 A capital improvement project was carried out in the Summer of 2017 to facilitate the temporary operation of the satellite provision. The school are currently bidding for further funds to improve the facilities and will continue to be able to do so going forward as is the case for all community and voluntary controlled schools.

4.0 LEGAL IMPLICATIONS

- 4.1 Changing the structure of school provision requires the publication of statutory notices by the LA for Springhead School.
- 4.2 These proposals will follow the DfE's statutory guidance for proposers and decision makers.¹ In particular, the proposals will need to ensure that the expansion onto an additional site is genuinely a change to an existing school and not the establishment of a new school, and demonstrate how the proposed arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children.

5.0 PROPOSED CONSULTATION PROCESS AND TIMESCALES

- 5.1 Draft consultation documents are attached in Appendix 2.

¹ Making 'prescribed alterations' to maintained schools: Statutory guidance for proposers and decision-makers (October 2018)

5.2 The anticipated timescales for the School Organisation proposals are:

CYPS Executive Members meeting – approval to consult	14 January
Public Consultation Opens	24 January
Public Consultation Closes	6 March
Full Executive meeting – consider responses to the consultation and decide whether to authorise the publication of statutory notices	24 March
Statutory proposals published	20 April
Representation Closes	18 May
Full Executive or Executive Members (if no objections) to make the final decision	9 June
Implementation	1 September 2020

5.3 A separate staff consultation process, including notifying staff and their professional associations and unions, would run in parallel with this consultation

6.0 RECOMMENDATIONS

6.1 The Executive Member for Schools is recommended to give approval to consult publicly on proposals:

To formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough. This will confirm arrangements which have been operating since September 2017.

Stuart Carlton
CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE'S SERVICE.

Report prepared by Matt George, Strategic Planning Officer and Chris Reynolds,
SEND Placement Officer

Action AgreedExecutive Member
Date:
Action RequestedCorporate Director
Date:



Consultation Document

**Proposal to formally confirm the establishment of
satellite specialist sixth form provision for
Springhead School on the former Graham Lower
School site in Scarborough
from 1 September 2020**

Springhead School

September 2020

Consultation on our Proposal to formally confirm the establishment of a satellite site for Springhead School Sixth Form provision to accommodation on the former Graham Lower School site, Lady Edith's Drive. This is following the temporary operation of the sixth form provision from this site since September 2017.

The Current Position

In May 2017 Springhead School in partnership with the Local Authority informally consulted Parents, Staff and the wider community about the opportunity to temporarily move the sixth form provision onto the recently vacated Graham Lower School Site. Following a period of consultation the Governing Body of Springhead School decided to approve this proposal. The decision was implemented in September 2017. At this point it was explained that this decision would be reviewed within three years.

The Springhead School Sixth Form provision has now been operating from the site at Lady Edith's Drive for over 2 years and the Local Authority is now following the statutory process to formally establish this provision as a satellite site to the main Springhead School site on Barry Lane.

The establishment of the Sixth Form provision at Lady Edith's Drive has been overwhelmingly positive and the following benefits which were envisaged in the original proposal have come to fruition:

- Improved facilities for all pupils across a dual-site school. The School's philosophy, ethos, expertise and values is shared, with

an over-arching strategic direction, although geographically separate

- An increased ability to offer an appropriate environment for learning, in all its forms, for all pupils.
- Provided an opportunity to upgrade provision on the Barry's Lane site, and re-establish some specialist areas within school.
- Given those pupils who need it space and quiet during the school day.
- Improved the working environment which has impacted positively on the self-esteem and well-being of all pupils and staff
- Improved the transport issues on Barry's Lane at the beginning and end of the day
- Given the Y11 pupils the chance to 'step up' and develop their responsibilities, as they have become the oldest on the Barry's Lane site
- Brought all primary children together onto the same site at Springhead School, and all Sixth Form students together onto the same site.
- The new site has provided opportunities for dedicated space

for therapeutic interventions from health and professionals.

- Enhanced the offer to children and young people of an exciting and innovative curriculum provision that meets their needs and supports them in achieving their full potential
- Provided classroom space for both pupils remaining at Springhead School and those pupils moving to the proposed new site.
- Relocation of post 16 provision onto the new site has improved physical capacity across the existing site and the Sixth Form provision on the Lower Graham School site. The new site has enabled young people to undertake a wider curriculum strengthening preparation for adulthood and access to nearby facilities such as Cherry Tree Lodge.

Following the period of 2 years of temporary provision at the site it is now desirable for the School and the Local Authority to formalise these arrangements.

The Local Authority is consulting as part of the statutory process in order to allow interested parties to comment upon the proposal.

What Happens Next?

Your views about this proposal are welcomed. You can either complete and return the attached response sheet, or submit an online response

In addition there will be a community engagement drop in session at the Springhead Sixth Form site on 4th February. Representatives of Springhead School and the Local Authority will be available between the hours of 2pm and 5pm to discuss the proposal.

Paper responses should be returned to North Yorkshire County Council at the address below:

FREEPOST RTKE-RKAY-CUJS
Springhead School
Strategic Planning
North Yorkshire County Council
County Hall
NORTHALLERTON
DL7 8AE

Online responses may be submitted by following this link:

<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=157918782992>

This document can also be viewed at <https://www.northyorks.gov.uk/current-consultations>

**The closing date for responses is
6th March 2020**

All responses to the consultation received by this date will be considered by the County Council's Executive 24th March.

If the County Council's Executive decides to proceed with the proposal, then statutory notices would be published in the local press on 20th April 2020. These notices provide a further four weeks for representations to be made. A final decision would then be made by North Yorkshire County Council's Executive on 9th June. If agreed the decision would be formally implemented from September 1st 2020.

Anticipated Key Dates

All dates are subject to approvals at each stage.

Consultation opens	24 th January 2020
Community Engagement Drop in Session	4 th February 2020
Consultation closes	6 th March 2020
County Council's Executive considers consultation response	24 th March 2020
Statutory Notices published (4 weeks for representations to be made)	20 th April 2020
Final decision by County Council's Executive	9 th June 2020
Formal Establishment of specialist satellite provision	1 st September 2020

Springhead School
A consultation on whether to formally approve the satellite specialist provision from Springhead School on the Lady Edith's Drive Site, Scarborough.

Observations and/or suggestions:

Interest/Status

e.g. Parent/Governor/Teacher/Community

Name of School

Signed

Date:

Name (Block Capitals)

Address:

.....

.....

Postcode:

To help us assess whether we have provided clear information, please let us know whether you found this consultation easy to understand? YES/NO

Do you have any suggestions for improvement?

.....

Under the provisions of the Freedom of Information Act 2000, responses to the consultation will be published on the County Council's website where it may be accessed by members of the public. Your personal details will not be published.

Please send this response sheet to the following "FREEPOST" address. You do not need to use a postage stamp.

FREEPOST RTKE-RKAY-CUJS

Springhead School

Strategic Planning

North Yorkshire County Council

County Hall

NORTHALLERTON

DL7 8AE

Or go to:

<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=157918782992>

or <https://www.northyorks.gov.uk/current-consultations>

and submit your response there

To be received by no later than 6th March 2020

We are collecting this information for the purpose of gathering views on the proposal. Your personal data will not be published or passed to any other organisation unless a legal obligation compels us to do so. We may contact you to discuss your views further. For more information about how your personal data is handled at North Yorkshire County Council please visit: www.northyorks.gov.uk/privacy

Springhead School - List of Consultees

Parents of pupils
Staff of school
Governors of school
Graham School
Scarborough UTC
Scarborough 6 th Form College
Scalby School
St Augustine's Catholic High
Cambrian Scarborough School
Yorkshire Coast College
The Woodlands Academy
Scarborough Pupil Referral Service
Brompton Hall School
Cherry Tree Lodge
Scarborough Mencap
Ryedale Special Families
Milestone House
Disabled Children's Service
Complex Needs Therapy Team
Unions and Professional Association
Disabled Adult Services
Personalised Learning
Welburn Hall School
Learning Disability Service
Local county councillors
District councillors.
Local MP: Robert Goodwill
Secretary of State.
Other Authorities: East Riding

Notes of the Springhead School Sixth Form Public Engagement Meeting
Record of Public Engagement Meeting on 4 February 2020
14:00 till 17:00 at Springhead Sixth Form, Lady Edith's Drive, Scarborough

Present

Matt George –Strategic Planning Officer, NYCC.

Sue Rose – Interim Headteacher, Springhead School.

Sue Haley- Interim Headteacher, Springhead School.

Meeting Notes

There were only two attendees at the engagement meeting, which was run in the style of a drop in session where the panel present were available for questions to be asked directly concerning the proposal.

One of the attendees, a parent and governor at Springhead said that they were in support of the proposal which they thought has made a significant positive difference to the operation of the school. She commented that sixth form pupils loved being at the former Graham School site and that it had also created more space and therefore a better environment at the main school site. She said that her main comments about the proposal to make the arrangement permanent was that the Springhead School should be given access to more facilities on the site. The attendee said that it seemed a waste for all the facilities to be empty and for the school to operate from only one block. The attendee said that she also wanted to know about other uses for the wider site and how and building work on the site could be done with the Sixth Form occupying the site.

Matt George responded to all of the queries explaining that whilst the future of the rest of the site was being reviewed the decision had been taken for Springhead School to occupy just Block 2. However, this would be reviewed once the future of the site was decided and further consideration could be given to whether it was possible or appropriate for the sixth form to use other facilities on the site. Secondly he explained that at present there were no plans in place for future use of the wider site. At the point that the future of the site was decided if there was to be and works carried out on the site then as with all NYCC projects, health and safety would be absolutely central.

The other attendee was a pupil at the sixth form college who had also been a pupil at the main school site. He said that he enjoyed being at the new sixth form site at the former Graham site. However, he said that he hoped that more of the site could be used rather than standing empty.

Matt George repeated that the Local Authority were considering the options for the rest of the site.

Springhead Consultation Responses

	Observations and/or suggestions	Interest
1	It is an excellent provision where students have really excelled in all aspects of the education	Staff
2	I am very pleased that Springhead Sixth Form's temporary status may become more permanent, as the provision for our Sixth Form students has improved during the last two and half years. The rooms are more suitable for the 16 - 19 year olds and allows for an improved learning environment. The access for school transport is also much better and safer than at Springhead main site. It is disappointing that the surrounding buildings have been 'moth-balled' for so long and students frequently comment on the deserted feel of the place. We make good use of public transport, local shops and amenities so it would be great if there was a safer crossing provision on Lady Edith's Drive and a pathway towards The Mere. There are several things that the Sixth Form building lack such as life skills facilities for cooking and washing and we need more toilet facilities. The MUGA is a well used area but needs maintenance and this will be something we can look to improve, if the proposal is approved.	Staff
3	My son has just started at Springhead 6 th Form. As a child I went there when it was the former Raincliffe School. I enjoyed my time there. I think the college should be able to access more of the building i.e the cooking block, so the students can cook and maybe do more things. As it's a big building and its being wasted and left empty. It could be refurbished and energised for the students and teachers so they can grow more and learn more. The hall could be used for assembly's and P.E. etc and for lunchtimes Its such a shame to see a lot of the building empty as I went there in the 80's. It could be turned into a great special needs college with help and money, a great place for students to thrive!	Parent
4	My son has been at Springhead School for 14 years, 1 ½ at the sixth form. The sixth form is an excellent facility and has also vastly improved the existing school that was overcrowded. As there become more special need children extra places will be required and the Springhead sixth form really helps.	Parent
5	The independence moving up to the 6 th form at a different site and sense of moving forward in a safe environment is such a benefit to the 6 th form students keeping the split site is I feel essential for Springhead School as a whole. The space advantages for both primary and 6 th form is and has been proven to be very important for the school as a whole. I look forward to my son graduating from the 6 th form site when his time comes.	Parent
6	Remaining on the former Graham Lower School site is going to greatly benefit Springhead's Sixth Formers in the years to come.	Staff

Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

Proposal to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	CYPS Strategic Planning Team
Lead Officer and contact details	Matt George – Strategic Planning Officer
Names and roles of other people involved in carrying out the EIA	Chris Reynolds- SEND Placement Officer

How will you pay due regard? e.g. working group, individual officer	We will work with the School and with colleagues in SEN Team.
When did the due regard process start?	Consultation started 24 January.

Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)

The proposal is to formally confirm the establishment of satellite specialist sixth form provision for Springhead School on the former Graham Lower School site in Scarborough.

The Springhead School Sixth Form has been operating temporarily on a satellite site at the former Graham School site. This is now proposed to continue and therefore the Local Authority is seeking to formalise the arrangement.

Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)

In response to a specific pressure on places at Springhead School in Scarborough in 2017 the Local Authority supported the school through an informal consultation on moving their Sixth Form provision onto a site at Lady Edith's Drive in Scarborough which had formerly been the Graham Lower School Site and was vacant at that point.

This proposal was subsequently agreed and implemented by the Governing Body of Springhead School and the LA carried out a capital project in the Summer of 2017 to bring one of the blocks on that site up to the required standard to operate as a specialist Sixth Form provision from September 2017. This decision was temporary and it was noted that the decision would be reviewed within three years and if the proposal was to continued then a formal statutory process would need to be followed.

Admission arrangements are in line with current national guidance and local processes. Children would access the provision following a statutory assessment of their SEND resulting in issuance of an Education and Health Care Plan and formal consultation between the LA and School regarding the school's ability to meet individual needs.

Pressure on current capacity across specialist provision in North Yorkshire is a significant contributory factor to the projected overspend on the High Needs Block budget. Developing a satellite provision on the Lady Edith's Drive site has created additional capacity and in turn reduced the need for higher cost Independent and Non-Maintained provision. Springhead School has increased its capacity and its roll from approximately 75 pupils prior to the temporary creation of the satellite site to 85 pupils at present.

The sixth form provision at Springhead School on the satellite site is and will continue to be managed under the same Senior Leadership and Governing Body structures for the main school site. Any staff employed will therefore be contracted under Springhead School and deployed across the school and satellite at the discretion of the Head Teacher of the school.

Section 3. What will change? What will be different for customers and/or staff?

The school have been temporarily operating a satellite site from the Graham Lower site for 2 years so parents and pupils are very familiar with the arrangement which is proposed to continue.

Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

The consultation period ran from 24 January to 6 March 2020. Consultation documents were distributed to a wide range of stakeholders, and a public engagement meeting was held. The consultation document and responses are included in the report to the Executive on 24 March.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

Pressure on current capacity across specialist provision in North Yorkshire is a significant contributory factor to the projected overspend on the High Needs Block budget. Developing a satellite provision on the Lady Edith's Drive site has created additional capacity and in turn reduced the need for higher cost Independent and Non-Maintained provision.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age		X		The proposals will allow more young people to be educated within their local special school community rather than having to attend further afield independent special sixth form.

Disability		X		The proposals will allow more young people to be educated within their local special school community rather than having to attend further afield independent special sixth form.
Sex	X			It is not anticipated that these proposals will have any adverse impact in relation to sex.
Race	X			It is not anticipated that these proposals will have any adverse impact in relation to race.
Gender reassignment	X			It is not anticipated that these proposals will have any adverse impact in relation to gender reassignment.
Sexual orientation	X			It is not anticipated that these proposals will have any adverse impact in relation to sexual orientation.
Religion or belief	X			It is not anticipated that these proposals will have any adverse impact in relation to religion or belief.
Pregnancy or maternity	X			It is not anticipated that these proposals will have any adverse impact in relation to pregnancy or maternity.
Marriage or civil partnership	X			It is not anticipated that these proposals will have any adverse impact in relation to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
...live in a rural area?	X			It is not anticipated that these proposals will have any adverse impact in relation to young people living in a rural area.
...have a low income?	X			It is not anticipated that these proposals will have any adverse impact in relation to young people who have a low income.
...are carers (unpaid family or friend)?	X			It is not anticipated that these proposals will have any adverse impact in relation to young people who are carers.

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)

North Yorkshire wide	
Craven district	
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	X
Scarborough district	X
Selby district	

If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.

The area most specifically affected will be Scarborough District in which most of Springhead's pupils live.

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.

All pupils and staff at the school would experience changes under these proposals that staff and governors would need to manage. It is anticipated that young people with disabilities will be positively affected by the proposal as stated above. This is because the sixth form provision will be able to be retained in a beneficial environment.

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)		Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.		X
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.		
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)		
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.		
Explanation of why option has been chosen. (Include any advice given by Legal Services.)		
The only impact on any groups with protected characteristics will be a positive one. These proposals are being brought to formalise a temporary move onto the satellite site and therefore have no adverse impact.		

Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)
We will continue to liaise with the Leadership of Springhead School who are best placed to share the experience of the pupils, parents and staff at the School.

Section 12. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.				
Action	Lead	By when	Progress	Monitoring arrangements
Liaise with Leadership to review impact of proposal.	Matt George	1 st September 2021		

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Section 13. Summary Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

The only impact on any groups with protected characteristics will be a positive one. These proposals are being brought to formalise a temporary move onto the satellite site and therefore have no adverse impact.

Section 14. Sign off section

This full EIA was completed by:

Name:

Job title:

Directorate:

Signature:

Completion date:

Authorised by relevant Assistant Director (signature):

Date:

NORTH YORKSHIRE COUNTY COUNCIL
Expansion of Springhead School onto an additional site
and an increase in the number of places in the special
school, using the former Graham Lower School Site at
Lady Edith's Drive, Scarborough.

Springhead School – Expansion onto an additional site and an increase in the number of places in the special school

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, intends to make a prescribed alteration to Springhead School, Scarborough, North Yorkshire, on 1 September 2020.

This proposal is to permanently expand Springhead School onto an additional site and an increase in the number of places in the special school, using a site at Lady Edith's Drive, Scarborough. The satellite provision on the Lady Edith's Drive site will provide places for pupils aged 16 and above.

Copies of the complete proposals can be obtained from: Corporate Director - Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE and are available on the County Council's website at www.northyorks.gov.uk

Within four weeks from the date of publication of this proposals any person may object to or make comments on the proposal by sending them to Corporate Director - Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, by 5pm on 18 May.

Signed: B. Khan
Assistant Chief Executive
(Legal and Democratic
Services)
Publication Date: 11/03/2020

Expansion of Springhead School onto an additional site and an increase in the number of places in the special school using the former Graham Lower School Site at Lady Edith's Drive, Scarborough.

Statutory proposals for Prescribed Alterations – Expansion onto an Additional Site and an increase in the number of places at the special school.

Contact details

Proposal published by North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, to make prescribed alterations to Springhead School, Barry Lane, Scarborough North Yorkshire, from 1 September 2020.

Implementation

It is proposed to make permanent the temporary expansion of Springhead School onto an additional site from 1 September 2020.

Description of alteration

The proposal is to permanently expand Springhead School through the creation of Specialist satellite provision on the Former Graham Lower School Site at Lady Edith's Drive with effect from 1 September 2020. This arrangement has been operating temporarily from September 2017. Prior to the temporary expansion on the new site the school could accommodate approximately 75 pupils with the relevant Special Educational Needs. As a result of the expansion on the additional site this has been increased to approximately 85 and this capacity will be made permanent by this proposal.

The reasons for the expansion

Springhead School is a Special School which accommodates pupils with a wide range of needs. Demand for this type of provision is increasing in North Yorkshire and it is expected that this will continue into the future in line with local and national trends.

Pressure on current capacity across specialist provision in North Yorkshire is a significant contributory factor to the projected overspend on the High Needs Block budget. Temporarily establishing a satellite provision on the Lady Edith's Drive site has created additional special school capacity and in turn created more local provision for children and families in line with the Strategic Plan for SEND Education Provision 2018-2023. As this site has been in operation for almost 3 years it is now necessary to carry out the statutory process to make this situation permanent in school

organisational terms.

Effect on other schools, academies and educational institutions

There is not expected to be an effect on other schools, academies and educational institutions.

Project costs and indication of how these will be met, including how long term value for money will be achieved.

The satellite provision place costs are currently comparable to that of Springhead School. The continuation of this provision delivers efficient use of resources both in terms of place costs and transport in comparison to provision being sought from the independent sector.

Springhead School is well-established and in its most recent Ofsted inspection in 2018 was judged to be Outstanding. The school is operating close to its capacity in terms of commissioned places. The school is projecting an end of year surplus of £22k for 2019/20 and this proposal will not be detrimental to their revenue position.

The average cost for a place at Springhead School is £24,730 against an average cost of £58,519 for Independent/Non-Maintained day place provision.

Capital investment was provided to the site at the point that it began operating as a temporary expansion of Springhead School.

Admission and curriculum arrangements

It is proposed to use the Lady Edith's Drive site to provide satellite specialist provision from Springhead School. Springhead is a special school in Scarborough making provision for a wide range of complex SEN. It serves a wide geographical area across the east of the County. The School accommodates children aged 3-18 who all have an Education Health Care Plan.

The proposal is to formalise the establishment of the Sixth Form Provision on the Lady Edith's Drive site to allow the school to offer an increase of provision both at the Sixth Form and, as a direct consequence, 3-16 places at the main school site. Demand for this type of provision is increasing in North Yorkshire and it is expected that this will continue into the future in line with local and national trends.

Admission arrangements would be in line with current national guidance and local processes. Children would only access the provision following a statutory assessment of their SEND resulting in issuance of an Education and Health Care Plan and formal consultation between the LA and School regarding the schools ability to meet individual needs.

Pressure on current capacity across specialist provision in North Yorkshire is a significant contributory factor to the projected overspend on the High Needs Block budget. Developing a satellite provision on the Lady Edith's Drive Site creates

additional capacity and in turn reduce the need for higher cost Independent and Non-Maintained provision.

Governance and administration

As an extension of Springhead School the satellite provision will continue to be managed under the same Senior Leadership and Governing Body structures already in existence. Any new staff employed would therefore be contracted under Springhead School and deployed across the school and satellite at the discretion of the Head Teacher of the school.

Physical characteristics of the school

It is intended that the provision in Scarborough will continue to serve the local community and extend the provision Springhead School offers across the geographical area, meeting expected increased future demand. Although a standalone provision, it is possible that some young people could access activities on either site should it be determined that this would meet individual needs.

Consultation

The decision to consult on enlargement of Springhead School through the use of Specialist satellite provision on the Lady Edith's Drive Site was taken by the Executive Member for Schools on 14th January 2020. A consultation paper setting out the proposal was sent to parents of pupils on roll, staff at the school as well as other interested parties and individuals. A copy of the consultation paper is attached as Appendix 1. A list of the consultees is attached as Appendix 3. The consultation period ran from 24 January to 6 March. There have been 6 consultation responses received (Appendix 5).

Procedure for making representations (objections and comments)

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Corporate Director-Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, by 18 May.

NORTH YORKSHIRE COUNTY COUNCIL

THE EXECUTIVE

24 March 2020

Proposals to Add, Amend & Remove Provision for Special Educational Needs by Providing Targeted Mainstream Provisions in Nine Mainstream Schools from September 2020

Report of the Corporate Director – Children & Young People’s Service

1.0 PURPOSE OF THE REPORT

- 1.1 This paper provides recommendations following consideration of feedback from the public consultation to implement the first phase of Targeted Mainstream Provisions that were approved as part of the Strategic Plan for SEND Provision 2018-2023. Alongside this, the proposal is to formally remove existing ‘Enhanced Mainstream’ provisions established in 2010.
- 1.2 It asks Executive to, subject to their approval of the implementation of the Year 1 Targeted Provision Proposals, approve four weeks of consultation on the proposals to allow wider community consultation on the addition, removal and amendment of SEN designations at the specific schools named in the proposals.
- 1.3 It requests that Executive delegate decision making to Executive Members for CYPS, to approve interim arrangements for delivery of statutory duties including education of those children who are permanently excluded from school.

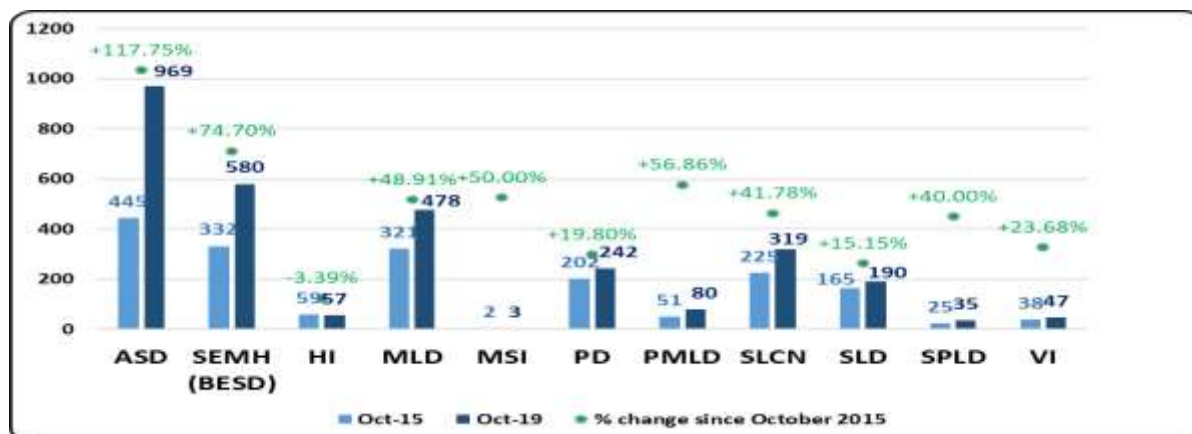
2.0 EXECUTIVE SUMMARY

- 2.1 In September 2018 the local authority launched its SEND Strategy, an ambitious 5-year strategy that will transform the range of educational provision across the local authority for young people with SEND. This will ensure that children and young people with SEND can be educated locally in North Yorkshire and receive the right support at the right time and in the right place. The approved strategy clearly explains the future changes to the model of enhanced mainstream schools which will start to be implemented from September 2020. Whilst developing the plan extensive consultation was undertaken which included the proposed changes to the current Enhanced Mainstream School (‘EMS’) model so that its focus was to provide full time places for children with SEND.
- 2.2 During 2019 the local authority has engaged with primary and secondary schools regarding the new model to identify schools with interest in adopting targeted provision status from September 2020. The local authority has proposed the introduction of 31 targeted mainstream provisions when the programme is fully established. The focus for each provision will be either Communication and Interaction (C&I) or Social and Emotional Mental Health (SEMH)
- 2.3 In December 2019 nine schools applied to take part in the first phase of implementation.

- 2.4 At each school, the new targeted mainstream provision will be required to provide places for approximately eight children. Six of the children will have Education, Health and Care Plans and will be on the roll of the school. Two places will be available for short term 'in reach' places for children at SEN Support to allow assessment, intervention and strategies to be developed before transition to appropriate long term provision.
- 2.5 The targeted mainstream provision will receive enhanced levels of access to educational psychology, speech and language and occupational therapy which will amount to half a day per fortnight and will be flexible to meet particular needs. This will be in addition to support from SEMH and Communication and Interaction specialists within the Inclusive Education Service.
- 2.6 This development will provide greater choice for parents/carers for children with Education, Health and Care Plans as to where they receive their education and in the first year will create 72 places (including the flexible places).
- 2.8 Since the implementation of EMS in 2010 six schools have chosen to cease delivery prior to LA proposals to change the model. This requires the LA to take action to regularise the SEN status of those that are still LA maintained schools through the required for school reorganisation processes.
- 2.8 As part of the implementation school organisation processes will need approval to formally remove the SEN designation of current EMS, including those schools that chose to cease delivery some time ago, and add new SEN designations to maintained schools and PRS wishing to implement the new Targeted Provisions.
- 2.7 The policy development and consultation carried out by officers and stakeholders leads to the recommendation above that the Year 1 Targeted Provision proposals from the Strategic Plan be implemented including approval to undertake school organisation consultations with regards to SEN status of each school. This paper forms the next stage of the process which is to consult upon adding the correct designations to the schools which will operate the Targeted Provisions.

3.0 CONTEXT

- 3.1 In September 2018 the local authority launched its SEND Strategy, an ambitious 5-year strategy that transforms the range of educational provision across the local authority. This will ensure that children and young people with SEND can be educated locally in North Yorkshire and receive the right support at the right time and in the right place. The strategy clearly explains the future changes to the model of enhanced mainstream schools which will start to be implemented from September 2020.
- 3.2 Since the introduction of the SEND Reforms in 2014 there has been a 59% increase in Education, Health and Care Plans in North Yorkshire. The chart below shows the increases in each type of primary need for children with a North Yorkshire EHC plan between October 2015 and October 2019. The need with the biggest increase has been Autism Spectrum Disorder (+118%) and there are currently 969 children with ASD and a North Yorkshire EHC plan. The second greatest increase relates to children with SEMH with a 75% increase across all localities.

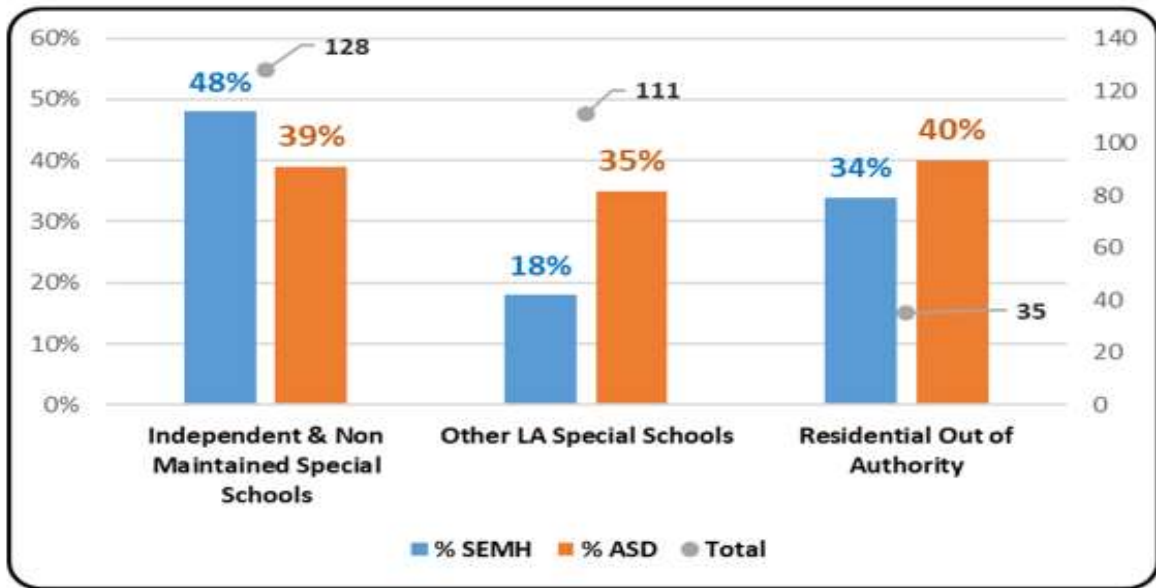


- 3.3 Currently there are 19 (historically 25) enhanced mainstream schools across North Yorkshire as detailed in the table below.

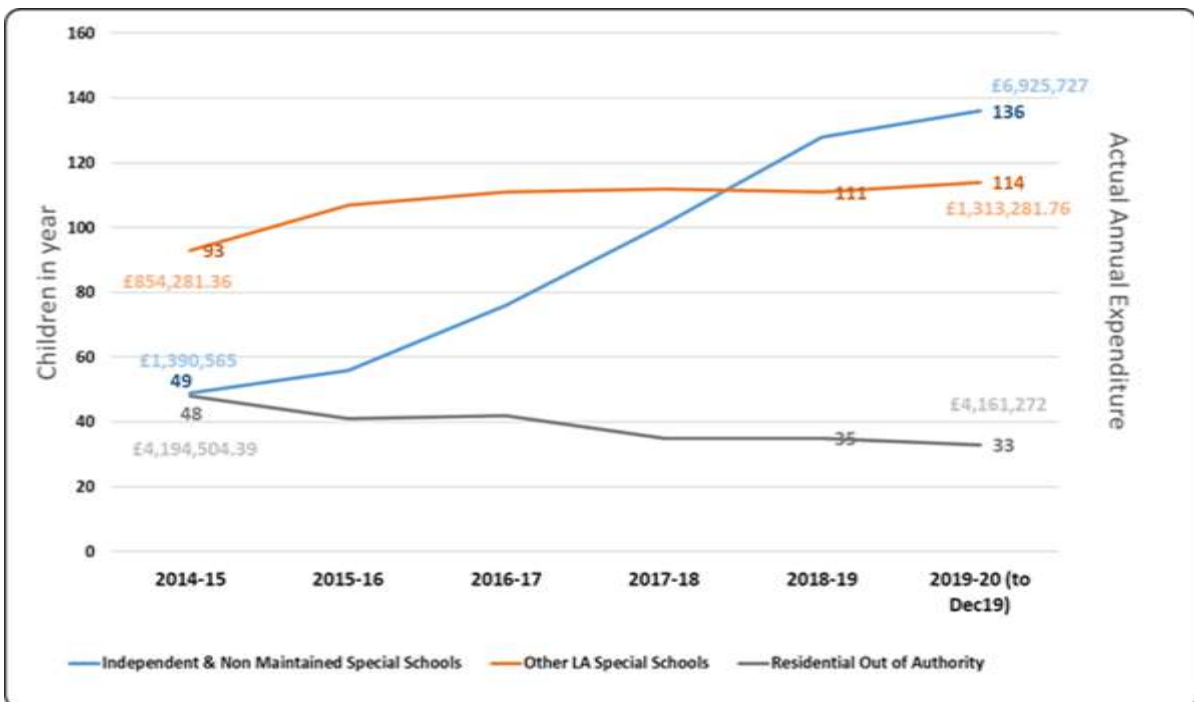
Locality	C&I		SEMH		C&L	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Harrogate/Ripon/Knaresborough	1	1	2			
Hambleton/Richmondshire	2		2			1
Selby	1	1	1			
Craven	1	1	1			
Scarborough/Ryedale	1		2			1

- 3.4 The current EMS model does not provide sufficient 'in reach' places for young people with SEND across North Yorkshire. When these places are offered they are largely part time as the EMS staff balance the support for children physically accessing the EMS with those receiving support in other schools.
- 3.5 When support from the EMS has been exhausted, and has not been sufficient to meet needs in the child's home school, statutory assessment will usually follow to secure a place within a special school. For some children this is entirely appropriate but for others a more local offer of support in a mainstream school may be a preferred and more suitable option.
- 3.6 Whilst schools across the county are inclusive as evidenced by higher numbers of children with SEND attending mainstream schools in North Yorkshire, the demand for specialist provision is increasing. This in turn means that the specialist capacity in North Yorkshire is saturated and more children are being placed in out of county placements.
- 3.7 The graph below highlights the increasing numbers of children and young people with ASD or SEMH that are accessing out of county provision. This is due to capacity issues, gaps in North Yorkshire provision or Tribunal direction.

Out of Authority placements – continued



3.8 The local authority currently spends £8.2 million on out of county placements (independent, non-maintained and other LA specialist provision) and an additional £4 million on out of county residential placements. The greatest demand relates to children with Autism and SEMH. This funding is from the High Needs Block and makes up 24% of the overall high needs budget for the local authority.



3.9 Significant work is underway to ensure that the continuum of education provision across the county provides a range of education pathways that will mean needs can be met within the local authority in the future, without the need for reliance on the independent and non-maintained specialist sector.

- 3.10 The work underway to implement the Strategic Plan necessitates changes to the way provision is currently set out across the county to make sure that in the future more young people can have their needs met. This particular proposal requires that changes are made to the current Enhanced Mainstream School offer to ensure children and families have a suitable full time education offer that provides them with the stability and certainty they need.
- 3.11 Head teachers from special schools have also stated that some children attending their school have the cognitive ability to access a mainstream curriculum and could have remained in mainstream school if there was a different model of support to meet their special educational needs.

4.0 Policy Implications

- 4.1 The implementation of Targeted Mainstream Provisions is one aspect of the wide ranging Strategic Plan for SEND Education Provision 2018-2023. The implementation will have an impact upon the identified gap between mainstream and special school provision and provide families with an additional option. This is one aspect of the approved strategic plan that will, once fully implemented, enable the LA to better meet needs across the continuum of SEND provision and the county.
- 4.2 This development will also have impact upon SEND Transport, for those who qualify, as the LA seeks to provide more local options in line with the Strategic Plans principle of Right Support, Right Place, Right Time
- 4.3 Additionally close working will be needed with regards to Mainstream Admissions as provision is established and children begin to take up places in the SEN Unit. Consideration has been given to the projections of mainstream capacity whilst developing these proposals

5.0 Proposal Consulted Upon

- 5.1 Executive Members gave approval for formal consultation on 14 January 2020. The consultation began on 6th February 2020 and ended 15th March 2020. An outcomes report is provided in Appendix 1 and the comprehensive outcomes response document in Appendix 2.
- 5.2 Targeted Mainstream Provision is intended to address a gap in the continuum of provision that currently exists due to there being insufficient full time places for children and young people whose needs dictate that they need significant additional support as well as access to a mainstream school curriculum.
- 5.3 To address this gap the local authority developed a proposal for a new model of targeted provision which was approved as part of the strategic plan in September 2018.
- 5.4 The development of targeted provision is in line with the principles described in the Strategic Plan which promotes an inclusive culture and ethos, joint accountability for children and young people and right support, right place, right time.

- 5.5 The consultation was conducted to provide additional detail to the wider Strategic Plan consultation and seek views on the implementation of the new model across nine mainstream schools, the therapeutic offer included in the model, the funding arrangements as well as the total number of places this would create and the geographical spread.
- 5.6 During the public meetings and through information provided online the LA gave rationale for implementing the change as well as additional detail on how outreach support will continue to be offered via Locality Hubs. This means that support functions currently in place for children with SEND will continue although accessed in a different way in the future. This is mainly due to the separation of 'in reach' and limited 'outreach' support currently on offer via the EMS

6.0 FINANCIAL MODEL AND BUDGETARY IMPLICATIONS

- 6.1 The financial model for this service has been based on the following assumptions:
- The new service will operate with 8 place provisions with each provision attracting planned place funding of £6,000 plus per pupil funding allocations where pupils are on roll in the unit, or £4,000 where places are empty at the point of the October census. This guarantees resources of circa £10,000 per place – in line with Special school funding arrangements
 - Schools will receive “top-up funding” allocations in line with the assessment of need defined in the individual pupils EHCP using the banded funding methodology, introduced in April 2019.
 - It is assumed that the “top-up funding” allocations are expenditure that the authority would have incurred regardless of this development because the EHCPs are already in place
 - Start-up costs up to a maximum of £10,000 earmarked for each new provision to cover learning resources, IT Revenue costs and a provision for staff learning and development
- 6.2 The following table details the potential implications for the next three financial years of these developments and provides reassurance that the developments can be afforded within existing budget resources (as evidenced in the figures for the 2023-24 financial year).
- 6.3 In addition, the surplus derived in 2020-21 and 2021-22 has been partly redirected to mitigate the key risks

Table 1 :- Adjusted Base Budget

	£000s
Base Budget – EMS – 2020-21	2991.3
Transfer to Medical Budget for education of children with medical needs	-203.7
Transfer to Inclusion SEND Hubs	-200.0
Funding of specialist therapeutic support	-486.0
Adjusted base budget	2101.6

Table 2 :- Assessment of Affordability of new service model

	Fin Year 2020-21 (£000s)	Fin Year 2021-22 (£000s)	Fin Year 2022-23 (£000s)	Fin Year 2023-24 (£000s)
Adjusted Base Budget	2101.6	2101.6	2101.6	2101.6
EMS – Summer 2020	1161.5			
Medical Transfer – Summer 2020	80.6			
Place Funding	135.0	999.7	1652.3	1884.0
Top-up Funding	78.0	589.4	1144.3	1400.7
Less E3 Funding – already budgeted	-78.0	-589.4	-1144.3	-1400.7
AWPU Funding		285.7	553.7	678.3
Less AWPU provision in budget			-379.2	-508.1
Start-up costs	90.0	120.0	90.0	
Provision contingency	250.0	250.0		
Severance Contingency	200.0			
(Saving) / Cost	(141.5)	(446.2)	(184.8)	-(48.0)

- 6.4 Following the establishment of the new provision, costs associated with start-up will not continue. Recurring direct savings of up to £48,000 are anticipated by 2023-24 although the strategic intent behind the development of the targeted provisions is to avoid expensive independent and non-maintained special schools by ensuring there is effective, high quality provision within mainstream schools.
- 6.5 There are the following identified risks to delivering the new service model within existing budget resources:
- (a) Adequacy of funding allocations for host schools - assuming that pupils have Band 6 and Band 7 placements, the individual 8 place provisions will receive a budget of circa £125,000 per annum. The provisions will be financially vulnerable if some places are unoccupied or if the needs of pupils are at a lower funding band – but there will be an expectation that schools are agile in their deployment of staff to balance the budget
 - (b) Short-term provision gap – there may be particular requirements for support to primary pupils beyond day 6 of a permanent exclusion in the period between the EMS Units being decommissioned and the roll-out of the targeted provisions. A provision of £250,000 has been set aside to mitigate this risk in Year 1 and Year 2
 - (c) The modelling assumes the development of further provision from April 2021 and April 2023; the modelling will be updated to reflect actual commissioning arrangements following consultation.

7.0 CAPITAL REQUIREMENTS

- 7.1 Capital investment will be required to ensure that the spaces identified for the targeted provisions are fit for purpose. The initial nine schools have identified some of their needs within their bids to host the new targeted provision.
- 7.2 It is anticipated, from the information provided by schools applying, that costs of works at those schools needing to adapt or create additional space would be between £20,000 and £40,000. Further work is now being conducted to verify these costs with each school subject to approval from Executive.
- 7.3 The local authority has £232,558 of Special Provision Capital Funding (SPCF) which was approved by members to contribute to the delivery of this aspect of the Strategic Plan. This resource can be used for both academies and maintained schools. However, there is a risk that works required to establish all nine provisions exceeds the SPCF amount.
- 7.4 In order to mitigate this risk, consideration is being given to utilising some School Conditions Grant funding to provide a contingency should the SPCF not be entirely sufficient. School Condition Grant will not be used for Academies and therefore alternative sources of funding for this will need to be explored.
- 7.5 Capital investment requirements for the subsequent 22 targeted provisions have not been developed at this stage, as work with individual schools is less advanced. The overall programme will be closely monitored and a subsequent paper, linking into the comprehensive SEN Capital Review, will be brought forward to address issues around funding sources and requirements for this phase of developments.

8.0 LEGAL IMPLICATIONS

- 8.1 Part 3 of the Children and Families Act 2014 is entitled ‘Children and Young People in England with Special Educational needs and Disabilities.’ It places duties on Local Authorities in relation to both disabled children and young people and those with special educational needs (SEN). The strategic planning duties in the Act apply to all children and young people with SEND. The Special educational needs and disability code of practice: 0-25 years (2015) is the statutory guidance which underpins the legislation, that the Local Authority must have regard to.
- 8.2 Section 27 of the Children and Families Act 2014 required local authorities to keep the education and training provision for children and young people with SEND under review. Local authorities must consider whether the educational, training and social care provision is sufficient to meet children and young people’s needs. In carrying out this duty local authorities must consult children and young people and their parent/carers as well as education providers.
- 8.3 The Local Authority also has responsibilities towards children and young people with SEND under the Equality Act 2010 in that:
- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
 - They must not discriminate for a reason arising in consequence of a child or young person’s disability.

- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers who are not disabled.

8.4 The Local Authority is also subject to the Public Sector Equality Duty and in discharging every function and every decision made a public authority must have due regard to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited under this Act
- Advance equality of opportunity
- Foster good relations between those with a protected characteristic, disabled children and young people and those without.

8.5 The Local Authority has taken into account its statutory duties in the development of the Targeted Mainstream Provision proposals and in the associated consultation process. An Equalities Impact Assessment (EIA) has been completed and reviewed in Appendix 3.

8.6 The Education and Inspections Act and School Organisation regulations and guidance¹ apply to the processes involved in publishing proposals. Careful regard has been had to these provisions. The proposals are in accordance with the statutory requirements.

9.0 CONSULTATION UNDERTAKEN AND RESPONSES

9.1 As part of the development of the Strategic Plan for SEND Education Provision 2018-2023 proposals were made to make changes that would see the current functions of the Enhanced Mainstream Schools delivered in a different way in future.

9.2 Formal consultation took place between 18th May 2018 to 28th June 2018 and set out the proposals to restructure central teams into locality hubs to deliver outreach support and for the LA to work in partnership with schools to develop a place based model of provision for those needing full time education with enhanced levels of support. This consultation was conducted through public meetings targeting education, health and social care professionals as well as parents and carers.

9.3 After undertaking work with schools and other key stakeholders to further develop the specific proposals from the Strategic Plan related to the targeted provision the Local Authority have conducted a further period of consultation between 6th February 2020 and 15th March 2020.

9.4 This consultation provided additional detail to the public and interested stakeholders on the proposed first phase of implementation. This additional detail included the location of schools wishing to establish the new model, their location, financial arrangements and implications, proposed timelines for implementation and the

¹ The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and Department for Education statutory guidance Making significant changes ('prescribed alterations') to maintained schools (October 2018).

places this would generate. As well as this additional detail the consultation also revisited the rationale for the changes that were approved as part of the original consultation for the Strategic Plan.

- 9.5 Consultation documentation was made available on the LAs consultation page with links to the Strategic Plan. 11 meetings were held in localities across the county for parents and carers and professionals and a specific meeting was also held for current EMS staff. During these meetings a presentation was covered providing the additional detail outlined in paragraph 9.4 with time made for comments and questions.
- 9.6 During the consultation period, and prior to it, updates were given at Secondary and Primary Leadership Networks as the recognised school leadership forums in the County as well as Schools Forum and its sub group.
- 9.7 Feedback was received via the online survey and through the public meetings. The survey was completed by 74 respondents. Most of the respondents were from Harrogate/Knaresborough/Ripon (47%) and fewest were from Selby. In terms of how respondents were involved with SEND, responses were as follows:
- Parents/carers 40 (55%)
 - Responding on behalf of an organisation 17 (23%)
 - Other 16 (22%)

There were no responses from young people.

In terms of events, 14 parents and 3 professionals attended those in localities, and approximately 40 people attended the event for EMS staff.

- 9.8 The following summary sets out the main outcomes and findings of the consultation:
- In terms of the survey, overall there was disagreement expressed by respondents to three of the four questions, which dealt with the proposals for the targeted provision, the ability of the model to support children to access mainstream schools, and the ability of the model to meet needs as described in the Strategic Plan. Nevertheless, when written responses were considered, there are a number of positive comments which support the model in terms of inclusion in mainstream, and themes in other responses focus on there not being enough places in the model, and no provision in some localities. This suggests that the disagreement is not with the model itself, but with the fact that at present there are not enough places or provisions, a matter which will be addressed with the roll out of the model to achieve 31 provisions and 48 places.
 - There was significant support in the survey for targeted provisions to have support from therapies and Educational Psychology.
 - Parents/carers and professionals attending locality meetings were generally supportive of the proposals.
- 9.9 When considering the overall consultation and the responses, it is important to reiterate that the consultation was not about the overall model for targeted mainstream schools or the overarching actions, which were approved as part of the Strategic Plan, but was about the next steps in the development of targeted

mainstream schools and the schools identified for the first phase and the outcome of the consultation and recommendations need to be understood in this context.

9.10 The Local Authority acknowledges the disagreement expressed by respondents to the survey. We have however, also considered the written feedback and themes emerging from that feedback, the support for therapies and Educational Psychology input to the provisions, and the fact that the overall direction of travel was set by the Strategic Plan. The consultation survey on the Strategic Plan did indicate that average of 59% of respondents either agreed or strongly agreed with proposals for targeted provision within the continuum of provision for SEND, this included targeted mainstream provision. Taking all this into consideration, we have not made changes to our proposals

10.0 NEXT STEPS - School Designation Changes

10.1 In this section of the report the issues referenced are those specifically related to the formal school organisation processes associated with the designation of mainstream schools as having special provision.

10.2 Statutory proposals are required to establish provision in a school that is recognised by the local education authority as reserved for children with SEN.

10.3 Statutory proposals are also required in order to remove previously established SEN Provisions of this kind. In this instance there are a number of schools which have 'Enhanced Mainstream' provision which was established in 2010. This model will cease in August 2020 and will be replaced by a new model of Targeted Mainstream Provisions which was set out and consulted upon in the 2018.

10.4 In the period since Enhanced Mainstream Schools were established in 2010, a number of these schools have become Academies, and similarly a number of the proposed Targeted Provisions are Academies. In both of these scenarios it is not for the Local Authority to formally establish or discontinue the special provision associated with the academy. In these cases the Academies will need to follow their associated statutory process the processes set out in DfE guidance² to regularise their arrangements.

10.5 A full list of schools requiring alterations or additions to their designation are included in Appendix 5.

10.5 It is proposed to establish 31 Targeted Provisions across North Yorkshire. However, the Local Authority will keep this under review in line with trends in demand. The same statutory proposals would be followed should additional provisions be required and implemented.

10.6 Whilst the numbers of provisions increase the LA will ensure that contingencies are in place to ensure that its statutory duties are met with regards to day 6 provision for children excluded from school.

10.7 Although PRU's are not included in the primary legislation or the statutory

² DfE Guidance, Academies Making significant changes or closure by mutual agreement (Oct 2019)

guidance, it would seem reasonable to adopt a similar approach to that being followed for making changes to SEN provision in mainstream schools. It would therefore be the intention of the LA to undertake consultation on that basis to implement a satellite of Scarborough and Hambleton and Richmondshire PRS within mainstream schools to deliver the new provision.

10.8 Draft consultation papers for adding, removing and altering SEND provision to mainstream schools and PRS are attached for approval (Appendix 4).

10.9 The suggested timetable for the consultations is:

24 March 2020	Executive to Consider Both the Strategic Plan Consultation Outcome and Approve School Organisation Consultation
21 April 2020-19 May 2020	Consultation Period (4 weeks)
2 June 2020	Executive consider whether to Publish Statutory Notices
19 June 2020 – 17 July 2020	Statutory Representation Period
18 August-	Executive Final Decision

11.0 RECOMMENDATIONS

11.1 It is recommended that public consultation take place on school organisation proposals to:

- (i) Add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Mainstream Schools (as listed in Appendix 5).
- (ii) Remove provision for Special Educational Needs at former Enhanced Mainstream Schools (as listed in Appendix 5).
- (iii) Note the removal and establishment of Special provisions which the Local Authority will support at the relevant Academies within North Yorkshire (as listed in Appendix 5)

11.5 The Executive are also recommended to delegate decision making authority with regards to interim day 6 arrangements to the Executive Member for Education & Skills and the Executive Member for Children's Services.

Stuart Carlton
Corporate Director – Children and Young People's Service

Report Author – Chris Reynolds, NYCC SEND Placement Officer

List of Appendices

- Appendix 1 – Consultation Outcomes Report
- Appendix 2 – Consultation Responses
- Appendix 3 – EMS Reviewed EIA
- Appendix 4 – Draft Consultation - Alteration
- Appendix 5 – School List

Consultation on the implementation of Targeted Mainstream Provisions for Children and Young People with SEND

Consultation outcomes report

We have developed this document to share the outcomes of the consultation on the implementation of Targeted Mainstream Provisions for Children and Young People with SEND. The consultation took place between 6th February 2020 and 15th March 2020.

1. What did we consult on?

In North Yorkshire we want all children and young people with SEND to:

- have the best educational opportunities so that they achieve the best outcomes.
- be able to attend a school or provision locally, where they can make friends and be part of their local community.
- make progress with learning, have good social and emotional health and be prepared for a fulfilling adult life.

We know that there are more children and young people being identified as having special educational needs in North Yorkshire and we expect this increase to continue. We need to make sure that we have the right type of education provision in the right place to meet their needs. We know that a number of our children and young people have to go to school outside North Yorkshire, and we want to avoid this wherever possible.

We have developed a strategic plan for educating children with SEND which aims to create a better offer of provision for children and young people, improved communication, enable more local decision making, and reduce costly out of county placements. This plan was approved in September 2018 and we are now implementing the actions within it. You can read the plan [here](#).

Our consultation focused on the further development and proposed implementation of one of the aspects of provision set out in the Strategic Plan – namely targeted provision in mainstream schools.

Targeted mainstream schools will provide enhanced levels of support over and above that usually available in mainstream schools. They will provide places for children and young people who do not need a special school place but need additional support to access a mainstream curriculum. They will be for children and young people with Communication and Interaction (C&I) needs or Social, emotional and mental health (SEMH) needs. We consulted on our plans for targeted provision as part of the development of the Strategic Plan, and the overarching actions for developing the provision are included in that plan.

This consultation provided more detail on the progress made in developing the provision, and sought views on establishing the first nine provisions. The proposed nine provisions are:

Locality	Primary C&I	Secondary C&I	Primary SEMH	Secondary SEMH
Hambleton/ Richmondshire	Alverton primary	Wensleydale		Thirsk/PRS
Scarborough				Scalby/PRS
Whitby	East Whitby Academy		West Cliff Academy	
Ryedale				
Selby		Holy Family		Selby High School
Craven				
Harrogate/ Knaresborough/ Ripon	Grove Road CP			

It is important to state that the consultation was not about the overall model for targeted mainstream schools or the overarching actions, which were approved as part of the Strategic Plan, but was about the next steps in the development of targeted mainstream schools and the schools identified for the first phase.

Please note this consultation has now closed, but you can still read the consultation documents at the following link: <https://www.northyorks.gov.uk/previous-consultations>

2. Who did we consult with?

2.1 We asked the public for views on our proposals. We asked for views from:

- Parents, carers and young people
- staff in early years settings, schools, and further education settings (e.g. colleges), including governors;
- parent and carer groups, including North Yorkshire Parents and Carers Together (NYPACT);
- local authority staff
- health colleagues

2.2 Given the proposals we were consulting on we also specifically targeted the current enhanced mainstream schools.

3. How did we consult?

3.1 We asked a number of questions, in a survey, about our proposals. The survey was available online, via the council's website and via the Local Offer. Paper copies were available on request and an 'easy read' version was available on the website. Copies of the consultation paperwork was also available in other formats as requested.

We recommended that those being consulted read more details about the Strategic Plan and attended an information event before responding with their views.

3.2 In our survey we asked:

Following the information provided as to the schools/academies interested in delivering the new targeted provision for children in mainstream schools please consider the following statements:

- To what extent do you agree with our proposals?
- To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?
- To what extent do you agree that the models described will help to support children and young people access local mainstream schools?
- How strongly do you agree or disagree that schools will be able to meet the needs of children as described via the strategic plan?

In each case respondents were asked to indicate whether they:

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Respondents were also asked – ‘Are there any other aspects of this provision you would like us to consider?’

3.3 During February and March 2020 the consultation included:

- Parent/carer and professional meetings in each of the localities (Craven; Hambleton/Richmondshire; Harrogate/Knaresborough/Ripon; Scarborough/Whitby/Ryedale and Selby.)
- A meeting for staff from current enhanced mainstream schools.

In addition, a video giving background to the consultation was available on the consultation website.

3.4 During the consultation we gave a presentation about the development of targeted provision which covered:

- The Strategic Plan and the place of targeted mainstream provisions in this.
- The overall intention for a phased development of up to 31 targeted provisions and confirmation that this consultation was seeking views on the establishment of the first 9 schools.
- The rationale for the development of targeted mainstream provisions.
- Detail about the process to identify schools, the service level agreement and funding model, the type of needs to be met, the place based commissioning approach and the provision of additional therapies and EP support.
- Information about the first 9 schools.
- Information about the provision of additional therapies and EP support funded by the Council.
- The timescales going forward.

4. Consultation feedback

4.1 We have received feedback in these ways:

- Consultation survey responses (online). No paper copies of the survey were requested.
- Attendance at events

4.2 Consultation survey responses

There were 74 respondents who completed the online survey. Of this total 71 indicated the area in which they live. Of this 71:

- 11 (16%) were from Craven
- 16 (23%) were from Hambleton/Richmondshire
- 33 (47%) were from Harrogate/Knaresborough/Ripon
- 7 (10%) were from Scarborough/Whitby/Ryedale
 - Scarborough 2 (29%)
 - Whitby 1 (14%)
 - Ryedale 4 (57%)
- 4 (6%) were from Selby

Of these overall respondents 73 indicated how they are involved with the special educational needs and disability service. This was as follows (NB percentages relate to the responses to this question):

- Parents/carers 40 (55%)
- Young people - there were no responses from young people
- Responding on behalf of an organisation 17 (23%)
- Other 16 (22%)

Those responding as 'other' included current and former school staff, including EMS staff; respondents working in SEND; governors and other interested parties.

4.3 Attendance at events

There were 17 attendees at events held in localities. Of these attendees 14 were parent/carers and/or representatives of parent/carer groups, and 3 were professionals.

The event specifically held for current EMS staff was attended by approximately 30 people including representation from unions.

It should be noted that we are unable to provide a total number of consultation response numbers, as some individuals may have provided feedback through multiple routes.

5. Consultation outcomes

5.1 There were a total of 72 responses to the survey for the question '**To what extent do you agree with our proposals?**'. The views were as follows:

- Strongly agree 3 (4%)
- Agree 13 (18%)
- Neither agree or disagree 10 (14%)
- Disagree 18 (25%)
- Strongly disagree 28 (39%)

5.2 These responses indicate that the majority of respondents either disagree or strongly disagree with the proposals made, with 22% agreeing. Looking at the written responses to this question, however, there are a number of positive comments which support the model in terms of inclusion in mainstream, and themes in other responses focus on there not being enough places in the model, and no provision in some localities. This suggests that the disagreement is not with the model itself, but with the fact that at present there are not enough places or provisions, a matter which will be addressed with the roll out of the model to achieve 31 provisions and 248 places.

There were some negative comments about the model and the funding attached, but these were few and related to one locality, Harrogate/Knaresborough/Ripon. There were also some comments about the provision in relation to the Craven area. We are aware that some schools in Craven have a view that the targeted provision model is not required in that locality, but the Local Authority maintain that there is a need for the provision, and that there needs to be a consistency of offer for children and families in that area. We will continue to work with schools in the Craven area to develop this provision.

5.3 There were a total of 72 responses to the survey for the question **‘To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?’** The views were as follows:

- Strongly agree 32 (44%)
- Agree 17 (24%)
- Neither agree or disagree 7 (10%)
- Disagree 7 (10%)
- Strongly disagree 9 (13%)

5.4 There was overwhelming support (68%) from respondents for targeted provisions having access to additional therapies and educational psychology. In some ways this seems to conflict with the apparent disagreement with the model noted in responses to question 1, given the support for therapy and Educational Psychology input into the model.

5.5 There were a total of 70 responses to the question **‘To what extent do you agree that the models described will help to support children and young people access local mainstream school?’** The views were as follows:

- Strongly agree 5 (7%)
- Agree 13 (19%)
- Neither agree or disagree 11 (16%)
- Disagree 19 (27%)
- Strongly disagree 22 (31%)

5.6 Consideration of written feedback to this question mirrors that for the first question. There were more positive comments about the model supporting inclusion in mainstream and similar themes about number of places and provision in local areas. As noted in paragraph 5.2 this suggests that the disagreement is not with the model itself, but with the fact that at present there are not enough places or provisions, a matter which will be addressed with the roll out of the model to achieve 31 provisions and 48 places.

There were similar negative comments about the model and the funding attached, but again these were few and related to one locality, Harrogate/Knaresborough/Ripon. Similarly, there were comments about the provision in relation to the Craven area. As noted in paragraph 5.2 we are aware that some schools in Craven have a view that the targeted provision model is not required in that locality, but maintain that there is a need for the provision, and that there needs to be a consistency of offer for children and families in that area. We will continue to work with schools in the Craven area to develop this provision.

5.7 There were a total of 68 responses to the question **‘How strongly do you agree or disagree that schools will be able to meet the needs of children as described via the strategic plan?’** The views were as follows:

- Strongly agree 0 (0%)
- Agree 9 (13%)
- Neither agree or disagree 13 (19%)
- Disagree 11 (16%)
- Strongly disagree 35 (51%)

Whilst there was not an option to provide comments for this question, the consideration of comments for other questions should be taken into account.

5.8 Consideration of the responses to the question **‘Are there any other aspects of this provision you would like us to consider?’** suggests that themes are similar to those outlined above for the first and third question, in paragraphs 5.2 and 5.6.

5.9 Themes from events – parents/carers

Generally, those attending events for parents/carers were supportive of the proposals for targeted provision. They were interested in finding out more about how the model would work, how children would access the provisions and how provisions would be rolled out. They were also interested in finding out about the offer from the Locality Hubs including how outreach would be provided and how the transition would be made from the current to the new system.

5.10 Themes from events – professionals

In terms of professionals attending events in localities the numbers were very small, however the themes and questions were very similar to those from parent/carers events noted in paragraph 5.9.

The event for current EMS staff was well attended, however again some themes were similar to those from other meetings:

- The transition from the current model to the new one
- Plans for increasing numbers of targeted provisions and roll out
- Access to the provisions and placements
- Information about the Locality Hubs, staffing, capacity and the provision of outreach

There were some other themes emerging from that meeting:

- The fact that in the first phase there are not provisions in all localities
- Provision to meet statutory duties for children
- Impact on current EMS staff
- Plans for reviewing the changes
- A recognition that when the Strategic Plan was published there was positivity about the separation of in reach and outreach.

6. Equality Impact Assessment

6.1 Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

6.2 There is an EIA for this consultation. It was shared on our website as part of the consultation material for consideration. Having reviewed feedback on conclusion of the consultation the EIA has been reviewed and updated and it can be found at (Appendix 3)

6.3 The new targeted provision will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school. Outreach support will continue as usual but will be delivered by the staff in the SEND Hubs to allow the targeted provision to focus on place based provision. Schools, children and young people will have access to a wider range of professionals to meet need including therapists, specialist staff and practitioners. All localities will have access to a SEND Hub and be able to access its offer of support. The hubs also provide the opportunity for greater collaboration with health and early help colleagues ensuring a joined up approach to meeting the holistic needs of the child and family

7. Outcome of the consultation

The consultation was open for 39 days starting on 6th February 2020 until 15th March 2020. During the consultation and following its closing, we reviewed all of the responses.

It is important to reiterate that the consultation was not about the overall model for targeted mainstream schools or the overarching actions, which were approved as part of the Strategic Plan, but was about the next steps in the development of targeted mainstream schools and the schools identified for the first phase. This sits alongside development of Locality hubs which will provide outreach to schools. The outcome of the consultation and recommendations need to be understood in this context.

There was disagreement through the survey to:

- the proposals being made for targeted provision (paragraphs 5.1 and 5.2)
- the extent the respondents agreed that the models described will help to support children and young people access local mainstream school (paragraphs 5.5 and 5.6).
- that schools would be able to meet need as in the Strategic Plan.

Given the focus of the consultation, this disagreement was about proposals for the first 9 schools and the associated detail of the model. Nevertheless, comments indicated support for inclusion in mainstream. Where there were negative comments there were themes about there not being enough places in the model, and no provision in some localities. As noted above this suggests that the disagreement is not with the model itself, but with the fact that at present there are not enough places or provisions, a matter which will be addressed with the roll out of the model to achieve 31 provisions and 48 places. There was strong support for additional therapies and Educational Psychology support for targeted provisions. The support given by parents/carers and professionals in the locality meetings held should also be noted.

The Local Authority acknowledges the disagreement expressed by respondents to the survey. We have however, also considered the written feedback and themes emerging from that feedback, the support for therapies and Educational Psychology input to the provisions, and the fact that the overall direction of travel was set by the Strategic Plan. The consultation survey on the Strategic Plan did indicate that average of 59% of respondents either agreed or strongly agreed with proposals for targeted provision within the continuum of provision for SEND, this included targeted mainstream provision.

Taking all this into consideration, we have not made changes to our proposals and we therefore made recommendations as follows:

That public consultation should take place on school organisation proposals:

- To add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Mainstream Schools (as listed in Appendix 1).
- To remove provision for Special Educational Needs at former Enhanced Mainstream Schools (as listed in Appendix 1).
- To note the removal and establishment of Special provisions which the Local Authority will support at the relevant Academies within North Yorkshire (as listed in Appendix 1)

These recommendations were put forward in line with the Authority's democratic processes as outlined in its Constitution.

Next steps and timescales

We prepared a report for councilors, who will consider the feedback on consultation on implementation of targeted mainstream provisions and make a decision at the council's Executive scheduled for 24th March 2020.



Consultation on the implementation of targeted mainstream provisions for children and young people with SEND

We have developed this document to provide a response to questions and comments received during the consultation period for the implementation of targeted mainstream provisions for children and young people with SEND which ran between 6th February 2020 and 15th March 2020.

The document includes responses to all feedback from the following sources:

- written feedback to questions in the consultation survey
- other written feedback received during the consultation period.

Please note that although comments have been redacted to ensure anonymity of respondents (unless respondents have indicated they do not wish to remain anonymous), we have not altered any wording.

Consultation Survey responses:

For written responses to the consultation survey, we have also included the score the respondent selected, alongside their individual comments.

Key: SA (strongly agree); A (agree); N (neither agree or disagree); D (disagree); SD (strongly disagree).

We have also indicated against each response the type of respondent to help us analyse and understand feedback.

Key: P (parent/carer); E (education professional); YP (young person); O (other).

Our intention for SEND Education provision – Targeted Mainstream Provision

We will establish a new model of enhanced support in 31 mainstream schools across the County to enable children and young people with SEND to have the right support to attend a local mainstream school (if this is appropriate to meet their needs)

Question 1: To what extent do you agree with our proposals?									
ID	Type	Further information provided	SA	A	N	D	SD	Response	
3	Parent/Carer	This is returning to the pattern of provision in 2009/10 when mainstream schools had specialist units and sen professionals were based locally. I am concerned the number of places is far too small for the number of children who require this type of provision eg 8 in Harrogate is less than there were in 2009 when there were 2-3 specialist units. I would think Harrogate alone would need nearer 80 places than 8			X				At full roll out the provision would achieve 248 places across the county. These would be phased in over 3 years to ensure that places are increased. The Strategic Plan for SEND Provision sets out that the LA will make resource available in Harrogate, Knaresborough and Ripon for the implementation of 6 Targeted Mainstream Provisions providing 48 places.
4	Parent/Carer	I simply cannot see based on my experience with my daughter how these plans will provide the nurturing environment our kids need in order to learn				X			Each provision will be supported by Specialist Lead Professionals for SEMH and Communication and Interaction to ensure the learning environment is suitable to meet needs.
5	Parent/Carer	I think keeping children in mainstream school is important and I think this will support those children who are or will miss out on education and school life opportunities because there is not currently the right provision or setting for them.		X					The purpose of this provision is to ensure that a further option is available to children and families when considering the provision required to meet needs. It will address a gap in our current range of provision for those who need additional support and access to a mainstream curriculum.
6	Parent/Carer		X						No comment required

Consultation responses – Targeted mainstream provision

Question 1: To what extent do you agree with our proposals?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
7	Organisation	The Service Level Agreement is unworkable and unsafe hence why only 9 schools have applied.					X	The service level agreement is based on outcomes that should be achievable within a mainstream setting with the additional specialist support provided.
8	Parent/Carer	New targeted provisions mean loss of EMS staff who already work well with these children.					X	All current EMS were offered the opportunity to continue to provide full time places under the new model. The new arrangements will ensure that an outreach support offer will continue across the county delivered by highly skilled professionals from locality Hubs. Although current EMS do offer some places for children with SEND these are limited in number and often are part time due to the demands of providing both in reach and outreach support. The offer of these places is inconsistent across the county and therefore does not provide children and families the certainty they need from an educational placement. This new model is designed to address these issues
9	Parent/Carer	The planned provision is unsafe for both teachers and pupils as the ratio of teachers to pupils is woefully inadequate. The plan is totally underfunded and is a giant leap backwards. Totally committed and experienced teachers are being made redundant in a time of unprecedented growth in need, meaning that the children's needs will not be met. This is an abandonment of the Authorities' obligations.					X	The funding arrangements for these provisions is a nationally prescribed formula and is in line with how funding is allocated for special school places. This should allow provisions to be adequately staffed. The LA will work with schools and families to ensure that only those whose needs can be met in this way are placed within these provisions and that those with the most complex needs continue to have the offer of more specialist provision in line with the local authorities' duty to deliver provision for children and young people. Overall funding for this aspect of provision is not being reduced.
10	Other	It won't meet the children's needs					X	No comment required
11	Parent/Carer			X				No comment required
12	Other	The proposed budget and resulting model is not fit for purpose, consequently the model, particularly in reference to SEMH needs, is unsafe. Schools themselves have recognised this, hence the complete lack of any replacement EMS provision in					X	The proposed budget is in line with national guidance for places within targeted mainstream provisions. Similar models operate successfully in many other Local Authority areas under the same funding arrangements. At present there are only a small number of children accessing in reach places and this is often part time. The LA will be working with families to ensure appropriate provision is available to

Question 1: To what extent do you agree with our proposals?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
		the Harrogate area. There's absolutely nothing inclusive about there being no place available for any child with SEMH in the area. Those children currently attending an EMS will have to return to their school and will be permanently excluded almost immediately due to what will become a total lack of support, given you're making the majority of the highly skilled workforce redundant in July.						individual children across all localities who access both outreach and in reach support from current EMS. The LA will work with Targeted Provisions to make sure the provisions operate safely and that children are appropriately placed.
13	Parent/Carer	What secondary provision is there in the Whitby area?				X		The LA is currently engaging with the two secondary schools in the area to establish these arrangements. The LA are also continuing to liaise with schools, within statutory travel times to Whitby, to further develop targeted provisions.
14	Parent/Carer	I believe mainstream high school is where our children are let down and any provision to help is good, however, it should be in every high school		X				We have set out a plan to increase the number of provisions over the next 3 years to 31. Although we cannot establish a provision in every school we are working with all schools to continue to support them in meeting the needs of the vast majority of children with SEND.
15	Organisation	There is only one primary provision in Harrogate - and nothing for secondary aged children.					X	We will continue to work with schools in Harrogate and make resource available to establish more provisions in the future. Harrogate will be continue to be served with a comprehensive outreach support offer from its Locality SEND Hub which will be established in April 2020.
16	Parent/Carer						X	No comment required
17	Other	Too much bullying & other distracting factors in a mainstream school. ie fighting, drugs, bad behaviour. SEND pupils need an environment which they feel safe & secure & can focus totally on learning skills etc, mainstream schools is not the				X		The majority of children with SEND have their needs met appropriately in mainstream schools. Targeted Mainstream Provisions will provide children and families with a further option when considering the provision that is best to meet their individual needs. Each of the new provisions will have

Question 1: To what extent do you agree with our proposals?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
		place in this day & age! That's my opinion & I have 16 years experience working with SEND children.						specialist staff that will make sure that the learning environment is safe and children can make progress
18	Other	There is a lack of understanding about how the current system works. It works, just needed more funding and more special school places					X	Our strategic plan sets out how we are increasing special school capacity for those who need it. Unfortunately, the current provision does not provide enough full time and permanent places for children with SEND. Often this is due to EMS staff having to balance the demands of support in other schools which doesn't allow for full time places within the host school to be offered consistently across the county. New arrangements will see outreach support being offered from Locality Hub teams of specialist staff and in reach support being offered by Targeted Provisions. This will improve the consistency of the offer to families and provide a greater number of full time places within mainstream schools for children with SEND.
19	Other	Smaller more specialised units in more schools has worked well in other authorities for some time		X				The proposals have taken into consideration what works well in other Local Authority areas.
20	Organisation	This will leave children who require additional support with literally nowhere to go. The impact on class teachers will be huge, being expected to manage larger numbers of very needy children with less and less support. This of course will impact on ALL children.					X	The continuum of provision set out in the strategic plan has been developed to ensure that all children have the right level of support to meet their needs. There will continue to be outreach support from trained professionals to support mainstream schools, increased numbers of special school places as well as the new provisions and a new more preventative approach from our Pupil Referral Service for secondary aged children. This is in addition to work underway at a universal level to continue to assist

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									mainstream schools in building their capacity to meet the SEN of the vast majority of children.
21	Other	Services struggle to meet need already and you are reducing services. Children's needs will not be met.					X		It is proposed to arrange services in a different way moving into the future. This aspect of the plan seeks to add an additional offer to the continuum of provision and no savings are attached to this aspect of the strategic plan.
22	Parent/Carer	Some children with SEND needs just need to be in a quieter area. Mainstream classrooms are over stimulating, in so many ways.		X					This targeted provision will seek to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum as is required to meet their individual needs.
23	Parent/Carer						X		No comment required
24	Parent/Carer						X		No comment required
25	Other	So few schools have signed up as they don't see it as workable. That should tell you something!					X		In year 1 around a third of the schools required across a three-year programme have come forward to implement these provisions. This model of provision operates successfully across other Local Authorities in mainstream schools.
26	Parent/Carer				X				No comment required
27	Organisation	There will be a limit of spaces for support for schools. There are so many children with SEMH and C&I needs that there will be a shortage of support. No school currently identified as provision for SEMH in Hambleton and Richmondshire. There				X			The LA and schools have a statutory duty towards pupils to ensure provision is made to meet individual needs. Locality Hubs will be established prior to the decommission of SEMH and C&I EMS to assess the needs of all children currently receiving support. These children will continue to receive the support they need in line with the duties placed upon the LA and schools. Establishing the Locality Hubs prior to the

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		is a gap between when current provision ceases and when the new provision will be up and running.						decommission of the EMS has been planned to assist in this process and to ensure a smooth transition to new support arrangements. We are continuing to engage with schools across the county to establish more targeted provisions in the future. The LA have planned, and made resource available, for two SEMH Primary Targeted Provisions at full roll out.
28	Organisation	I am confused about why there appear to be no specialist C&L posts in the hubs.			X			There is a specialist team for Cognition and Learning within the Locality Hubs.
29	Parent/Carer	EMS provision now why is this different?				X		Currently EMS are expected to deliver both places in their schools for children who need inreach support as well as an outreach support offer to their neighbouring schools. This arrangement has led to difficulties in delivering both aspects of support from the same resource. Overtime EMS have increasingly developed a predominantly outreach offer which has meant that the inreach offer is inconsistent across the county and often places provided are part time and inadequate to meet needs. The new arrangement will see Locality Hubs focused on delivering a comprehensive outreach support offer and Targeted Provisions will be commissioned to focus on delivering full time places for children who need specialist support and access to a mainstream curriculum.
30	Organisation	I fail to see how the new provisions can meet the needs of highly complex pupils with SEMH. The new provisions are for pupils with EHCP's - current					X	The new targeted provisions will be expected to meet the needs of children with needs that have been assessed as requiring specialist support but with access to mainstream.

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		EMS' have many pupils on in-reach (far more than 2 flexible places) who are either in the EHCAR process, awaiting Specialist Provisions, or are managed to avoid a Permanent Exclusion. The new provisions fail to recognise the important preventive work done through in-reach and positive relationships with Head Teachers. What happens to all these vulnerable pupils who do not have EHCP's when the 2 flexible places are inevitably full. Permanent Exclusions will rise and who will educate these pupils? The funding of the new provisions is not enough to employ the staff they require for it to be viable and safe. crudely - 2 members of staff which allows for no release time for important meetings, breaks, respite from highly challenging pupils (through out-reach work or even PPA) will result in transient, inexperienced staff which is exactly what our most vulnerable SEMH pupils do not need.						<p>This is likely to be in line with needs described in bands 6 and 7 of the resource allocation system. Those with the most complex needs will continue to have special school provision made available to them by the LA. Special school provision capacity has been increased and will continue to be in line with demand so those that need it are able to access it. Since 2017 special school places in North Yorkshire special schools have been increased by 18%</p> <p>Locality Hubs will continue to support children who are undergoing assessment and will work to ensure that assessments are more timely to determine appropriate support.</p> <p>Funding for the staffing of provisions is a national formula similar to that of special schools. This will allow schools to appoint the staff needed. In addition to this the LA will provide Education Psychology, Speech and Language and Occupational therapy time in addition to individual school funding.</p>
31	Parent/Carer	My daughter goes out of area and receives good support in enhanced provision at Joseph Rowntree School in York. This is greatly to here benefit		X				In developing these proposals we considered quality provisions in other local authorities that operate in the same way.
32	Parent/Carer	I feel like I've got a foot in each camp. In my family I have children with Autism, currently at SEMH schools, struggling with behavioural management strategies, so I'm wondering how the inclusive schools would address more specific isdues, such as autism, where life can be pretty much black and			X			<p>All schools should be inclusive and in North Yorkshire the majority of children with SEND are educated in mainstream schools.</p> <p>The new targeted provisions will be provided with financial resource to appoint sufficient staff to meet the needs of</p>

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		white. I also have a great granddaughter who is being bullied by a SEND child in her school and wonder how the balance will be addressed, ie will there be sufficient staff to meet need alongside ensuring a happy and fulfilling school experience for all students							children placed. The focus of these provisions is C&I (Inc.Autism) or SEMH so that the each setting can ensure that common and individual needs can be catered for.
33	Parent/Carer	My child has extended support from the current model and this support is being withdrawn with nothing to replace it					X		No support is being removed. The LA is proposing to deliver both outreach and inreach aspects that the current model of EMS provides but in a different way. Outreach support will come from SEND Locality Hubs which are teams of specialist staff that can be deployed to support in school. The new targeted provision will provide full time places for children who need more intensive support to access mainstream education
34	Parent/Carer	There is no evidence you are providing timely provision to meet the needs of children unable to access mainstream when you are taking away the EMS inreach.					X		As part of the development of the strategic plan we recognised there is a gap in provision between mainstream and special school. Unfortunately, the current EMS model does not provide sufficient full time places consistently across the county. This new model will ensure that places offered are full time and provide children with certainty with regards to their education placement.
35	Organisation	Provision is already good					X		The current provision arrangements mean that there is an inconsistent offer of full time provision for children who need specialist support with access to mainstream

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36	Parent/Carer	The earlier the intervention starts with SEND children, the better and the less likely escalation and need for a special school.		X				The LA is striving to deliver this and the actions set out in the strategic plan have a focus on improving the universal offer to all children and the early identification and support of SEND
37	Parent/Carer	sounds good but does not go far enough or have enough provision			X			This proposal is one aspect of the wider strategic plan that seeks to address the needs of all children across the continuum of Universal, Targeted and Special provision. Phase one of this proposal is to establish the first 9 schools and then to increase to 31 new provisions over 3 years
38	Parent/Carer	Trying to fit a square peg into a round hole comes to mind. It just seems to me this is a cost-saving measure without any thought to the impact on children and young people. Additionally, having a daughter approaching secondary school in September 2020 with complex medical needs but cognitively typical, I have been very disheartened by the approach of the senco when undertaking EHCP transitional review recently who effectively sees my daughter as a £ sign and a hole in her budget.				X		It is disappointing that this is the experience you have encountered. This aspect of the strategic plan has not been developed to save cost. The expected spend at full roll out is broadly in line with current budgets. We have considered the needs of young people whilst developing this proposal. We are seeking to provide this so that children and families have an additional option to consider where it is assessed that they need additional support to what mainstream schools can offer. This will allow children to continue to access mainstream school and have their SEN met.
39	Parent/Carer	Even with resources alot if children with need are not provided for adequately in mainstream. I don't believe this new plan will make any difference at all.				X		These provisions will be commissioned and monitored to ensure they are providing for the children they serve. The additional support will help children to have their needs provided for at the same time as being able to continue to enjoy a mainstream curriculum. Locality Hubs of specialist staff will also be supporting the wider population of children to make sure that intervention, support, advice and training is offered in all localities
40	Other	Some schools don't have the room to provide sensory rooms for children who go into crisis.		X				The 9 schools that have applied to deliver this all have adequate space that can be developed on site. Capital resource has been made available to ensure the physical environment is correct.

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		Schools are at maximum capacity with barely enough staff. One child in crisis with nowhere to go means that 20+ children don't get taught while it's sorted out. It's a great idea in principle, but hard to implement. There needs to be more funding available to provide this facility in mainstream school.						
41	Parent/Carer	How you will staff hear provisions is ridiculous.					X	Schools will staff the provisions appropriately and the LA will also provide additional therapies and Educational Psychology support
42	Parent/Carer	As a current parent and having previously worked in an EMS in NYCC, I do not feel that funding levels are adequate to achieve basic, not to mention, therapeutic staffing and resource levels in the targeted provision proposal. If staffing and resource levels are not adequate, the individual needs of our vulnerable children and young people cannot be met, the children and staff cannot be made safe, and the result will be an increase in spending...the very opposite of what NYCC is aiming to achieve with this proposal.					X	Funding for these provisions is in line with national guidance for this type of provision. The LA have proposed to provide additional therapies, Educational Psychology and training above the funding arrangements set out nationally. This is to ensure that the provisions are well equipped to cater for the needs of those it is intended for. The LA has a duty to make provision for children with SEND and whilst we recognise that change can be challenging we will work with new targeted provisions and locality hubs to ensure it is a success.
43	Parent/Carer	What about the children who are stuck in the do not have a learning disability so can not go to sen schools but mainstream do not have the space and resources to deal with behaviour issues what come with autism. I know they get kicked out of main stream and parents have to give up work				X		This provision is designed to meet the needs of the children described. It will provide space and resources to meet the identified needs and still allow access to the mainstream curriculum that is suitable to their needs

Consultation responses – Targeted mainstream provision

Question 1: To what extent do you agree with our proposals?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
44	Parent/Carer	There are no schools willing to take up these new proposals due to the lack of funding for it, I believe. So I'm concerned that the service will disappear in my area. A service that my son has accessed and wouldn't have been able to access mainstream education without it.					X	The funding being made available is in line with national guidance and how places in special schools are funded. Children will continue to receive the support they need and locality hubs will be implemented before the decommissioning of existing EMS
45	Other	Not all children can be in a mainstream setting. Their anxiety does not allow it and the mental health problems that follow are not worth putting the child in a situation they neither want or deserve.				X		The introduction of this provision will not prevent those that need special school provision from accessing it. This will be an additional option to be considered for those whose needs can be met in this way. We are continuing to work on developing more special school provision in line with needs and demand.
46	Parent/Carer	My daughter has autism and doesn't want to be seen as different to be in a mainstream school she would be seen as different so this would not work for her. She has been in mainstream school since year 7 until she started to school refuse due to horrendous treatment from both staff and students which has traumatised her, she has been out of education since October 2018 and missed the most important time in school so she will now face leaving school with no GCSEs and a view that this world is hell.					X	This proposed provision is designed to assist children to get the support they need without being seen as 'different' within a mainstream setting. The LA hopes by offering this option similar experiences do not happen in the future
47	Parent/Carer			X				No comment required.
48	Parent/Carer	My son transitioning to secondary in September 2020 is in desperate need of support in mainstream. The enhanced mainstream school is going (King James) and THERE IS NOTHING ELSE IN PLACE.					X	The LA has a duty to provide appropriate support. We will work with families to make sure support remains in place for those who currently receive it. Knaresborough will be served by a comprehensive team of SEND specialists in Locality Hubs from April 2020. This has been planned so that transition to new arrangements for support is planned and smooth for children.

Consultation responses – Targeted mainstream provision

Question 1: To what extent do you agree with our proposals?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
49	Parent/Carer	On paper it sounds a good idea although in reality mainstream schools are already struggling to meet children's needs with SEND due to lack of funding				X		Additional funding is being made available to deliver these provisions. It is in line with national guidance. In addition to funding the La will also provide training and access to therapies and Education Psychology
50	Parent/Carer						X	No comment required.
51	Parent/Carer	We need more places for children with SEN in North Yorkshire - there is a huge gap between mainstream and special that this suggestion appears to help address.		X				As the targeted provision is rolled out there will be 31 provision with a total of 248 places which will support children with SEND. The targeted mainstream provisions are intended to address the gap between mainstream and specialist provision as set out in our Strategic Plan.
52	Organisation	Access for SEND support beyond mainstream school has been exceptionally difficult for young people in our area. Limited AP means restricted options and special school placements for SEMH are geographically difficult and mean our young people have to be transported across the county. I welcome the idea of targeted support linked to mainstream school as a way of educating young people with SEMH needs, in their local community and school community. It offers more options for young people to engage with subjects and activities that can be missing from other settings. I also believe it will build the capacity of staff in mainstream settings to be able to work more effectively with young people with SEMH needs with the support and advice on hand from the staff working in the targeted provision.	X					Targeted mainstream schools are intended to provide more local provision for children with SEND who require that type of provision. Our intention is to develop 31 provisions so they are available in each locality.
53	Parent/Carer	I can see that these proposals may work, but I am concerned about the decommissioning of the EMS			X			Outreach support which is currently provided by EMS will still be provided, but in a different way. It will be provided by Locality Hub

Question 1: To what extent do you agree with our proposals?								
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		services and the decisions that may lead to a lack of continuity in the care of our children. I am also concerned about how schools will recruit highly trained staff and the incentives for school to do so. There doesn't seem to be sufficient recognition of the parameters within which schools are currently working, with very stretched staff and very limited budgets. I am not convinced about the capacity of settings to adequately support these proposals.						<p>teams of specialist staff. Targeted provisions will offer full time in reach places which are not currently part of the continuum, therefore will address a gap in provision. The consistency of offer to families will be improved and there will be a greater number of full time places within mainstream schools for children with SEND. The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children assessed as needing the provision. The provisions will also have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I.</p> <p>The funding arrangements for these provisions is a nationally prescribed formula and is in line with how funding is allocated for special school places. This should allow provisions to be adequately staffed.</p> <p>There will be a carefully planned transition for children currently being supported by EMS to the new model of provision. The Locality Hubs will be established before the decommissioning of the EMS to assist with this process.</p>
54	Parent/Carer	There is a need for a more targeted provision placement for many children throughout the county however the low numbers of schools taking up this option will lead to inconsistency of opportunity across the county and with only 32 places per area is that really adequate to meet the needs of all the children who would benefit from this type of placement		X				<p>The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years. In addition, the targeted provisions are only part of our continuum of provision for children and young people with SEND. We will also be supporting mainstream schools to be better able to meet the needs of children and young people with SEND, and continuing to increase the capacity of our special school offer wherever possible. The creation of targeted provisions will address the current gap in our range of provision.</p>

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55	Other	The proposed model is neither truly inclusion nor does it provide the breath of provision of a special needs placement.				X		The Targeted mainstream school model is only part of the continuum of provision for children with SEND. We will also be supporting mainstream schools to be better able to meet the needs of children and young people with SEND, and continuing to increase the capacity of our special school offer wherever possible. The creation of targeted provisions will address the current gap in our range of provision. The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream.
56	Other	Schools do not seem to be queuing up to offer provision.			X			The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years. We continue to work with schools to develop provisions in future phases.
57	Other			X				No comment required.
58	Other				X			No comment required.
59	Other		X					No comment required.
60								
61	Other	But can't understand the cutbacks in manpower provision at the same time as launching this initiative		X				The development of targeted mainstream provision is adding capacity to the continuum of provision for children with SEND and addressing the gap between mainstream and specialist provision. In addition to the new targeted mainstream provisions there will be Locality Hubs who will provide outreach support to schools. The outreach and inreach models currently delivered by EMS will be delivered in a different way. All current EMS were offered the opportunity to continue to provide full time places under the new model, those who chose not to needed to carry out staffing restructures.

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62	Parent/Carer	Wensleydale school does not seem very central to the area and may be harder to access in extreme weather conditions.			X			In order to establish successful targeted mainstream provision, we will work with schools who have the willingness, capacity and ethos to enable this to happen. In some cases this may mean we have to also address matters relating to location.
63	Parent/Carer							
64	Organisation	not enough support for SEMH children . Not enough support for high need children without an EHCP. Not enough provision for all the children needing support				X		The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years. In addition, the targeted provisions are only part of our continuum of provision for children and young people with SEND. We will also be supporting mainstream schools to be better able to meet the needs of children and young people with SEND, and continuing to increase the capacity of our special school offer wherever possible. The creation of targeted provisions will address the current gap in our range of provision.
65	Parent/Carer					X		No comment required.
66	Organisation	Whilst I appreciate that in some areas and for some areas of need, targeted provision may be appropriate, using a one size fits all model for all areas of the county and for both C&I and SEMH is not appropriate. If all children with EHCPs for C&I in Craven are considered, there are insufficient children who would benefit from this provision, which given the geography of Craven would inevitably be distant from their homes. Most children with EHCPs for C&I needs are low functioning but with 1:1 support, and additional				X		Our Strategic Plan sets out the continuum of provision which we will be establishing across the County. There was extensive engagement and consultation on this plan which was approved in September 2018, including the direction of travel for targeted mainstream provision. We are aware that some schools in Craven have a view that the targeted provision model is not required in that locality, but the Local Authority maintain that there is a need for the provision, and that there needs to be a consistency of offer for children and

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		support from specialist practitioners, within their home school can remain within a main stream setting.						families in that area. We will continue to work with schools in the Craven area to develop this provision.
67	Organisation	Your proposals do not take into account the significant needs of children at the banding levels discussed. The fact that no current EMS has decided to keep its provision is testament to the fact that those who have the deepest knowledge and understanding do not believe that this will work.					X	Within the first 9 provisions there are 3 existing EMS schools who wish to move to the new targeted provision model. WE are also aware that this model operates successfully in other local authorities. Children who are assessed as needing these provisions will have significant needs but they will be able to be met in mainstream school with specialist support. The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream.
68	Organisation	I believe the changes are, sadly, a representation of incredibly difficult times to come. The current provision in Ryedale works very effectively and I do not understand why this has to change. There is going to be a severe lack of provision for pupils moving forwards and schools being told 'to manage' by the local authority is not helpful. This is going to impact significantly on staff well being.					X	Our Strategic Plan sets out the continuum of provision which we will be establishing across the County. There was extensive engagement and consultation on this plan which was approved in September 2018, including the direction of travel for targeted mainstream provision. This consultation follows on from that and looks at the detail around the first phase of the development of provision. The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years. In addition, the targeted provisions are only part of our continuum of provision for children and young people with SEND. We will also be supporting mainstream schools to be better able to meet the needs of children and young

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								people with SEND, and continuing to increase the capacity of our special school offer wherever possible. The creation of targeted provisions will address the current gap in our range of provision.
69	Organisation	My concern is that there will be more demand than places available and so will be unable to meet need. There needs to be greater capacity to make this work.				X		The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years. In addition, the targeted provisions are only part of our continuum of provision for children and young people with SEND. We will also be supporting mainstream schools to be better able to meet the needs of children and young people with SEND, and continuing to increase the capacity of our special school offer wherever possible. The creation of targeted provisions will address the current gap in our range of provision.
70	Parent/Carer	I am concerned that Harrogate will not have secondary provision. I also feel that mainstream schools will not meet all children's special needs and there is a lack of viable alternatives.					X	The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years. In addition, the targeted provisions are only part of our continuum of provision for children and young people with SEND. We will also be supporting mainstream schools to be better able to meet the needs of children and young people with SEND, and continuing to increase the capacity of our special school offer wherever possible. The creation of targeted provisions will address the current gap in our range of provision.
71	Organisation	Whilst I appreciate that in some areas and for some areas of need, targeted provision may be				X		Our Strategic Plan sets out the continuum of provision which we will be establishing across the County. There was

Question 1: To what extent do you agree with our proposals?									
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		appropriate, using a one size fits all model for all areas of the county and for both C&I and SEMH is not appropriate. If all children with EHCPs for C&I in Craven are considered, there are insufficient children who would benefit from this provision, which given the geography of Craven would inevitably be distant from their homes. Most children with EHCPs for C&I needs are low functioning but with 1:1 support, and additional support.							extensive engagement and consultation on this plan which was approved in September 2018, including the direction of travel for targeted mainstream provision. We are aware that some schools in Craven have a view that the targeted provision model is not required in that locality, but the Local Authority maintain that there is a need for the provision, and that there needs to be a consistency of offer for children and families in that area. We will continue to work with schools in the Craven area to develop this provision.
72	Other	There is no provision in the Craven area.					X		The LA have set out in the Strategic Plan the intention to establish four targeted provisions in Craven. In year 1 no schools in the Craven locality have come forward to deliver this provision for children with SEND. The LA will continue to work with schools in the area to establish this provision over the next 3 years
73	Organisation	Not enough schools in the Scarborough have been identified to offer targeted provision for children in mainstream schools. This leaves a gap in provision in the area.			X				The LA have set out in the Strategic Plan the intention to establish four targeted provisions in Scarborough. The LA will continue to work with schools in the area to establish this provision over the next 3 years
74	Other	Not enough schools/Academies involved or equipped to deliver even adequate provision. My experience is that only money influences what happens in local areas.				X			The LA has set out plans and budgeted for the establishment of 31 provisions across the county. This will happen over a three year roll out period.
75	Organisation	I feel that a provision for 8 children in SEMH with such a diverse range of needs and age will not be				X			The LA plan to increase places to a total of 248 over the next 3 years across the county. In addition to establishing places for children with SEMH the LA will also continue to

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		safe. Presently, there is one provision for whole of North Yorkshire, for only 8 children.							offer support outreach support to assist schools and the LA in meeting its duties to provide for children SEN.
76	Parent/Carer	This just will not work! You are making huge cuts to SEND and EMS provisions in the area. In the long run you will now see increased exclusion rates and children and schools suffering.					X		The current EMS delivers two different functions. The LAs proposals are that both functions will continue to be delivered but in a different way. In reach support will be delivered through full time places in targeted provisions and outreach support will continue via locality hub teams of specialist practitioners. The strategic aim of the targeted provision proposal is to improve the provision offer. It is not an intended outcome for there to be a reduction in spend in this area

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?									
ID	Type	Further information provided	SA	A	N	D	SD	Response	
3	Parent/Carer	All children who need them should have access to these therapies. The only difference is we are returning to the locality based model in place before EMS	X						The model is in line with the strategic plan aims of creating more options for children and families as local as possible. In developing the model the LA has recognised that an offer of therapies would further strengthen the offer to children.
4	Parent/Carer	I strongly believe there will not be the level of involvement our kids need from this provision. My daughter sees clinical psychologist every week and has done for over 2 years and we are only seeing tiny results now				X			The LA has costed plans to provide a high level of support from Speech and Language and Occupational Therapists and Education Psychologists to strengthen the offer of support available. We will continue to work with other key stakeholders to ensure children receive any additional support they need.

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
5	Parent/Carer	There is so much to learn and all children are different, different therapies will work for different children. The opportunity to have access to support and therapy can only be a positive.	X					The LA feels this additional provision of therapies will better serve children closer to their home community and to remain in mainstream education
6	Parent/Carer		X					No comment required
7	Organisation	Children who need these provisions are damaged by previous school experiences. They need lots of support if they are ever able to reintegrate into mainstream.	X					The LA feels this additional provision of therapies will better serve children closer to their home community and to remain in mainstream education
8	Parent/Carer		X					No comment required
9	Parent/Carer	I disagree because I understand the Educational Psychologists have left their posts so how can access be provided?					X	The LA will continue to provide an Education Psychology Service across the county. Vacant posts are being recruited to at present and interim arrangements have been established to continue delivery
10	Other					X		No comment required
11	Parent/Carer		X					No comment required
12	Other	The vast majority of EPs are currently leaving the LA to work for neighbouring ones, they simply won't be available.				X		The LA will continue to provide an Education Psychology Service across the county. Vacant posts are being recruited to at present and interim arrangements have been established to continue delivery
13	Parent/Carer	Everyone needs to be working together off the same sheet		X				The LA will be seeking to work in partnership with all stakeholders to ensure the best outcomes for young people

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
14	Parent/Carer	It is very important for the school to access extra help when needed	X					The LA expects this additional provision of therapies will better serve children closer to their home community and to remain in mainstream education
15	Organisation	Absolutely this should be the case. However, it should not be at the expense of access being provided to support those students in mainstream schools - which are still the majority. This needs to be planned alongside that available for mainstream schools - and have a comparable core (free) offer for mainstream schools.	X					The LA expects the additional provision of therapies will better serve children closer to their home community and to remain in mainstream education. The implementation of Locality Hub Teams will provide support to mainstream schools
16	Parent/Carer						X	No comment required
17	Other	There isn't enough help for our young people, CAMHS are over loaded & not very sympathetic or understanding.	X					The LA will be seeking to work in partnership with all stakeholders to ensure the best outcomes for young people and expects this additional provision of therapies will better serve children closer to their home community and to remain in mainstream education
18	Other	SEMH means the children should		X				No comment required
19	Other	Staff will need extra support in order to make the system work, although this should be in addition to current provision so as not to deprive other children in main stream schools	X					Staff within the Targeted Provisions will be supported by the LA to develop their specialism through high quality training. This training will also be extended to the wider school staff. The LA will work closely with provisions to ensure the system works
20	Organisation				X			No comment required

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
21	Other	Those in need of specialist advice should get it, no question.		X				Both the Locality Hubs and Targeted Provisions will assist in ensuring those that need support and advice receive it in a timely manner
22	Parent/Carer	Every child should have access to the services they need to access.	X					The Strategic Plan for SEND Provision has been developed to ensure that children receive the right support at the right time.
23	Parent/Carer					X		No comment required
24	Parent/Carer		X					No comment required
25	Other		X					No comment required
26	Parent/Carer		X					No comment required
27	Organisation			X				No comment required
28	Organisation	Will C&L be included?			X			Cognition and Learning support will continue via specialist staff within the Locality Hubs.
29	Parent/Carer	Looks like same but huge upheaval for staff and pupils for no gain				X		There are currently no additional therapies provided by the LA as part of the current model of EMS. The therapies proposed in the Targeted Provision model are additional and different to what is currently available
30	Organisation	I cannot see with the funding available and current staffing crisis with the majority of current EP's leaving NYCC in response to the change in provision/funding, this being a reality.	X					The LA will continue to provide an Education Psychology Service across the county. Vacant posts are being recruited to at present and interim arrangements have been established to continue delivery. The therapies and Education Psychology input to these provisions has been

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
								fully costed and budgeted for despite the national funding challenges.
31	Parent/Carer	Where this is needed, this will be of value, but it is about more than just access to therapies	X					The therapeutic input in these provisions will be for those where there is an identified need. Each individual child will have a bespoke timetable which meets individual needs
32	Parent/Carer	A child struggling with therapeutic needs will be unable to achieve their potential academically		X				The addition of a therapeutic offer is designed to address this issue. We would like all children to make good progress academically and addressing their therapeutic needs will assist them to access education
33	Parent/Carer	This exists under the current model my child was seen by a education psychologist last week!!					X	This does not exist under the current EMS model. Children can access an Educational Psychologist if they need statutory support however the offer of therapies and Educational Psychology is additional to what is currently available
34	Parent/Carer	This is also misleading. Nobody can disagree that access to these services are positive; but there's not enough information that gives an honest clear picture of what this looks like.				X		New provisions will have a time allocation of Speech and Language and Occupational Therapies as well as Education Psychology. This time can be utilised for direct support to children and building capacity within the staff team.
35	Organisation	Children already have access to EP and SALT					X	The proposed offer of therapies for the Targeted Provisions is in addition to what is statutorily available to children currently. This will allow greater levels of support and intervention
36	Parent/Carer	These services are needed to provide the child with holistic care and education may only be possible if these services are in place.	X					These services will be provided for from within the Locality Hubs and ensure the holistic needs of each child are met

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
37	Parent/Carer			X				No comment required
38	Parent/Carer	If this proposal IS to go ahead, then this is obviously very necessary. However, given it's nigh on impossible to access these services within M/S as it currently stands and even within a SEN school environment, I am sceptical that these services will be delivered!	X					The therapeutic offer has been fully costed. Therapists and Education Psychologists will be employed within the Hubs with time allocated to each provision to utilise this support appropriately
39	Parent/Carer	I don't feel mainstream (in particular academies) use all available resource to help SEND children.	X					North Yorkshire has a higher than average number of pupils with SEND currently educated in Mainstream School. This additional provision will continue to support mainstream schools to meet needs.
40	Other	This would be a great support to staff trying to make this idea work. Providing there are enough staff to do it properly.		X				The therapeutic offer has been fully costed. Therapists and Education Psychologists will be employed within the Hubs with time allocated to each provision to utilise this support appropriately
41	Parent/Carer		X					No comment required
42	Parent/Carer	I strongly agree that provisions should have avvesy to additional therapies and educational psychology. Define access. Your statement is misleading and alludes to more access than what is already available to schools and the EMS. All supporting services are being asked to do more with less. This is not a successful model.	X					New provisions will have a time allocation of Speech and Language and Occupational Therapies as well as Education Psychology. This time can be utilised for direct support to children and building capacity within the staff team. The therapies referred to are additional to those that schools currently have access to.
43	Parent/Carer	There is never enough support for schools and parents. More sen schools need to ope n				X		The LA are proposing to open 31 Targeted Provisions over the next 3 years. There are also a number of developments

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
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								to increase special school places underway such as the Selby Free School, a satellite of Mowbray School in Ripon and a £1.2m investment in Forest School. More work is being done and is set out in the Strategic Plan for SEND Provision
44	Parent/Carer	Yes they should access these but as there are no targeted provisions in my area how is this going to happen?	X					The Strategic Plan sets out that the LA propose to establish 31 provisions across the county. The LA are continuing to engage with more schools to ensure that all localities have a sufficient offer of provisions
45	Other			X				No comment required
46	Parent/Carer	Currently zero provision for this in mainstream school and what so called provision there is ie prevention workers going into school do not understand autism in teenage girls so the work they do with them is useless and patronising and contradicting to the hard work parents have already done.		X				The therapeutic offer will be in addition to support that is currently available. It will be coordinated by the LA and Targeted Provision to ensure the right professionals provide the right support at the right time
47	Parent/Carer		X					No comment required
48	Parent/Carer	I don't agree with targeted support. How many children need support in n Yorkshire- many times more that 72. They will be the underdogs with no resources/ money allocated in SUFFICIENT QUANTITY to support properly.					X	Financial resource will be provided in line with assessed need and national funding regulations. In addition, the LA will provide therapies and training to staff to ensure needs are met Locality Hub teams will be implemented in April 2020 to ensure outreach support continues from a range of specialist professionals to those in mainstream schools

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
49	Parent/Carer	Agree although I still feel there will be waiting lists and children will not be seen as often as needed	X					<p>The therapies provided will be for the 8 children placed within the provision and will be in addition to what is currently available.</p> <p>Locality Hub teams will be implemented in April 2020 to ensure outreach support continues from a range of specialist professionals to those in mainstream schools</p>
50	Parent/Carer						X	No comment required
51	Parent/Carer	It is essential that these children have access to additional therapies and ed psych support.	X					The LA expects this additional provision of therapies will better serve children closer to their home community and to remain in mainstream education
52	Organisation	It makes sense to have this offer linked to the targeted provision.	X					The LA expects this additional provision of therapies will better serve children closer to their home community and to remain in mainstream education
53	Parent/Carer	The provisions will have to have access to trained staff for them to be viable.		X				New provisions will have a time allocation of Speech and Language and Occupational Therapies as well as Education Psychology. This will be provided by trained therapists and psychologists based in locality hubs
54	Parent/Carer	I would be concerned that these services are not available within the mainstream or special schools unless evidenced in EHCP or bought in by the schools therefore the targeted provision would be available to very few children but providing a level of support that should be readily available to all children who need it without additional cost regardless of the school setting they attend		X				<p>The LA are working with other key stakeholders to ensure access to therapies for those that need it regardless of their setting. The Therapies within Targeted Provisions will be in addition to what is more widely available</p> <p>Locality Hub teams will be implemented in April 2020 to ensure outreach support continues from a range of specialist professionals to those in mainstream schools</p>

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
55	Other	All children who need access to additional therapies should have access to them whether they be educated in mainstream, EMS or special needs schools.			X			<p>The LA are working with other key stakeholders to ensure access to therapies for those that need it regardless of their setting. The Therapies within Targeted Provisions will be in addition to what is more widely available</p> <p>Locality Hub teams will be implemented in April 2020 to ensure outreach support continues from a range of specialist professionals to those in mainstream schools.</p>
56	Other	I hope the funding available will indeed provide additional therapies and educational psychology. There seem s to be a national shortage of ed psychs and it is hoped that they are better managed than in recent years.			X			The therapies offer has been fully costed and plans are in place to ensure a suitable range of professionals are available to deliver these.
57	Other			X				No comment required
58	Other				X			No comment required
59	Other		X					No comment required
60								No comment required
61	Other	Can't understand cutbacks in manpower at this critical time		X				The therapies are an addition to what currently exists across the county. Current outreach functions will continue although delivered from locality teams of specialist
62	Parent/Carer	Parents struggle to get services for their children and it can be very disruptive taking them out of school for therapy as well as it being difficult to get	X					The model will assist in ensuring more time is spent within the education setting and the holistic needs of children placed can be met

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
		school to support anything suggested by other professionals.						
63	Parent/Carer							No comment required
64	Organisation		X					No comment required
65	Parent/Carer		X					No comment required
66	Organisation	These provisions if appropriate for the area do require additional therapeutical and EP support. However so do many children with EHCPs who are not placed in this way.		X				The LA are working with other key stakeholders to ensure access to therapies for those that need it regardless of their setting. The Therapies within Targeted Provisions will be in addition to what is more widely available
67	Organisation	All children who have a significant need should have access to these therapies. Access should not be based on what setting they are in, it should be based on what need the child has. Some children may need this support to stay in mainstream rather than move to targeted. Capacity should not necessarily be taken by targeted provision, particularly if this is used to up-skill new staff when a highly skilled workforce has been made redundant. This is not best value for money.		X				<p>The LA are working with other key stakeholders to ensure access to therapies for those that need it regardless of their setting. The Therapies within Targeted Provisions will be in addition to what is more widely available.</p> <p>Locality Hub teams will be implemented in April 2020 to ensure outreach support continues from a range of specialist professionals to those in mainstream schools</p>
68	Organisation	Current provision has access to these and so I do hope this is not being sold as something new.					X	The therapeutic offer described is in addition to what is currently available and above statutory entitlement. At present no specific therapeutic provision is allocated to EMS

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
69	Organisation	All children should access to these therapies and educational psychologists if they would benefit and this should be readily available.		X				The model is in line with the strategic plan aims of creating more options for children and families as local as possible. In developing the model the LA has recognised that an offer of therapies would further strengthen the offer to children.
70	Parent/Carer	My worry is that these won't be face-to-face. My experience is I am promised services and then there is no money available or the service has been lost.	X					The therapies offer has been fully costed and plans are in place to ensure a suitable range of professionals are available to deliver these
71	Organisation	These provisions if appropriate for the area do require additional therapeutical and EP support. However so do many children with EHCPs who are not placed in this way.		X				The LA are working with other key stakeholders to ensure access to therapies for those that need it regardless of their setting. The Therapies within Targeted Provisions will be in addition to what is more widely available. Locality Hub teams will be implemented in April 2020 to ensure outreach support continues from a range of specialist professionals to those in mainstream schools
72	Other	I agree that this needs to be expanded, however, it is too thinly spread and there looks to be insufficient coverage into Craven.		X				The availability of provision has been modelled and budgeted for based on the numbers of children with SEND in all localities. This is to make sure there is sufficient access to this resource and that all localities receive a suitable offer
73	Organisation	My only concern is are there enough qualified people in the area to fill these roles? Current professionals do not appear to have the capacity for their workload to increase.	X					Recruitment processes are underway to ensure there is sufficient capacity to deliver these additional therapies.

Question 2 : To what extent do you agree with these new targeted provisions having access to additional therapies and educational psychology?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
74	Other	It needs to be on a regular basis and most of these are under strain now to meet the needs of children on their books eg. 12 week waiting lists.			X			Recruitment processes are underway to ensure there is sufficient capacity to deliver these additional therapies.
75	Organisation	Children already have access to assessments.			X			The additional therapy and Education Psychology offer will be in addition to the statutory entitlements that exist for Statutory Assessment.
76	Parent/Carer	Children should have had access to this all along!					X	This proposal will help to ensure more children receive this support if they need it. It will be additional to what is statutorily provided.

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
3	Parent/Carer	It will help a small number of children stay in mainstream but unless staff are trained in evidence based education such as PBS/ABA then outcomes will remain poor as the current eclectic approach used in EMS and special schools has little evidence of effectiveness and hasn't improved outcomes in the past decade that I have been a parent of a child with SEN.			X			The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children assessed as needing the provision. The provisions will also have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I. As the number of targeted provisions increase as planned to 31 over the next 3 years an increased number of children will be supported to have their education in a mainstream school.
4	Parent/Carer	I can see it will help them access main but only a tiny part of what our children need			X			We plan to increase the number of provisions to 31 over the next 3 years. In addition, the targeted provisions are only part of our continuum of provision for children and young people with SEND. We will also be supporting mainstream schools to be better able to meet the needs of children and young people with SEND, and continuing to increase the capacity of our special school offer wherever possible. The creation of targeted provisions will address the current gap in our range of provision.

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
5	Parent/Carer	Access to education and wider school opportunities is a legal right for every child. I hope this will allow children the best of both, specialist support and inclusion in mainstream school life.	X					The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream.
6	Parent/Carer		X					No comment required.
7	Organisation	The model is aimed at mainstream from the first point. These children are simply not ready at this point.					X	The targeted provisions will be expected to meet the needs of children who have been assessed as requiring specialist support but with access to mainstream school. It is not a purely mainstream model. The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream.
8	Parent/Carer	Only nine provisions initially for the whole of North Yorkshire will not be enough to ensure support for the children who need it - especially as we are experiencing the greatest SEN crisis in modern times. It will be a car crash waiting to happen.					X	The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years. In addition, the targeted provisions are only part of our continuum of provision for children and young people with SEND. We will also be supporting mainstream schools to be better able to meet the needs of children and young people with SEND, and continuing to increase the capacity of our special school offer wherever possible. The creation of targeted provisions will address the current gap in our range of provision.
9	Parent/Carer	The planned provision is unsafe for both teachers and pupils as the ratio of teachers to pupils is woefully inadequate. The plan is totally underfunded and is a giant leap backwards. Totally committed and experienced teachers are being made redundant in a time of unprecedented growth in need, meaning that the children's needs will not					X	The funding arrangements for these provisions is a nationally prescribed formula and is in line with how funding is allocated for special school places. This should allow provisions to be adequately staffed. The LA will work with schools and families to ensure that only those whose needs can be met in this way are placed within these provisions and that those with the most complex needs continue to have the offer of more specialist provision in line with the local authorities' duty to deliver provision for children and young people. Overall funding for this aspect of provision is not being reduced.

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
		be met. This is an abandonment of the Authorities' obligations.						
10	Other						X	No comment required
11	Parent/Carer							No comment required
12	Other	Replacing highly skilled outreach teachers with the roles outlined will clearly not help children access mainstream education, because the school will not be properly supported to provide it. There will be an enormous increase in the number of pupils with SEMH needs permanently excluded from school.					X	Outreach support will still be provided, but in a different way. It will be provided by Locality Hub teams of specialist staff. Targeted provisions will offer full time in reach places which are not currently part of the continuum, therefore will address a gap in provision. The consistency of offer to families will be improved and there will be a greater number of full time places within mainstream schools for children with SEND. The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children assessed as needing the provision. The provisions will also have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I. The Local Authority will always meet the assessed needs of children and will work with a preventative approach to reduce the number of children who are permanently excluded. An improved provision offer will also mean that children's needs are met and exclusion will be reduced.
13	Parent/Carer			X				No comment required.
14	Parent/Carer	I believe the most important things when helping our children are training, extra funding and access to professions		X				The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children assessed as needing the provision. The provisions will also have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I. This support and input will be provided by the Local Authority and is in addition to the funding provided for the provision.

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
15	Organisation	They are, in effect, units.					X	The targeted provisions will be expected to meet the needs of children who have been assessed as requiring specialist support but with access to mainstream school. It is not a purely mainstream model, nor is it a separate unit attached to a school. The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream.
16	Parent/Carer						X	No comment required.
17	Other						X	No comment required.
18	Other	CYP are referred because they cannot cope in mainstream, with a lot of specialist teaching after a long period of time they are able to access some but only with support. It puts a lot of pressure on the child and mainstream staff				X		The targeted provisions will be expected to meet the needs of children who have been assessed as requiring specialist support but with access to mainstream school. It is not a purely mainstream model. The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream.
19	Other	As previously stated		X				
20	Organisation						X	No comment required.
21	Other	These children need lots of support in mainstream school and there is no funding to employ staff to do this, especially in small schools.					X	Targeted provisions will have funding specifically allocated for the provision, based on a national formula, to employ staff for the provision. This will be in addition to the school budget. The Local Authority will also fund support from Speech and Language Therapy, Occupational Therapy and Educational Psychology for each provision.
22	Parent/Carer			X				No comment required
23	Parent/Carer						X	No comment required

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
24	Parent/Carer						X	No comment required
25	Other	There aren't any provisions in Harrogate, Ripon, Craven or Ryedale. Local schools still need to be more inclusive to take these high need children on.					X	The nine provisions which are the focus of the consultation are those in the first phase. We will roll out more provisions over 3 years to ensure there are provisions in each locality, as set out in our Strategic Plan. We are aiming for 31 provisions with 248 places. In addition, we are supporting mainstream schools to be more inclusive, and our new Locality Hubs will support schools in this.
26	Parent/Carer	Each child needs more time than main stream schools can supply				X		Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The Local Authority will also fund support from Speech and language Therapy, Occupational Therapy and Educational Psychology for each provision, giving more support for the children.
27	Organisation					X		No comment required.
28	Organisation	If the existing experience and expertise of current EMS staff, including C&L staff, is included then yes, I think it will help.			X			The targeted provision will be for children with communication and interaction needs and for children with social emotional and mental health needs. The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children assessed as needing the provision. Schools will be responsible for appointing staff to the provision and they may or may not be current EMS staff. There will be a specialist staff for cognition and learning within the Locality Hubs.
29	Parent/Carer				X			No comment required.
30	Organisation	If a pupil is of high enough need to warrant a place within these provisions then we cannot expect them to 'cope' within a mainstream school unsupported. Their EHCP funding will be attached to the staff in the provision and the provision itself. The targeted provision staff cannot split themselves 8 ways to support these pupils in school. With schools					X	The targeted provisions will be expected to meet the needs of children who have been assessed as requiring specialist support but with access to mainstream school. It is not a purely mainstream model. The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream. Each school will develop the timetables to meet the needs of the children on role. There is no expectation that each

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
		already feeling the change in funding pressures, they cannot see how they can take any more EHCP pupils on roll and possibly meet their needs, hence the lack of schools coming forward to host the provisions. If these pupils were able to access a mainstream school with funding support at the banding to employ a TA then why are they in the targeted provision in the first place. Many NYCC schools are one form entry, if an 8 place provision is expected to integrate the provision pupils in their mainstream school their teachers and fellow pupils will not be able to cope with these pupils and meet their needs effectively.						child will require full time one to one support, nor would this be appropriate. Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The Local Authority will also fund support from Speech and Language Therapy, Occupational Therapy and Educational Psychology for each provision, giving more support for the children. As each targeted provision is set up the Local Authority will work with the school to determine the appropriate year group and admission arrangements.
31	Parent/Carer	I think my daughter gets a lot in terms of self-esteem and a varied curriculum by accessing the mainstream offer, although she struggles socially so this need can be met within the ERP		X				This outcome is exactly what is intended by the development of the targeted provisions and this comment identifies the benefit that can be achieved. The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream.
32	Parent/Carer	I think if the support is put in correctly and children are encouraged to be accepting the model could prove beneficial to both SEND and mainstream students and help prevent the isolation of special need children		X				This outcome is exactly what is intended by the development of the targeted provisions and this comment identifies the benefit that can be achieved. The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream.
33	Parent/Carer	They are being run cheaply my inexperienced staff					X	Targeted provisions will have funding specifically allocated for the provision, based on a national formula, to employ staff for the provision. This will be in addition to the school budget and should allow provisions to be adequately staffed. The Local Authority will also fund support from Speech and language Therapy, Occupational Therapy and Educational Psychology for each provision. The targeted provisions will have specialist staff who

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
								have appropriate training and qualifications to meet the needs of the children assessed as needing the provision. In addition, the Locality Hubs will provide an outreach offer to schools.
34	Parent/Carer	Current EMS facilities are going to close. My child will be more at risk of permanent exclusion.					X	Current EMS schools are expected to deliver both an outreach offer and in reach places for children. This has led to difficulties in delivering both of these types of support from the same resource. We are transferring to the new model in a planned way which will result in targeted provisions in mainstream schools with full time places, alongside an outreach offer from Locality Hubs. Current EMS schools had the opportunity to continue to provide full time places under the new model. Those who did not wish to will be decommissioned. However, the outreach function they provided will be delivered by the new Locality Hubs, and the new targeted provisions will have in reach places. This will improve the offer to children with SEND. There will be a carefully planned transition for children currently being supported by EMS to the new model of provision. The Locality Hubs will be established before the decommissioning of the EMS to assist with this process. The Local Authority will always meet the assessed needs of children and will work with a preventative approach to reduce the number of children who are permanently excluded. An improved provision offer will also mean that children's needs are met and exclusion will be reduced.
35	Organisation	Not enough local provision					X	The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities.
36	Parent/Carer	The models would work but only if there was funding that was maintained otherwise the children would just be let down again.		X				Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The Local Authority will also fund support from Speech and language Therapy, Occupational Therapy and Educational Psychology for each provision, giving more support for the children.
37	Parent/Carer				X			No comment required.

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
38	Parent/Carer	It would be a nice thing to think but I am sure the reality will be very different. Have had multiple dealings with the LA over the years and feel generally quite let down. Existing M/s schools are struggling hugely, massively under resourced. Specialist provision can't even support some of our most complex children - and where do those children with complex medical and/or physical needs but no cognitive impairment fit in?				X		<p>It is disappointing that this has been your experience. In terms of resource. Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The Local Authority will also fund support from Speech and Language Therapy, Occupational Therapy and Educational Psychology for each provision, giving more support for the children.</p> <p>As we implement our Strategic Plan for SEND Education Provision we are also developing and improving the special school offer for children and young people, as well as supporting mainstream schools to be more inclusive.</p> <p>We have developed a new Medical Education Service which will provide support for children and young people who have medical needs which mean they are unable to attend mainstream schools. Our Locality hubs will also support schools to meet the needs of children with physical needs.</p>
39	Parent/Carer	Cannot be provided in a large mainstream especially secondary school.				X		<p>Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The proposals have taken into account what works well in other LA areas, including in secondary schools.</p>
40	Other	Again, great in principle but more staff = more money to provide this service and it's money the council don't have.		X				<p>Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The Local Authority will also fund support from Speech and language Therapy, Occupational Therapy and Educational Psychology for each provision, giving more support for the children. The model will be provided within funding available.</p>
41	Parent/Carer					X		No comment required.
42	Parent/Carer	Nothing in this proposal describes an actual path to help children access mainstream education.					X	<p>The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream.</p>

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
								Most children attending targeted provisions will have an EHCP which set out the outcomes to be achieved as their needs are met in the provision, which will inform how they access mainstream.
43	Parent/Carer	Asking q mainstream teacher to teach sen is like asking a french teacher teach history				X		Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children. As the provisions will be part of a mainstream schools and children will access mainstream as appropriate for them, training and support will also be provided for mainstream staff in the school.
44	Parent/Carer	The current service of EMS has been a vital service for SEN children to be able to access mainstream education. This new model will provide a similar service if there was any provisions in my area this would be brilliant but there isn't so don't know how this could possibly work.	X					The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities.
45	Other					X		No comment required.
46	Parent/Carer					X		No comment required.
47	Parent/Carer			X				No comment required.
48	Parent/Carer	Children with low academic need but extremely high social and communication need are being forgotten in your plans				X		Targeted provisions are part of the overall continuum of provision for children and young people with SEND which we are aiming to improve through implementation of our Strategic Plan. This continuum covers mainstream, targeted and specialist provision. Children whose needs cannot be met in mainstream or targeted provision will be able to access specialist provision in special schools. We have increased the capacity of our special schools over recent years and continue to look to improve our special school offer.

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
49	Parent/Carer	In some cases this will be good although there are still a large amount of children who's send needs mean they find it difficult to cope in large busy environments which most mainstream schools are.			X			Targeted provisions are part of the overall continuum of provision for children and young people with SEND which we are aiming to improve through implementation of our Strategic Plan. This continuum covers mainstream, targeted and specialist provision. Children whose needs cannot be met in mainstream or targeted provision will be able to access specialist provision in special schools. We have increased the capacity of our special schools over recent years and continue to look to improve our special school offer.
50	Parent/Carer				X			No comment required.
51	Parent/Carer	Unfortunately the schools that have come on board are not necessarily local to all children across Hambleton and Richmondshire, so will still require some children to travel and so will not be part of the local communities. I am still unsure how these children will be integrated into the schools as each school can approach this differently.			X			The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities so provision can be as local as possible for more children. The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream
52	Organisation	From a secondary point of view, Thirsk School is accessible for all secondary settings in Hambleton and Richmondshire.	X					No comment required.
53	Organisation	I think it is difficult for children to access mainstream if they are on a different school roll. If schools were given adequate funding they could provide for the children on their own roll and then would receive a truly inclusive education.				X		Children with EHCPs who access the targeted provisions will be on the roll of the school which has the provision. Only children in flexible places will remain on their home school roll. Through delivery of our Strategic Plan we aim to make the best provision possible with the funding we have.
54	Parent/Carer	I think the model will help however the wider mainstream staff would also need ongoing and		X				Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
		consistent cpd in relation to SEND to ensure the child's needs continue to be met within the mainstream environment						to deliver what is needed. The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children. As the provisions will be part of a mainstream schools and children will access mainstream as appropriate for them, training and support will also be provided for mainstream staff in the school.
55	Parent/Carer	Very few schools engaged, need far more schools to be expressing an interest in order to have anything 'local ' in place. Even if 31 schools sign up local will not really be local for many children.				X		The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities so provision can be as local as possible. North Yorkshire is a very large county and there will always be a need for some children to travel for education. However through our Strategic Plan we aim to develop as much local provision as possible.
56	Other	Deja vu....there was uncertainty about whether Enhanced mainstream provision would work when they were introduced. By centralising through hubs, it isn't unlike provision before Enhanced Mainstream schools were introduced. However, it is important that schools can access high quality support in what is now becoming a growth area of work.			X			Through the development of the Locality Hubs there will be a clear offer of support for schools to access, to enable them to be as inclusive as possible.
57	Other			X				No comment required
58	Other				X			No comment required
59	Other			X				No comment required
60								No comment required

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
ID	Type	Further information provided	SA	A	N	D	SD	Response
61	Other							No comment required
62	Parent/Carer	Hopefully the local team and keyworker approach will help ensure that children, parents and schools are clear about what the needs are and how they will be supported and there will be less confusion and conflicting advice or gaps in support.	X					This outcome is exactly what is intended by the development of our continuum of provision including Locality hubs and the targeted provisions and this comment identifies the benefit that can be achieved.
63	Parent/Carer							No comment required
64	Organisation					X		No comment required
65	Parent/Carer					X		No comment required
66	Organisation	NY states in its Strategic Plan for SEND 'Evidence shows that children with special needs and disabilities do better if they can stay within mainstream schooling and within their own communities, so we want them to be able to access the right type of education and support at the right time, in the right place and as locally as possible.' (My emphasis) Particularly in the light of the geographical extent of Craven, children attending a targeted provision would not, in my view, be being educated in their own communities, nor as locally as possible, if high quality outreach along the current lines would enable them to remain in the school proximate to their homes. It is especially important for children with C&I needs to be known in their own communities so that there is					X	<p>The aim of the Strategic Plan and the development of targeted mainstream provisions is to improve the continuum of SEND provision in all localities across the County. The targeted provision will address the gap which currently exists between mainstream and special schools.</p> <p>Where children's needs can be met in mainstream schools with outreach support then this will be provided from the Locality Hubs, so those children will still have their needs met in their own communities.</p> <p>We recognise that the geography of areas of our County provides challenges, but establishing targeted mainstream provision in all areas through the roll out of 31 provisions is still our aim, so that we have an improved continuum. Children may not be educated at their own school, but it will be at one in the local area.</p> <p>We are aware that some schools in Craven have a view that the targeted provision model is not required in that locality, but the Local Authority maintain that there is a need for the provision, and that there needs to be a consistency of offer for children and</p>

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
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		an increased awareness of their needs in that place.						families in that area. We will continue to work with schools in the Craven area to develop this provision.
67	Organisation	I believe that the expectation for the children to spend a large amount of their time in mainstream classes is unrealistic and will lead to significant pressure on the headteachers of those provisions. The funding will not allow the headteachers to make alternative arrangements if necessary.					X	<p>Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed.</p> <p>The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities so provision can be as local as possible for more children.</p> <p>The aim of the targeted provisions is to give children a bespoke timetable where they can access as much or as little of the mainstream curriculum to meet their individual needs. They will benefit from both specialist support and inclusion in mainstream</p>
68	Organisation	There is not going to be the capacity to support children and young people; it simply will not. Some pupils who require the current EMS support are not able to access mainstream and nor should they have to. The significant impact this is going to have on teachers and other pupils has clearly not been considered.					X	<p>Targeted provisions are part of the overall continuum of provision for children and young people with SEND which we are aiming to improve through implementation of our Strategic Plan. This continuum covers mainstream, targeted and specialist provision. Children whose needs cannot be met in mainstream or targeted provision will be able to access specialist provision in special schools. We have increased the capacity of our special schools over recent years and continue to look to improve our special school offer.</p>
69	Organisation	It is a great oversight that there is not going to be a locality based team for Craven. Travel to Harrogate is a great distance from the far west of Craven eg Bentham and Ingleton and I worry that children in these areas - and the staff - will not get the level of support they currently do. We currently benefit from a high quality outreach service with dedicated staff for Craven and in my opinion the loss of this is				X		<p>This consultation was not about the Locality Hubs, but about targeted mainstream provision. However, the Locality Hub offer for Craven has been designed to ensure that the needs of children are met, and there will be a base for the hub in the area.</p>

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
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		a retrograde step which will impact on the quality of education these children, and children in their class, receive.						
70	Parent/Carer					X		No comment required.
71	Organisation	NY states in its Strategic Plan for SEND 'Evidence shows that children with special needs and disabilities do better if they can stay within mainstream schooling and within their own communities, so we want them to be able to access the right type of education and support at the right time, in the right place and as locally as possible.' (My emphasis) Particularly in the light of the geographical extent of Craven, children attending a targeted provision would not, in my view, be being educated in their own communities, nor as locally as possible, if high quality outreach along the current lines would enable them to remain in the school proximate to their homes. It is especially important for children with C&I needs to be known in their own communities so that there is an increased awareness of their needs in that place.				X		<p>The aim of the Strategic Plan and the development of targeted mainstream provisions is to improve the continuum of SEND provision in all localities across the County. The targeted provision will address the gap which currently exists between mainstream and special schools.</p> <p>Where children's needs can be met in mainstream schools with outreach support then this will be provided from the Locality Hubs, so those children will still have their needs met in their own communities.</p> <p>We recognise that the geography of areas of our County provides challenges, but establishing targeted mainstream provision in all areas through the roll out of 31 provisions is still our aim, so that we have an improved continuum. Children may not be educated at their own school, but it will be at one in the local area.</p> <p>We are aware that some schools in Craven have a view that the targeted provision model is not required in that locality, but the Local Authority maintain that there is a need for the provision, and that there needs to be a consistency of offer for children and families in that area. We will continue to work with schools in the Craven area to develop this provision.</p>
72	Other	There is insufficient provision the lag between referral and assessment will be too long, it will mean schools and pupils/parents are unable to deliver the right support to adequately meet the needs of vulnerable children.				X		It is the intention of the LA to increase the number of places available to ensure sufficiency over the next three years. Children placed in these provisions will predominantly have undergone statutory assessment that indicates this model of provision is most suitable to meet their needs. This will assist those schools delivering the model to meet needs. Those with the most complex

Question 3 : To what extent do you agree that the models described will help to support children and young people access local mainstream schools?								
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								needs will continue to have special school provision made available to them.
73	Organisation	I can foresee this being successful if the focus is placed on mainstream support funding being in place once targeted provision has identified a support plan.		X				The model will be funded through a nationally guided formula that includes base place funding as well as individual top up to meet each child's needs.
74	Other	There are not enough "local" schools involved and accessing is not the problem, it is the quality of the provision.				X		Over the next 3 years the LA propose to introduce up to 31 new provisions in partnership with local schools. The establishment of the provisions will be fully supported by the LA to ensure the quality of the provision is high. This will include supporting the professional development of each schools staff team and ensuring the environment, resources and therapies provided are appropriate to need
75	Organisation	The outreach services will help children with low level SEMH needs, however, one service in the whole of North Yorkshire will not be safe. I am worried that there will be more permanent exclusions.			X			Outreach support will be offered from dedicated locality hubs in each locality. Over the next 3 years the LA proposes to establish 16 SEMH Targeted Provisions to meet the needs of children requiring this support. We will continue to engage with schools to establish this provision
76	Parent/Carer	Exclusions will increase.					X	The LA and Schools have a duty to provide for the SEN of children. We will continue to support children who are at risk of exclusion through locality hubs and work with schools to prevent this.

Are there any other aspects of this provision you would like us to consider?			
ID	TYPE	Comment or question	Response
3	Parent/Carer	The number of places is far too low for the number of children needing this type of support. Also staff don't have the right training in the approaches with the best evidence so I will still have to have my child educated outside North Yorks where PBS/ABA etc are used	The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children assessed as needing the provision. The provisions will also have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I. As the number of targeted provisions increase as planned to 31 over the

Are there any other aspects of this provision you would like us to consider?			
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			next 3 years an increased number of children will be supported to have their education in a mainstream school.
7	Organisation	Loss of highly skilled EMS staff. Their roles have been completed undervalued and left without any other jobs to apply for. Outrageous treatment of skilled and passionate individuals.	All current EMS were offered the opportunity to continue to provide full time places under the new model. Where schools chose not to, they were required undertake a staffing restructure. The new arrangements will ensure that an outreach support offer will continue across the county delivered by highly skilled professionals from locality Hubs. Staff in EMS schools have had the opportunity to apply for posts within the Inclusion restructure.
8	Parent/Carer	Not well funded enough to ensure children’s needs are adequately addressed. Plans show lack of provision based on finances rather than need. Loss of personnel as a result of changes will lead to a huge loss of valuable knowledge and experience, which would be nigh on impossible to replace with the proposed provisions.	Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children. The provisions will also have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I.
9	Parent/Carer	Yes - all of it. You should have the courage and common sense to step back from your disastrous Plan	Comment noted.
12	Other	You need, urgently, to consider the lack of SEMH provision that will be available in the Harrogate area. The current EMS provisions should be retained, with their current staffing/child ratios. It is simply not safe to suggest running them with the proposed staffing, even if further schools decide at a later date to do so, something which is highly unlikely. This strategic plan is not, in any way going to achieve its stated aims and it hugely lets down a huge number of children and their families, with complex SEND needs.	<p>Our Strategic Plan sets out the continuum of provision which we will be establishing across the County. There was extensive engagement and consultation on this plan which was approved in September 2018, including the direction of travel for targeted mainstream provision. This consultation follows on from that and looks at the detail around the first phase of the development of provision.</p> <p>The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities so provision can be as local as possible for more children.</p> <p>The funding model for the targeted provision is based on a national formula. Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. Schools will</p>

Are there any other aspects of this provision you would like us to consider?			
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			<p>develop the staffing model for their provision, and the LA will work with them to make sure the provisions operate safely and that children are appropriately placed.</p> <p>The first annual review of the Strategic Plan has taken place and there is already evidence of progress and impact.</p>
13	Parent/Carer	Secondary provision. I have two asd boys one in secondary and one in primary. There is no help for secondary and ems is getting cut	<p>The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities and across primary and secondary so provision can be as local as possible for more children.</p> <p>The in reach and outreach provision currently delivered by EMS will still delivered but in a different way. Targeted mainstream provision will deliver placed based in reach provision with more full time places, and outreach will be provided by Locality Hubs.</p>
14	Parent/Carer	I think it may not be enough due to the number of children in the system. But you could consider an extensive program of teaching individuality staff so that they can then teach the rest of their staff.	<p>The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities and across primary and secondary so provision can be as local as possible for more children.</p> <p>Part of our Strategic Plan is to support staff in mainstream schools to meet the needs of children and young people with SEND. This is as well as the targeted provision and improvement in our special school offer.</p>
15	Organisation	The Local HUBs have not yet been staffed.	A significant number of staff have already been appointed to posts in the Locality Hubs during the restructure of the Inclusion Service and the recruitment process is ongoing. This includes the opportunity for EMS staff to apply for posts.
17	Other	It may sound old fashioned & I get that parents/caters want there child to go to mainstream school but it's really not feasible for a number of reasons, having worked in a secondary mainstream school with	Parents/carers have a right to request mainstream education for their child.

Are there any other aspects of this provision you would like us to consider?			
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		more & more pupils coming from parental choice, it doesn't work. And it not fair on all pupils because of this.	
18	Other	Staffing, joined up thinking between outreach and Inreach (which we have already). Come and visit a successful provision to gather views and see what it is like before it is too late!	Visits were undertaken to all EMS schools following the publication of the Strategic Plan during the early months of the implementation of the plan. This gave the opportunity to discuss the new targeted provision model. Currently EMS are expected to deliver both places in their schools for children who need inreach support as well as an outreach support offer to their neighbouring schools. This arrangement has led to difficulties in delivering both aspects of support from the same resource. Overtime EMS have increasingly developed a predominantly outreach offer which has meant that the inreach offer is inconsistent across the county and often places provided are part time and inadequate to meet needs. The new arrangement will see Locality Hubs focused on delivering a comprehensive outreach support offer and Targeted Provisions will be commissioned to focus on delivering full time places for children who need specialist support and access to a mainstream curriculum.
21	Organisation	You need more highly trained and specialist staff than you have currently, not a reduction in their numbers. The service this year has been compromised and schools are struggling. I can't wait to hear what OfSTED say when they come back to you, it's clearly a backwards move.	Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children. The provisions will also have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I.
25	Other	Why is the consultation now when EMS' have already been decommissioned?? It is clearly a done deal.	Our Strategic Plan sets out the continuum of provision which we will be establishing across the County. There was extensive engagement and consultation on this plan which was approved in September 2018, including the direction of travel for targeted mainstream provision and the model which would be established. This consultation follows on from that and looks at the detail around the first phase of the development of provision.
27	Organisation	Without adequate funding, schools cannot meet the needs of children with additional needs.	The funding model for the targeted provision is based on a national formula. Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. Schools will develop the staffing model for their provision, and the LA will work with them to

Are there any other aspects of this provision you would like us to consider?			
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			make sure the provisions operate safely and that children are appropriately placed.
30	Organisation	The funding model, The safety of those working in the provision, RPI policies, The staffing qualifications, expertise and fair salary, Supervision for the staff, The expectation of mainstream inclusion, The pupils being on roll at the school, The flexible places, The education of Permanently Excluded pupils, Whether these provisions will be forced to take these Perm Ex pupils. Where the pupils awaiting specialist (at risk of Perm Ex) will be educated	<p>The funding model for the targeted provision is based on a national formula. Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. Schools will develop the staffing model for their provision, and the LA will work with them to make sure the provisions operate safely and that children are appropriately placed.</p> <p>Children with EHCPs who access the targeted provisions will be on the roll of the school which has the provision. Only children in flexible places will remain on their home school roll.</p> <p>The Local Authority will always meet the assessed needs of children and will work with a preventative approach to reduce the number of children who are permanently excluded. An improved provision offer will also mean that children's needs are met and exclusion will be reduced. The Local Authority will also always meet their statutory duties in respect of excluded pupils.</p>
31	Parent/Carer	I think you should give consideration to an alternative curriculum offer within the enhanced provision. In a mainstream setting, students must sit core GCSE, but entry level qualifications in English, maths and science can be offered alongside this. Also, providers like ASDAN or structures like the Autism Progression Framework can give flexibility to reflect and certify other achievements which are outside the mainstream offer. A strong alternative curriculum offer could also include access to adapted sports, yoga or other types of experience	This comment will be taken into account in discussion with schools developing the provisions.
32	Parent/Carer	Staff will have to be extremely vigilant to keep the balance of varying needs	The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children. The provisions will also have access to support from Speech and Language Therapists, Occupational

Are there any other aspects of this provision you would like us to consider?			
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			Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I.
33	Parent/Carer	Why repair something that doesn't need fixing!!!! The children are going to be far worse off	Currently EMS are expected to deliver both places in their schools for children who need inreach support as well as an outreach support offer to their neighbouring schools. Our engagement and consultation for the Strategic Plan showed that this arrangement has led to difficulties in delivering both aspects of support from the same resource. In addition, over time EMS have increasingly developed a predominantly outreach offer which has meant that the inreach offer is inconsistent across the county and often places provided are part time and inadequate to meet needs. The new arrangement will see Locality Hubs focused on delivering a comprehensive outreach support offer and Targeted Provisions will be commissioned to focus on delivering full time places for children who need specialist support and access to a mainstream curriculum. This will address the current gap between mainstream and special provision whilst maintaining an outreach provision.
34	Parent/Carer	Schools don't want our complex children. What are you going to do to support those children in Scarborough and Ryedale? There is no provision to replace the EMS's that have closed and will close soon. The hubs offer limited support over a much wider area so effectiveness will be limited. Even if our area did have a provision to support those children at risk of exclusion, to suggest it will help children long term is quite a reach. Once full there wouldn't be room for anymore children so would be waiting lists. This would mean schools would be quicker to exclude.	<p>The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities and across primary and secondary so provision can be as local as possible for more children.</p> <p>Targeted provisions are part of the overall continuum of provision for children and young people with SEND which we are aiming to improve through implementation of our Strategic Plan. This continuum covers mainstream, targeted and specialist provision. Children whose needs cannot be met in mainstream or targeted provision will be able to access specialist provision in special schools. We have increased the capacity of our special schools over recent years and continue to look to improve our special school offer. There will also be support from Locality Hubs for schools.</p>
36	Parent/Carer	The funding may be made available but it is never maintained. The schools are full to capacity and won't be able to provide the space needed.	The funding model for the targeted provision is based on a national formula. Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. Schools will develop the staffing model for their provision. The provisions will also have access to support from Speech and Language Therapists, Occupational

Are there any other aspects of this provision you would like us to consider?			
ID	TYPE	Comment or question	Response
			Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I.
38	Parent/Carer	As outlined in previous response, I feel this is unlikely to come to fruition. A lot of the correct noise are made but the reality is very different. My daughter's proposed secondary school have already made it clear she will be unable to access the school trip that the entire year group go on in the first half of the term due to it being a bush-craft survival type experience. Given our experiences to date with the education process at secondary level and the vital support services propping this up, I am very concerned that this will be a lip service only plan.	It is disappointing to hear this is your experience. Targeted provisions are part of the overall continuum of provision for children and young people with SEND which we are aiming to improve through implementation of our Strategic Plan. This continuum covers mainstream, targeted and specialist provision. Children whose needs cannot be met in mainstream or targeted provision will be able to access specialist provision in special schools. We have increased the capacity of our special schools over recent years and continue to look to improve our special school offer. There will also be support from Locality Hubs for schools.
39	Parent/Carer	To have staff that are ALL fully on board with a child's needs. The staff must be adequately trained which at present alot are not, especially in Autism. I believe the LA need to be monitoring the schools closer, making sure that the money been paid to the school is working for the child,who needs it especially in children with EHCPs. Also that professionals are called in sooner, and parent view is listened to.	The targeted provisions will have specialist staff who have appropriate training and qualifications to meet the needs of the children. The provisions will also have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I. We are also aiming to support mainstream schools to be as inclusive as possible and meet the needs of more children and young people with SEND.
40	Other	It's dependant on the school and child. Money is short all round. Trying to raise money to fund what is needed to do this is very hard in the current economic climate.	Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. The provisions will also have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists. They will also be supported by Specialist Lead Professionals for SEMH and C&I.
43	Parent/Carer	A wash room does not cover hidden disability	No comment required.
44	Parent/Carer	THERE ARE NO SCHOOLS WILLING TO PROVIDE THIS SERVICE IN CRAVEN SO I FEAR THE SERVICE WILL DISAPPEAR!	The aim of the Strategic Plan and the development of targeted mainstream provisions is to improve the continuum of SEND provision in all localities across the County. The targeted provision will address the gap which currently exists between mainstream and special schools.

Are there any other aspects of this provision you would like us to consider?			
ID	TYPE	Comment or question	Response
			We are aware that some schools in Craven have a view that the targeted provision model is not required in that locality, but the Local Authority maintain that there is a need for the provision, and that there needs to be a consistency of offer for children and families in that area. We will continue to work with schools in the Craven area to develop this provision.
46	Parent/Carer	In my experience mainstream teachers are completely ignorant to send children and cause trauma to these children. I believe every teacher should have an in depth knowledge of send not just a basic one, even the sen teacher in my daughters school aas useless and her understanding and attitude towards my daughter was disgraceful. And this school is supposed to be an autism specialist school, never in a million years would this school understand my daughters needs instead they sent her to isolation, excluded her for being bullied and slagged her of to parents and other pupils....disgraceful, they have ruined my daughters life not helped in any way shape or form!!	It is disappointing to hear this is your experience. Targeted provisions are part of the overall continuum of provision for children and young people with SEND which we are aiming to improve through implementation of our Strategic Plan. This continuum covers mainstream, targeted and specialist provision. Children whose needs cannot be met in mainstream or targeted provision will be able to access specialist provision in special schools. We have increased the capacity of our special schools over recent years and continue to look to improve our special school offer. There will also be support from Locality Hubs for schools. We are also aiming to support mainstream schools to be as inclusive as possible and meet the needs of more children and young people with SEND.
48	Parent/Carer	Every child matters- each child is an individual- that's what the EHCP is designed to accommodate. Concentrating on a few and dismissing th3 rest is what appears to be your model to me.	The development of targeted mainstream provision is only one part of our overall Strategic Plan which aims to improve provision for all children with SEND across the County. We want to have an improved offer of provision across mainstream, targeted and specialist.
51	Parent/Carer	Concerned that we will still have the correct number of places available and am concerned that emphasis will be on this new provision and special schools will be discouraged.	The nine targeted provisions will be the first to deliver the new model. We know that more are needed and plan to increase the number of provisions to 31 over the next 3 years so there are targeted provisions in all localities and across primary and secondary so provision can be as local as possible for more children. The targeted provision will be for children who are assessed as needing that kind of provision and will not be for those who require specialist provision. We have already increased capacity in our special schools and will continue to improve the special school offer.
52	Organisation	Schools are required to deal with increasing numbers of students with additional needs. I believe that	The intention is that the introduction of the targeted provision will improve outcomes as noted in this comment.

Are there any other aspects of this provision you would like us to consider?			
ID	TYPE	Comment or question	Response
		in the future, further investment in targeted provision will lead to better outcomes for young people with SEMH needs.	
53	Organisation	If schools had access to services, adequate budget resources and training the children would be included in mainstream in a much more real way. I feel schools will struggle to recruit the staff needed to work with a group of 6 children all with challenging and differing needs.	<p>The funding model for the targeted provision is based on a national formula. Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. Schools will develop the staffing model for their provision.</p> <p>Our Specialist Leads for C&I and SEMH will be supporting schools in the recruitment process for staff.</p>
54	Parent/Carer	There needs to be more places and a robust package of quality training on SEND for all school staff throughout the area	As part of our Strategic Plan we are aiming to support mainstream schools to be as inclusive as possible and meet the needs of more children and young people with SEND.
56	Other	This will all depend on the attitude to the support given by the LA. Schools are under pressure, quite rightly, to provide for all children. Due to the pressures on standards and expectations, it is essential that schools can expect appropriate support from the new Hubs. Some schools will find it very hard to meet the needs as described in the Strategic plan.	<p>Targeted provisions will have access to support from Speech and Language Therapists, Occupational Therapists and Educational Psychologists funded by the Local Authority. They will also be supported by Specialist Lead Professionals for SEMH and C&I.</p> <p>Support from the Locality Hubs will be provided for schools, and the offer will be clear.</p>
62	Other	It will depend on the willingness of schools to accept that one size does not fit all and that there is more to life than ticking boxes for academic progress for Ofsted. Previous experience of EMS provision was that it was tacked on. Other students, parents etc weren't aware or didn't understand provision so it was isolating and far from inclusive. Schools need to do more work on inclusion and valuing everyone. A good start is making sure all staff, pupils and wider school community have awareness training so that everyone feels included and valued.	<p>The comment reflects our Strategic Plan principles:</p> <ul style="list-style-type: none"> • An inclusive culture and ethos • Joint commitment and accountability to children and young people. <p>We are aware that there are some difficulties with delivery of service from the current EMS schools as currently EMS are expected to deliver both places in their schools for children who need inreach support as well as an outreach support offer to their neighbouring schools. This arrangement has led to difficulties in delivering both aspects of support from the same resource.</p>

Are there any other aspects of this provision you would like us to consider?			
ID	TYPE	Comment or question	Response
66	Organisation	<p>I would like there to be consideration of the needs of individual localities taken into account, including actual consideration of individual children, alongside predictions of future need. These predictions need to be based not just on total number of EHCPs but also the level of support required by the EHCP. They should also take into account support required for children without EHCPs who currently benefit from existing outreach and whose needs may, should the current level of support decrease, escalate so that EHCPs are required in order to ensure sufficient support to allow them to remain in mainstream education. The plans for outreach based on locality hubs have not been clearly communicated to practitioners. Craven specialist practitioners already work in a multi-disciplinary way, with a high number of referrals being handled on a joint working basis. From documents seen, the number of specialist teachers and practitioners across the County will be fewer than currently in place. The amalgamation of Craven with Ripon, Knaresborough and Harrogate will place even greater demands on those who have been appointed to the new roles, leading to a decrease in level of support available for children identified with SEND, and consequently a greater likelihood of increased numbers of EHCPs being required and also exclusions taking place.</p>	<p>During the development of the Strategic Plan, a range of information was taken into account in planning provision for each locality.</p> <p>This comment refers mainly to the Locality Hubs, which was not the focus of this consultation. In terms of communications about hubs including staffing arrangements this will be done in due course at the appropriate time.</p>
67	Organisation	<p>In Ryedale, we will no longer have in-reach provision for those most at risk of permanent exclusion, as is currently provided by Kirkbymoorside and Malton EMS. I am also aware that the outreach model provided through the hubs is likely to be less (current EMS's are being told to close as much of their</p>	<p>The Local Authority will always meet the assessed needs of children and will work with a preventative approach to reduce the number of children who are permanently excluded. An improved provision offer will also mean that children's needs are met and exclusion will be reduced. The Local Authority will also always meet their statutory duties in respect of excluded pupils.</p>

Are there any other aspects of this provision you would like us to consider?			
ID	TYPE	Comment or question	Response
		<p>caseload down as possible to make it manageable for the hubs). This will lead to an escalation of negative behaviours and potentially an increase in perm ex. There is NO targeted provision for Ryedale so our children will be significantly worse off than they currently are. I am concerned that North Yorkshire may be in dereliction of their statutory duties. I do not believe that this is a well thought out plan that will meet the needs of children in North Yorkshire, and is instead an attempt to create more 'special school' places for those who need it. The financial impact of the new provision (and what is removed in order to pay for it) will have a huge impact on the ability of mainstream schools to access the support they need to keep children in Mainstream education.</p>	<p>In terms of comments about the Locality Hubs, this was not the focus of this consultation. In terms of communications about hubs including outreach arrangements this will be done in due course at the appropriate time.</p> <p>We are aware that at present there are no schools identified to deliver the targeted provision model in Ryedale, however our intention remains to deliver provision in all local areas and we will continue to work with schools to achieve this.</p> <p>The targeted provision will be for children who are assessed as needing that kind of provision and will not be for those who require specialist provision. We have already increased capacity in our special schools and will continue to improve the special school offer.</p> <p>The funding model for the targeted provision is based on a national formula. Targeted provisions will be funded and staffed additionally to school budgets and staffing, meaning there are identified staff to work with children in the provisions, who have expertise and time to deliver what is needed. This aspect of the plan seeks to add an additional offer to the continuum of provision and no savings are attached to this aspect of the strategic plan.</p>
68	Organisation	<p>Absolutely not. Schools are stretched. Staff in mainstream schools do not have the skills required to support extreme cases. I find the statement made by the LA that schools will 'have to change their culture' insulting.</p>	<p>Comments noted.</p>
69	Organisation	<p>See my previous comment. The outreach we currently have in Craven is excellent. It supports children, staff and schools to provide the best education they can. The loss of this Craven based support with experienced practitioners will not benefit the children or staff of Craven and I urge you to reconsider.</p>	<p>We are aware that some schools in Craven have a view that the targeted provision model is not required in that locality, but the Local Authority maintain that there is a need for the provision, and that there needs to be a consistency of offer for children and families in that area. We will continue to work with schools in the Craven area to develop this provision.</p> <p>Locality Hubs will provide outreach to schools.</p>
71	Organisation	<p>I would like there to be consideration of the needs of individual localities taken into account, including</p>	<p>During the development of the Strategic Plan, a range of information was taken into account in planning provision for each locality.</p>

Are there any other aspects of this provision you would like us to consider?			
ID	TYPE	Comment or question	Response
		<p>actual consideration of individual children, alongside predictions of future need. These predictions need to be based not just on total number of EHCPs but also the level of support required by the EHCP. They should also take into account support required for children without EHCPs who currently benefit from existing outreach and whose needs may, should the current level of support decrease, escalate so that EHCPs are required in order to ensure sufficient support to allow them to remain in mainstream education. The plans for outreach based on locality hubs have not been clearly communicated to practitioners. Craven specialist practitioners already work in a multi-disciplinary way, with a high number of referrals being handled on a joint working basis. From documents seen, the number of specialist teachers and practitioners across the County will be fewer than currently in place. The amalgamation of Craven with Ripon, Knaresborough and Harrogate will place even greater demands on those who have been appointed to the new roles, leading to a decrease in level of support available for children identified with SEND, and consequently a greater likelihood of increased numbers of EHCPs being required and also exclusions taking place.</p>	<p>This comment refers mainly to the Locality Hubs, which was not the focus of this consultation. In terms of communications about hubs including staffing arrangements this will be done in due course at the appropriate time.</p>
72	Other	<p>There is insufficient staffing to ensure that there is not a huge wait for assessment and support. Not just SEN pupils suffer from this, but the impact the needs of these children have on the whole school can also be negative. The geographical area is too big to be resourced as planned and it be efficient.</p>	<p>All localities will have a fully resourced team of professionals to support children in every locality. The LA recognises the geographical challenges and has set these plans out in response to those. Through the consultation of the strategic plan it was strongly supported that provision and resources should be set out with a locality focus. These proposals build upon that.</p>
73	Organisation	<p>Funding in mainstream schools does not currently allow for the staffing levels required for this</p>	<p>These places will be funded differently to mainstream school places. The funding is in line how special school places are funded which includes place</p>

Are there any other aspects of this provision you would like us to consider?			
ID	TYPE	Comment or question	Response
		strategic plan to work beyond targeted provision. Where do the children go next? If not special school placements, how are mainstream placements being supported to be successful?	funding and a needs led top up to ensure resource is available to meet individual need. Those children who are as assessed as requiring special school will continue to have this made available to them
74	Other	I do not think NYCC are anywhere near meeting the needs of children and young people with SEND. The only way they could come close is having Mowbray School as a model for all local regions to follow.	Mowbray School has recently been supported by the LA to expand its capacity. We will continue to expand special school capacity in line with assessed need and demand. This provision will be an additional offer between mainstream and special school for those who need it.
75	Organisation	See above. What will happen to the children that are presently in in reach?	The LA are reviewing all children currently accessing support in existing models and will work with families to ensure they continue to receive the offer of provision that is most suitable to their needs
76	Parent/Carer	Schools are already under huge pressures. The new plan would not have worked for what our children need. Rates of exclusion in Craven were the lowest in NYCC, ask yourselves why? This doesn't mean to say that children wouldn't have been excluded had they been elsewhere in the county! You had the right staff in the right places in Craven. What are your plans for our children now?	The largely outreach offer that is currently available in Craven will continue to be delivered through locality hub teams of professionals. Establishing new full time places in specially resourced targeted provisions remains a priority for the LA and we will continue to work with schools on this. Over the next 3 years the LA have set out plans to provide 4 targeted provisions in Craven creating 32 full time places for children with SEND. This will be in addition to a continued outreach support offer that exists at present.

Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

Targeted Enhanced Provision

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	Children and Young People's Services
Lead Officer and contact details	Chris Reynolds
Names and roles of other people involved in carrying out the EIA	Chris Reynolds Nikki Joyce Carol Ann Howe Jane Le Sage
How will you pay due regard? e.g. working group, individual officer	

When did the due regard process start?	<p>The new EMS proposals were developed as part of the SEND Strategic Plan for Educational provision which was approved in September 2018.</p> <p>The development of the Plan was undertaken by a number of officers across CYPS and was overseen by the AD for Inclusion. There was significant public consultation on all aspects of the Plan before its finalisation</p>
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Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)

The EIA considers the implications of the changes in the model for enhanced mainstream schools from September 2020. We are decommissioning the current model which focusses on providing outreach support to children and young people with SEND. From September 2020 we intend to recommission a targeted mainstream provision which is based on a place based model

Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)

The changes are being proposed to create more support for children with EHC Plans in mainstream schools. Currently when a child has exhausted the support from the EMS it is likely they will undergo statutory assessment and move into special school. This proposal will allow the creation of over 200 supported places in mainstream school for children with SEND.

Section 3. What will change? What will be different for customers and/or staff?

Children with SEND will have a greater opportunity to remain in mainstream school as they will have to enhanced support and a resource area when required. The new model will also provide more choice for parents/carers as to where their child will receive their education.

The staff working in the new targeted provision schools will have access to higher levels of training to ensure that they have the required knowledge and skills to support the children attending their schools via the Targeted Provision.

Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

Consultation was undertaken as part of the development of the SEND Strategic Plan for Educational Provision. Further consultation is about to commence on more details including the schools identified for Year 1 roll out and the model of delivery

The local authority undertook a public consultation between 6th February and 15th March 2020 which involved an on line survey together with 11 public meetings in localities and a specific meeting for the current enhanced mainstream schools.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

Please explain briefly why this will be the result.

It is hoped that the proposals will ensure that more children and young people can have their needs met in North Yorkshire. This will mean that more children will be able to access mainstream school with enhanced support for their special educational needs. The proposals provide more choice for parents if they wish their child to remain in mainstream school.

In turn this should reduce the pressures on NY special school placements and mean that they have more capacity and places available for children whose assessed needs identify a specialist placement is required.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age	x			
Disability		x		Children with SEMH and C&I needs will have greater opportunities to remain in mainstream provision whilst receiving the appropriate levels of support to access the mainstream curriculum and wider opportunities within the school
Sex	x			
Race	x			
Gender reassignment	x			

Sexual orientation	X			
Religion or belief	X			
Pregnancy or maternity	X			
Marriage or civil partnership	X			

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?		X		Children and young people with EHCPs will have more opportunity to remain in a more local mainstream school. This will reduce travel time and provide more social opportunities for children. <i>In Year 1, 9 schools have expressed an interest in becoming a targeted provision out of a total of 31. This means that some areas will not benefit from the opportunity of a supported placement in mainstream school in year 1. However, the children and young people will still have access to outreach support from the SEND locality hubs when the current EMS are decommissioned.</i>
...have a low income?	X			
...are carers (unpaid family or friend)?	X			

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)	
North Yorkshire wide	X
Craven district	
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	
Scarborough district	
Selby district	

If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.

The new targeted provisions will be established across all localities as detailed in the Strategic Plan

In Year 1 we will achieve the first 9 targeted provisions. All areas except for Ryedale and the Craven area will have some targeted provision and we will build on this in Years 2 and 3 of roll out.

Children and young people and schools will still be able to access outreach provision via the SEND Hubs.

Day 6 provision for primary aged children is currently being planned to ensure that the local authority is able to fulfil its statutory duty in terms of education provision for permanently excluded children.

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.

The proposals may have an impact on children with a combination of protected characteristics. However, this should be a positive impact as more children with EHCPs can have their needs met locally. Children with SEND in mainstream schools will still receive the support they require through the locality based SEND Hubs

There will be a potential impact on the staff in the current enhanced mainstream schools if the school is being decommissioned. Some staff may be at risk of redundancy. We are mitigating against this risk by ensuring staff are aware of current vacancies within the Inclusion service and they may also have the opportunity to move to alternative roles within their school. If they are employed by the Inclusion Service, we will try to ensure they are based in an appropriate hub area to reduce unnecessary travel time and ensure a good home work balance.

Vacancies have been shared with head teachers and staff of mainstream enhanced schools and some staff have been appointed into the central hub roles.

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	x

4. Actual or potential unlawful discrimination - stop and remove the proposal
 – The EIA identifies actual or potential unlawful discrimination. It must be stopped.

Explanation of why option has been chosen. (Include any advice given by Legal Services.)

This option has been chosen (pre consultation) as this proposal gained positive support from parents and stakeholders in the development of the Strategic Plan. It strengthened the education continuum for children with EHCPs and helps us to fulfil our principles in terms of children being able to be educated as locally as possible.

The risk to staff and future employment is subject to mitigating action to reduce risk of unemployment.

Post consultation

Consideration has been given to the consultation responses. Some responses disagree with aspects of the proposal on the basis of maintaining the existing model of EMS. This has been taken into account. The proposed new model has made provision for the functions of the current EMS to continue but arranged in a different way. Locality Hubs will deliver continued outreach support to mainstream schools whilst the proposed Targeted Provisions will provide a more comprehensive offer of full time places for children with SEND. Some feedback also raised concerns about the numbers of places available but this will be addressed as the full roll out of the targeted provision is achieved.

Discussion are continuing with schools who have expressed an initial interest to be considered for Year 2 roll out.

We do not consider the need to change the proposal.

Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)

The local authority will be working closely with the schools to ensure that the targeted provision is set up effectively and schools receive high levels of advice and guidance. The targeted provision staff will receive support from the relevant SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified. Regular reports will be taken to the Locality Board detailing the progress in development of the provision.

Parent and children and young people will be asked for feedback on an annual basis as part of the annual review process and contract management process.

A post implementation review will be undertaken in July 2021 when the new provision has been open for 6 months and lessons used to inform the roll out of Year 2 and 3 schools

Section 12. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.

Action	Lead	By when	Progress	Monitoring arrangements
<i>Support and guidance to schools</i>	<i>Lead SEND officer</i>	<i>Complete by October</i>		<i>Inclusion Management and Locality Boards</i>
<i>SLA signed off</i>	<i>LA</i>	<i>October</i>		<i>Contract management by the LA</i>
<i>4 weekly meetings with targeted schools</i>	<i>LA</i>	<i>September onwards</i>		

<i>Post implementation review</i>	<i>LA</i>	<i>July 2021</i>		
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Section 13. Summary Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

The new targeted provision will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school. Outreach support will continue as usual but will be delivered by the staff in the SEND Hubs to allow the targeted provision to focus on place based provision. Schools, children and young people will have access to a wider range of professionals to meet need including therapists, specialist staff and practitioners. All localities will have access to a SEND Hub and be able to access its offer of support. The hubs also provide the opportunity for greater collaboration with health and early help colleagues ensuring a joined up approach to meeting the holistic needs of the child and family.

Section 14. Sign off section

This full EIA was completed by:

Name: Chris Reynolds
Job title: SEND Placement Officer
Directorate: CYPS
Signature:

Completion date: 16.3.20

Authorised by relevant Assistant Director (signature):

Date: 16.3.20

Consultation on the Removal of Enhanced Mainstream Provision and the Establishment of Targeted Mainstream Provision for Children and Young People with SEND at [Insert School Name]

Purpose of this Consultation Document:

This document is to explain the proposal by the Local Authority to Establish Targeted Mainstream Provision for Children and Young People with SEND at [Insert School Name].

On 24th March 2020 the Local Authority's Executive approved the implementation of providing SEN provision in Mainstream Schools in the form of Targeted Provisions. The Executive also approved as part of this implementation the commencement of a consultation on the establishment of the new Targeted Mainstream Provisions (SEN Units) at the selected schools and removal of the previous designations of Enhanced Mainstream Provisions from schools which were established in 2010.

Following discussions with the Governors and Headteacher [Insert School Name] has been selected to host a Targeted Mainstream Provision. The Local Authority is now asking for your views on this proposal as part of the statutory process which is required before alterations of these kind are made to maintained schools.

What will the Target Mainstream Provision look like?

Schools have the flexibility to refine their model of delivery but in general the new provision will:

- Provide 8 full time places for 6 children and young people with an Education, Health and Care Plan and 2 'flexible' places for children needing to access the provision for short term assessment and support.
- Specialise in meeting the needs of children and young people with Social, Emotional and Mental Health/ Communication and Interaction needs at primary and secondary level. [DELETE TYPE OF PROVISION AS APPROPRIATE]
- Have access to a range of therapies and training opportunities to ensure children are fully supported

-
- Increase the opportunities for children and young people with SEND to access mainstream education together with more specialised small group interventions and support
 - Be funded on a 'place' basis similar to special schools and in line with national guidance. They will receive £10,000 per place and top up funding in accordance with our Banding system. We expect the top up funding to be between £4,780 to £7,570 per place (banding levels as of 2019/2020 financial year)

Background to the Proposal

North Yorkshire County Council has a duty to keep its special education provision under review and ensure there is the right type of provision and enough places to meet the needs of children and young people with special educational needs and/or disabilities (SEND).

We want all children and young people with SEND in North Yorkshire to;

- have the best educational opportunities so that they achieve the best outcomes;
- be able to attend a school or provision locally, where they can make friends and be part of their local community; and
- make progress with learning, have good social and emotional health and be prepared for a fulfilling adult life.

We know that there are more children and young people being identified as having special educational needs in North Yorkshire and we expect this increase to continue. We need to make sure that we have the right type of education provision in the right place to meet their needs. We know that a number of our children and young people have to go to school outside North Yorkshire, and we want to avoid this wherever possible.

We have developed a strategic plan for educating children with SEND which aims to create a better offer of provision for children and young people, improved communication, enable more local decision making, and reduce costly out of county placements. This plan was approved in September 2018 and the proposal to implement the Targeted Mainstreams Provisions were the approved on 24th March 2020. We are now implementing the actions within it and one of these actions is to establish Targeted Mainstream Provisions at individual schools through the statutory process required.

This document explains the proposal that we are consulting on with regard to the individual school in question. The full strategic plan document is here www.northyorks.gov.uk/sendplan and [\[Insert Link to Targeted Provision Consultation Document\]](#) so that you can see where this aspect of provision fits within the wide range of provisions established or being developed. We recommend that you read these documents before responding to the survey and giving us your views on the individual proposal.

How are we consulting?

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 to 28th June 2018 and then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. This specific proposal is purely about the establishment of a Targeted provisions at **[Insert School]**. We are inviting stakeholders to share their view on this specific proposal.

We are asking you to give your views on the proposal via an on line survey and via the County Council's Website. Alternative formats of the document are available upon request. We are also holding an event in the local area for stakeholders to offer views and ask any questions they may have regarding the proposal.

To assist in responding to the consultation stakeholders are invited to attend an meeting regarding SEN provision in the local area on **[Insert Date and Time]** at **[Insert Location Here]**. Local Authority Officers will share the information about the proposals and also be available to answer an questions that you may have.

What is the timescale?

The consultation will be open 21 April until 19 May Once the consultation has closed, we will review all of the responses and prepare a report for councillors. They will consider the feedback on the proposal and decide on 2 June where to publish statutory notices and proposals which is the next part of the statutory process.

Information about our equalities impact assessment

We have carried out an equalities impact assessment (EIA) which can be found **here**. We will update this following comments received during the consultation and councillors will consider it again before they make a decision on implementing the proposal. The EIA has identified that there will be an impact on young people with SEND and if changes are made to current SEND education services, we will offer support to families to adapt to those changes.

We anticipate that, if the proposal is implemented, it may bring positive impacts to young people and their families, particularly by enabling more young people with SEND to be educated in their own community and achieve better outcomes. We anticipate that with more local provision children and young people with SEND will have more opportunities to attend a local school that is closer to home and will help them achieve better educational and social outcomes.

**Consultation on the of Establishment of Targeted
Mainstream Provision for Children and Young
People with SEND at *[Insert School Name]***

Observations and/or suggestions:

Interest/Status

e.g. Parent/Governor/Teacher/Community

Name of School

Signed

Date:

Name (Block Capitals)

Address:

.....
.....
Postcode:

To help us assess whether we have provided clear information, please let us know whether you found this consultation easy to understand? YES/NO

Do you have any suggestions for improvement?

.....

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Please send this response sheet to the following “FREEPOST” address. You do not need to use a postage stamp.

FREEPOST RTKE-RKAY-CUJS
[Insert School Name]
Strategic Planning
North Yorkshire County Council
County Hall
NORTHALLERTON
DL7 8AE
Or go to:
[Insert Survey Link]

and submit your response there

To be received by no later than #####

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Consultation on the of Establishment of Targeted Mainstream Provision for Children and Young People with SEND at [Insert School Name]

Purpose of this Consultation Document:

This document is to explain the proposal by the Local Authority to Establish Targeted Mainstream Provision for Children and Young People with SEND at [Insert School Name].

On 24th March 2020 the Local Authority's Executive approved the implementation of providing SEN provision in Mainstream Schools in the form of Targeted Provisions. The Executive also approved as part of this implementation the commencement of a consultation on the establishment of the new Targeted Mainstream Provisions (SEN Units) at the selected schools and removal of the previous designations of Enhanced Mainstream Provisions from schools which were established in 2008.

Following discussions with the Governors and Headteacher [Insert School Name] has been selected to host a Targeted Mainstream Provision. The Local Authority is now asking for your views on this proposal as part of the statutory process which is required before alterations of these kind are made to maintained schools.

What will the Target Mainstream Provision look like?

Schools have the flexibility to refine their model of delivery but in general the new provision will:

- Provide 8 full time places for 6 children and young people with an Education, Health and Care Plan and 2 'flexible' places for children needing to access the provision for short term assessment and support.
- Specialise in meeting the needs of children and young people with **Social, Emotional and Mental Health/ Communication and Interaction needs at primary and secondary level. [DELETE TYPE OF PROVISION AS APPROPRIATE]**
- Have access to a range of therapies and training opportunities to ensure children are fully supported
- Increase the opportunities for children and young people with SEND to access mainstream education together with more specialised small group interventions and support
- Be funded on a 'place' basis similar to special schools and in line with national guidance. They will receive £10,000 per place and top up funding in accordance with

our Banding system. We expect the top up funding to be between £4,780 to £7,570 per place (banding levels as of 2019/2020 financial year)

Background to the Proposal

North Yorkshire County Council has a duty to keep its special education provision under review and ensure there is the right type of provision and enough places to meet the needs of children and young people with special educational needs and/or disabilities (SEND).

We want all children and young people with SEND in North Yorkshire to;

- have the best educational opportunities so that they achieve the best outcomes;
- be able to attend a school or provision locally, where they can make friends and be part of their local community; and
- make progress with learning, have good social and emotional health and be prepared for a fulfilling adult life.

We know that there are more children and young people being identified as having special educational needs in North Yorkshire and we expect this increase to continue. We need to make sure that we have the right type of education provision in the right place to meet their needs. We know that a number of our children and young people have to go to school outside North Yorkshire, and we want to avoid this wherever possible.

We have developed a strategic plan for educating children with SEND which aims to create a better offer of provision for children and young people, improved communication, enable more local decision making, and reduce costly out of county placements. This plan was approved in September 2018 and the proposal to implement the Targeted Mainstreams Provisions were the approved on 24th March 2020. We are now implementing the actions within it and one of these actions requires us to alter the designation to include an SEN Unit of those schools involved..

This document explains the proposal that we are consulting on with regard to the individual school in question. The full strategic plan document is here www.northyorks.gov.uk/sendplan and [\[Insert Link to Targeted Provision Consultation Document\]](#) so that you can see where this aspect of provision fits within the wide range of provisions established or being developed. We recommend that you read these documents before responding to the survey and giving us your views on the individual proposal.

How are we consulting?

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 to 28th June 2018 and then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. This specific proposal is purely about the establishment of a Targeted provisions at [\[Insert School\]](#). We are inviting stakeholders to share their view on this specific proposal.

We are asking you to give your views on the proposal via an on line survey and via the County Council's Website. Alternative formats of the document are available upon request. We are also holding an event in the local area for stakeholders to offer views and ask any questions they may have regarding the proposal.

To assist in responding to the consultation stakeholders are invited to attend a meeting regarding SEN provision in the local area on **[Insert Date and Time]** at **[Insert Location Here]**. Local Authority Officers will share the information about the proposals and also be available to answer any questions that you may have.

What is the timescale?

The consultation will be open 21 April until 19 May. Once the consultation has closed, we will review all of the responses and prepare a report for councillors. They will consider the feedback on the proposal and decide on 2 June where to publish statutory notices and proposals which is the next part of the statutory process.

Information about our equalities impact assessment

We have carried out an equalities impact assessment (EIA) which can be found **here**. We will update this following comments received during the consultation and councillors will consider it again before they make a decision on implementing the proposal. The EIA has identified that there will be an impact on young people with SEND and if changes are made to current SEND education services, we will offer support to families to adapt to those changes.

We anticipate that, if the proposal is implemented, it may bring positive impacts to young people and their families, particularly by enabling more young people with SEND to be educated in their own community and achieve better outcomes. We anticipate that with more local provision children and young people with SEND will have more opportunities to attend a local school that is closer to home and will help them achieve better educational and social outcomes.

Consultation on the of Establishment of Targeted Mainstream Provision for Children and Young People with SEND at *[Insert School Name]*

Observations and/or suggestions:

Interest/Status
e.g. Parent/Governor/Teacher/Community
Name of School

Signed
Date:

Name (Block Capitals)
Address:
.....
.....
Postcode:

To help us assess whether we have provided clear information, please let us know whether you found this consultation easy to understand? YES/NO

Do you have any suggestions for improvement?

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Strategic Planning

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Consultation on the of Removal of Enhanced Mainstream Provision for Children and Young People with SEND at [Insert School Name]

Purpose of this Consultation Document:

This document is to explain the proposal by the Local Authority to Remove Enhanced Mainstream Provision from [Insert School Name].

On 24th March 2020 the Local Authority's Executive approved the implementation of providing SEN provision in Mainstream Schools in the form of Targeted Provisions. The Executive also approved as part of this implementation the commencement of a consultation on the establishment of the new Targeted Mainstream Provisions (SEN Units) at the selected schools and removal of the previous designations of Enhanced Mainstream Provisions from schools which were established in 2008.

Following discussions with the Governors and Headteacher [Insert School Name] has been not selected to host a Targeted Mainstream Provision and will therefore no longer require the Special Provision designation associated with the School as a former Enhance Mainstream School. The Local Authority is now asking for your views on this proposal as part of the statutory process which is required before alterations of these kind are made to maintained schools.

Background to the Proposal

North Yorkshire County Council has a duty to keep its special education provision under review and ensure there is the right type of provision and enough places to meet the needs of children and young people with special educational needs and/or disabilities (SEND).

We want all children and young people with SEND in North Yorkshire to;

- have the best educational opportunities so that they achieve the best outcomes;
- be able to attend a school or provision locally, where they can make friends and be part of their local community; and
- make progress with learning, have good social and emotional health and be prepared for a fulfilling adult life.

We know that there are more children and young people being identified as having special educational needs in North Yorkshire and we expect this increase to continue. We need to make sure that we have the right type of education provision in the right place to meet their needs. We know that a number of our children and young people have to go to school outside North Yorkshire, and we want to avoid this wherever possible.

We have developed a strategic plan for educating children with SEND which aims to create a better offer of provision for children and young people, improved communication, enable more local decision making, and reduce costly out of county placements. This plan was approved in September 2018 and the proposal to implement the Targeted Mainstreams Provisions were the approved on 24th March 2020. We are now implementing the actions within it and one of these actions requires us to alter the designation to include an SEN Unit of those schools involved and remove the designations from schools no longer to offering Special Provision.

This document explains the proposal that we are consulting on with regard to the individual school in question. The full strategic plan document is here www.northyorks.gov.uk/sendplan and [\[Insert Link to Targeted Provision Consultation Document\]](#) so that you can see where this aspect of provision fits within the wide range of provisions established or being developed. We recommend that you read these documents before responding to the survey and giving us your views on the individual proposal.

How are we consulting?

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 and 28th June 2018 then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. This specific proposal is purely about the removal of Enhanced Mainstream Provisions at [\[Insert School\]](#). We are inviting stakeholders to share their view on this specific proposal.

We are asking you to give your views on the proposal via an on line survey and via the County Council's Website. Alternative format of the document are available upon request. We are also holding an event in the local area for stakeholders to offer views and ask any questions they may have regarding the proposal.

To assist in responding to the consultation stakeholders are invited to attend an meeting regarding SEN provision in the local area on [\[Insert Date and Time\]](#) at [\[Insert Location Here\]](#). Local Authority Officers will share the information about the proposals and also be available to answer any questions that you may have.

What is the timescale?

The consultation will be open 21 April until 19 May. Once the consultation has closed, we will review all of the responses and prepare a report for councillors. They will consider the feedback on the proposal and decide on 2 June whether to publish statutory notices and proposals which is the next part of the statutory process.

Information about our equalities impact assessment

We have carried out an equalities impact assessment (EIA) which can be found [here](#). We will update this following comments received during the consultation and councillors will

consider it again before they make a decision on implementing the proposal. The EIA has identified that there will be an impact on young people with SEND and if changes are made to current SEND education services, we will offer support to families to adapt to those changes.

We anticipate that, if the proposal is implemented, it may bring positive impacts to young people and their families, particularly by enabling more young people with SEND to be educated in their own community and achieve better outcomes. We anticipate that with more local provision children and young people with SEND will have more opportunities to attend a local school that is closer to home and will help them achieve better educational and social outcomes.

Consultation on the Removal of Enhanced Mainstream Provision for Children and Young People with SEND at **[Insert School Name]**

Observations and/or suggestions:

Interest/Status

e.g. Parent/Governor/Teacher/Community

Name of School

Signed

Date:

Name (Block Capitals)

Address:

.....

.....

Postcode:

To help us assess whether we have provided clear information, please let us know whether you found this consultation easy to understand? YES/NO

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List of Schools

1. New Targeted Provisions

<u>Proposal Number</u>	<u>School</u>	<u>Academy or Maintained</u>	<u>Proposed Designation</u>	<u>Proposed Number of Places</u>	<u>Action Proposed</u>
1	Holy Family	Maintained	Targeted Provision for Communication and Interaction – Special Unit	6 places for pupils with EHCPs and 2 flexible places.	Consult on adding Special Provision.
2	Alverton	Maintained	Targeted Provision for Communication and Interaction – Special Unit	6 places for pupils with EHCPs and 2 flexible places.	Consult on adding Special Provision
3	Grove Road	Maintained	Targeted Provision for Social, Emotional and Mental Health– Special Unit	6 places for pupils with EHCPs and 2 flexible places.	Consult on adding Special Provision
4	Selby High-	Maintained	Targeted Provision for Social, Emotional and Mental Health– Special Unit	6 places for pupils with EHCPs and 2 flexible places.	Consult on adding Special Provision
	East Whitby	Academy	Targeted Provision for Communication and Interaction – Special Unit	6 places for pupils with EHCPs and 2 flexible places.	Request school initiate process for adding Special Provision
	West Cliff	Academy	Targeted Provision for Social, Emotional and Mental Health– Special Unit	6 places for pupils with EHCPs and 2 flexible places.	Request school initiate process for adding Special Provision
5	Wensleydale School	Maintained	Targeted Provision for Communication and Interaction – Special Unit	6 places for pupils with EHCPs and 2 flexible places.	Consult on adding Special Provision

6	Thirsk School	Maintained	Targeted Provision for Social, Emotional and Mental Health– Special Unit	6 places for pupils with EHCPs and 2 flexible places.	Consult on adding Special Provision

2. Former Enhanced Mainstream Schools

	<u>School and Category</u>	<u>Academy or Maintained</u>	<u>Action Proposed</u>
	<u>C&I</u>		
8	Embsay	Maintained	Consult on formal discontinuation of Special Provision.
	Hookstone Chase	Academy	Note removal in consultation document and notify school.
9	Kirkbymoorside	Maintained (Proposed Academy from 1 st April)	Consult on formal discontinuation of Special Provision.
10	Mill Hill	Maintained	Consult on formal discontinuation of Special Provision.
11	Thorpe Willoughby	Maintained	Consult on formal discontinuation of Special Provision.
12	Alverton Enhanced Early Years provision	Maintained	Consult on formal discontinuation of Special Provision and initiate consultation on new provision as detailed above.
	<u>SEMH</u>		
13	Barrowcliff	Maintained	Consult on formal discontinuation of Special Provision.
14	Barwic Parade	Maintained	Consult on formal discontinuation of Special Provision.
15	Bedale Primary	Maintained	Consult on formal discontinuation of Special Provision.
	Braeburn	Academy	Consult on formal discontinuation of Special Provision.
16	Greatwood	Maintained	Consult on formal discontinuation of Special Provision.
17	Grove Road	Maintained	Consult on formal discontinuation of Special Provision and initiate consultation on new provision as detailed above.
18	Malton Primary	Maintained	Consult on formal discontinuation of Special Provision.
	Starbeck	Academy	Note removal in consultation document and notify school

19	Thirsk Primary	Maintained	Consult on formal discontinuation of Special Provision.
	<u>Autism</u>		
20	Bedale Secondary	Maintained	Consult on formal discontinuation of Special Provision.
	Filey	Academy	Note removal in consultation document and notify school
21	Holy Family	Maintained	Consult on formal discontinuation of Special Provision and initiate consultation on new provision as detailed above.
22	King James	Maintained	Consult on formal discontinuation of Special Provision.
	South Craven	Academy	Note removal in consultation document and notify school
	<u>SLD</u>		
	Central C&L (Sherburn) Previously Barlby EMS	Academy	Note removal in consultation document and notify school
23	Central C&L (Alanbrooke) Previously Easingwold School	Maintained	Consult on formal discontinuation of Special Provision.
24	Central C&L (Northstead) Previously Graham School	Maintained	Consult on formal discontinuation of Special Provision.
25	Lady Lumley's EMS	Maintained	Consult on formal discontinuation of Special Provision.
26	Richmond EMS	Maintained	Consult on formal discontinuation of Special Provision.
	Central C&L (Rossett) Previously Rossett EMS	Academy	Note removal in consultation document and notify school
27	Central C&L (Upper Wharfedale School)	Maintained	Consult on formal discontinuation of Special Provision.

North Yorkshire County Council

Executive

Tuesday 24 March 2020

The Healthy Child Programme Targeted Service Procurement

Report of the Corporate Director of Health and Adult Services

1.0 Purpose of report

- 1.1 The purpose of this report is to present to the Executive the proposed arrangements between North Yorkshire County Council (NYCC) and North Yorkshire CCGs (NYCCGs), with Tees Esk and Wear Valley NHS Foundation Trust (TEWV FT) as the lead provider to deliver a School Based Universal and Targeted Emotional Wellbeing Service
- 1.2 The report is seeking approval to Start a 30-day public consultation on the use of a Section 75 agreement between NYCC and NYCCGs
- 1.3. Members are requested to note the proposed commissioning route for procuring the young people specialist substance misuse service.

2.0 Background and Issues

- 2.1 The Healthy Child Programme (HCP) is a universal preventative child and family health promotion programme for children aged 0-19 years and its aim is to:

“Ensure that every child gets the good start they need to lay the foundations of a healthy life”

- 2.2 The HCP is a local authority commissioned programme and some elements are mandated.
- 2.3 In North Yorkshire, the programme is currently made up of separate services:
 - Universal or core elements Healthy Child Service, mandated Health Visiting (0-5) and School Age (5-19) delivered by Harrogate and District NHS Foundation Trust (HDFT)
 - Targeted elements – emotional health and substance misuse service delivered by Compass
- 2.4 This report focuses on the targeted emotional health and substance misuse service provided by Compass.

3.0 School Based Universal and Targeted Emotional Wellbeing Service

- 3.1 The emotional wellbeing element of the Targeted Healthy Child Programme is a nurse-led service, working with children and young people who require support,

including specialist treatment for drug and alcohol misuse and early help for emotional difficulties. The current contract expires 31 August 2020.

- 3.2 The intention is to separate the emotional wellbeing and specialist substance misuse elements of the service. The proposal is for NYCC to use a section 75 agreement with NYCCGs to pool investment for an early intervention school based emotional wellbeing service. NYCCGs will lead the partnership arrangement.
- 3.3 Local discussions have taken place with the North Yorkshire Mental Health and Learning Disability Partnership. The partnership is made up of NHS and Local Government leaders across North Yorkshire. They have come together as a formal partnership to align planning and investment to achieve better outcomes, and better value for money whilst considering the financial challenges partners face. The partnership has considered and supported a joint commissioning approach, to join together the current CCGs investment for emotional wellbeing capacity building in schools and NYCC Targeted Healthy Child emotional wellbeing investment.
- 3.4 The substance misuse element is being separated out, as it is not something the partnership felt there was sufficient clinical governance within the lead provider arrangement.
- 3.5 The NYCCGs, with contribution from Vale of York and Airedale Wharfedale Craven CCG's have a current annual investment of £432,090. The NYCC value is £318,000. This provides an annual joint investment total of £750,090.
- 3.6 The joint commissioning arrangement proposed would support ongoing development work. TEWV, as the NHS funded mental health provider across North Yorkshire and York, is leading on the development of an NHS England project looking at whole pathway commissioning. The joint ambition among commissioners across North Yorkshire, York and the Craven area is to work jointly with TEWV to move at pace to the provision of an integrated pathway of advice and support for children and young people.
- 3.7 The proposed arrangement is also supportive of current national directive and responds to local feedback from professionals, family and children received during the North Yorkshire Care Quality Commission (CQC) mental health thematic review in September 2017, which indicated a requirement for clearer entry points to emotional mental health support and a clear need for early intervention.
- 3.8 In order to allow time for the Section 75 agreement to be agreed and sufficient consultation to take place, it has been necessary to extend the current Compass contract to 31st August 2020. Subject to the outcome of any consultation, it is envisaged that the new arrangement will begin 1st September 2020.
- 3.9 The Section 75 Agreement describing the shared governance and management arrangements for the service is being developed and will be brought to the Executive for approval in due course.

4.0 Specialist Substance Misuse Service

- 4.1 The Substance Misuse Service is currently delivered as part of Compass Reach. It involves delivering a range of individually tailored packages of evidence based and

age appropriate substance misuse interventions. These include targeted substance specific support through to the delivery of planned specialist treatment interventions, in accordance with national best practice guidance.

- 4.2 The aim of the service is to reduce the harm caused by substance misuse by addressing identified individual need, building resilience and preventing any escalation of drug/alcohol related risk and harm and stopping young people from becoming substance misuse dependent adults.
- 4.3 There are effective pathways in place so that young people who require more specialist Tier 4 levels of care and treatment can access these. These include access to adult drugs and alcohol services provided by North Yorkshire Horizons, who provide pharmacological interventions for under 18 year olds where it has been deemed to be safe and appropriate.
- 4.4 The proposal is to separate the substance misuse from the emotional wellbeing contract provided by Compass Reach. The contract value is currently £182,000 per annum.
- 4.5 An options appraisal was completed to inform the procurement of a substance misuse offer and the options explored included:
- External market exercise
 - Use of existing contract flexibilities
 - In house delivery
- 4.6 The approved preferred option is external market exercise and a Gateway 1 report has been prepared in accordance with the Council's Contract Procedure Rules. The current Compass Reach contract has been extended to 31st August 2020 to allow sufficient time for a new offer to be secured from 1st September 2020.

5.0 Performance Implications

- 5.1 The proposal is likely to improve performance and outcomes, as there is likely to be a more integrated and coordinated approach in the system to meeting the emotional wellbeing needs of children and young people.
- 5.2 It will address the need for clearer access points to emotional mental health support and a clear need for early intervention.
- 5.3 One of the criteria in the procurement process for selecting a suitable substance misuse service provider will be the ability to deliver activities to agreed performance, and joint pathways with all mental health and emotional wellbeing services.

6.0 Policy Implications

- 6.1 The proposal for the emotional wellbeing is in line with the national model for improving the emotional health and wellbeing of children and young people which is now focused on schools based provision. This model advocates early intervention and developing strong preventative approaches.

- 6.2 The proposed partnership is an example of integrated working across health and children and young people services, and supports the philosophy of the Childhood Futures Programme.
- 6.3 The substance misuse service will build on and align with existing good practices on advice and support for tackling alcohol and drug problems in children and young people.

7.0 Financial Implications

- 7.1 The annual investment for NYCC for the proposed three-year agreement for a school based emotional health service would total £954,000.
- 7.2 The annual investment value for the substance misuse service is £182,000.

8.0 Procurement Implications

- 8.1 There is a requirement for NYCC, in partnership with NYCCGs to consult the public prior to entering into a Section 75 Agreement.
- 8.2 External market exercise to select a suitable provider for the substance misuse will commence in May 2020.

9.0 Legal Implications

- 9.1 Subject to the outcome of any consultation, NYCC can enter into a partnership agreement under Section 75 of the NHS Act 2006 with NYCCGs to pool budgets for the delivery of an early intervention school based emotional wellbeing service.
- 9.2 The draft Section 75 Agreement will be brought to the Executive along with the consultation results.
- 9.3 The Council's Contract Procedure Rules and the Public Contracts Regulations 2015 are being followed for the external market exercise to select a specialist substance misuse provider.

10.0 Consultation Undertaken and Responses

- 10.1 Feedback received from professionals, children and young people and families during the North Yorkshire Care Quality Commission (CQC) mental health thematic review in September 2017, has helped to inform the development of the new service and proposed partnership arrangements to support it.
- 10.2 Consultation has been carried out with young people during February 2020 and will inform the service specification.

11.0 Impact on Other Services/Organisations

- 11.1 The proposal will support the local ambition to develop whole pathway commissioning, and move further and faster with the provision of an integrated

pathway of emotional health advice and support for children and young people. Integration across the pathway is shown to bring benefits for patient care and effective and efficient service provision

11.2 Investment into early intervention has proven effective in supporting children and young people, and in diverting referrals from specialist CAMHS.

11.3 Drug and alcohol misuse problems can lead to emotional difficulties and vice versa, so the two services are complimentary.

12.0 Equalities Implications

12.1 An Equality Impact Assessment has been completed as part of the options appraisal in deciding the procurement routes for both services.

13.0 Recommendations

13.1 That the Executive:

- Note the proposed arrangements to deliver a school based universal and target emotional health service
- Approve a 30-day public consultation on the use of the Section 75 agreement between NYCC and NYCCGs
- Note that the consultation results and draft Section 75 Agreement will be brought back to the Executive for consideration in summer 2020.
- Note the external market exercise to procure specialist substance misuse service

Richard Webb, Corporate Director of Health and Adult Services

County Hall
Northallerton
13 March 2020

Authors of Report – Emma Lonsdale, Commissioning Manager Health & Victoria Ononeze
Public Health Consultant

Appendix 1 - Equality Impact Assessment

Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

Changes to Targeted Healthy Child Service

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	Health and Adult Services – Public Health & Children and Young Peoples Services
Lead Officer and contact details	Emma Lonsdale – Children’s Commissioning Manager Health
Names and roles of other people involved in carrying out the EIA	Matthew Edwards – YVCE strategic manager Rachel Miller – Commissioning Officer Sarah Morton – Senior Solicitor
How will you pay due regard? e.g. working group, individual officer	To be regularly reviewed as part of the Healthy Child Programme project group
When did the due regard process start?	August 2018

Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)

NYCC initiated a review of the HCP in 2018 this included the targeted element of the programme to determine commissioning options from 2020. This included review by a project group and staff, stakeholder and young people engagement. In particular, NYCC HAS and CYPs Leadership teams have been engaged throughout. A paper has been to Executive August 2019 informing them of the intention to pursue a joint commissioning approach with NY CCG's. Several discussions have taken place with the North Yorkshire Mental Health and Learning Disability Partnership in relation to the changes proposed.

What we have now	Proposals - What we will have going forward	What vehicle are we proposing
Compass Reach – Emotional wellbeing and specialist substance misuse service	A jointly commissioned Emotional Wellbeing Service with NY CCG's	Section 75 with NY CCG's
	Separate specialist substance service – provider to be appointed	Traditional contract - New service provider

The proposal is to move to;

School Based Universal and Targeted Emotional Wellbeing Service

The proposal is a jointly commissioned Emotional Wellbeing Service with NY CCG's. NYCC Executive on 24th March 2020 will be asked to approve the proposal for NYCC to enter into a Section 75 agreement with North Yorkshire CCG's to jointly commission a School Based Universal and Targeted Emotional Wellbeing Service, with TEWV NHS Foundation Trust as lead provider

Young People's Specialist Substance Misuse Service

NYCC Executive 24th March will be asked to support the external procurement for a new provider for the Substance Misuse Service

Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)

The proposed arrangement would support a number of local and national ambitions to improve the emotional wellbeing of children and young people for example;

-NY Joint plan for Social Emotional Mental Health:

- Ensure a coordinate system across health education and social and that services meet the need identified locally
 - Improve individual outcomes for children and young people with social emotional and mental health needs
 - Improve confidence skills and knowledge across the children and young people workforce around SEMH
- Developing a local integrated offer is nationally recommended within the NHS mental health LTP and has been an ambition discussed locally as part of the NY Mental Health Strategy and Children's Plan. This approach would also support the national developments related to CAMHS whole pathway commissioning.
 - Economies of scale to deliver more comprehensive schools based early intervention service.
 - Help reduce the confusion which presently exists with multiple providers delivering similar services - This arrangement would allow the partnership to respond to family and stakeholder feedback that emotional wellbeing service provision is confusing and the offer is currently too focussed on mental

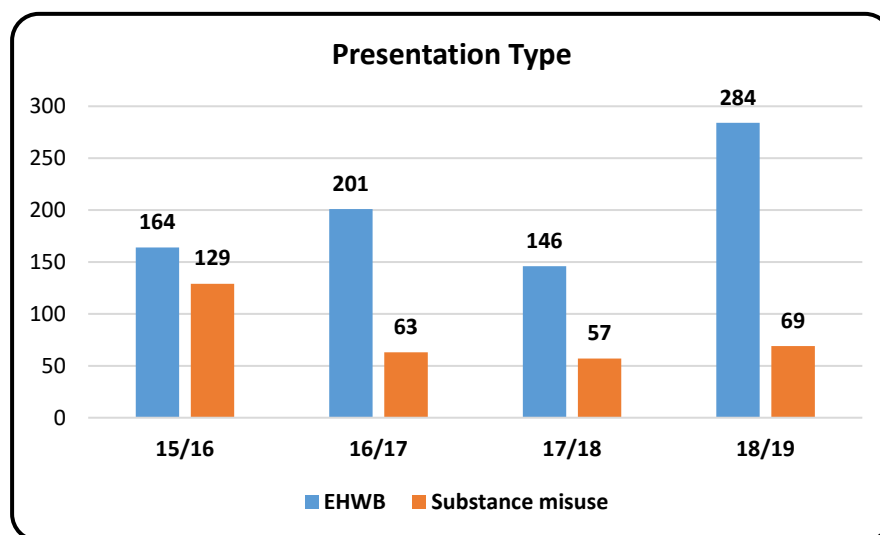
health illness. There would be an opportunity to address this and work with communities to co-produce an offer that meets local need.

- The proposal for the emotional wellbeing is in line with the national model for improving the emotional health and wellbeing of children and young people which is now focused on schools based provision. This model advocates early intervention and developing strong preventative approaches. The proposed partnership is an example of integrated working across health and children and young people services, and supports the philosophy of the Councils B2020 Childhood Futures Transformation Programme.

The substance misuse service will build on and align with existing good practices on advice and support for tackling alcohol and drug problems in children and young people. There will be a clear expectation that there are strong aligned pathways with the emotional wellbeing service that supports proactive integrated working practices.

Section 3. What will change? What will be different for customers and/or staff?

The dominant demand within the current service is for emotional wellbeing and disaggregating the service provides an opportunity to streamline the emotional wellbeing offer with NY CCG's, and to provide a focussed specialist substance misuse service.



What we have now	Proposals - What we will have going forward	What vehicle are we proposing
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The entry points for emotional wellbeing and substance misuse will be separated. However, there are currently multiple entry points for emotional wellbeing and this will be streamlined as a result of the changed process. Clear stakeholder communication will support customer and stakeholder understanding of this. Service provider will be expected to deliver strong aligned pathways that supports proactive integrated working practices and ensures young people receive the service that meets their needs in a timely way.

Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

Engagement activity took place between August 2018 and January 2019. This consisted of a variety of approaches including;

- Young People Workshops
- Survey
- Customer experience interviews
- Strategic meetings
- Engagement events & Early Years Forums

Here is a summary of the activity and main themes reported.

Young people

Feedback - Young people reported that their health was important to them and overall, mental health was seen as an issue that was very important. Access to support for health issues varied amongst the group depending on individual experiences / where they lived / what the issues were etc.

Mental health dominated conversation and healthy eating, physical activity and dental care were deemed important but less of a priority. Addressing Mental Health and in particular stress and anxiety was something that young people felt very strongly about. Some key points included:

- Young people would welcome extra support because so many are struggling with things like stress and anxiety
- There was recognition that people that are struggling can have problems with relationships / become cut off and isolated
- People are starting to become more open about mental health issues
- Awareness and support are on the increase (the mental health flowchart was mentioned as was the 'Caring Cultures' award the YVE are working on)
- Some strong feelings that CAMHS support was not what it needed to be
- Mental health came out as a top priority for the majority of groups

Parents

- Emotional wellbeing, staying safe, behaviour and relationships and transition points were identified as priority areas for support
- Face to face and online were most preferred ways to receive support

Stakeholders

- **Joint working and information sharing** should be improved
- Interoperability of systems identified as a barrier
- All high impact areas were important **but emotional wellbeing across 0-5 and 5-19 was particularly highlighted**
- The offer should be **streamlined to match the resource** available and be clearly communicated to families and available equitably across the county
- Support for vulnerable children LGBT and not often engaged e.g. home schooled children should be prioritised
- Home based support is valued
- Direct and regular liaison with all stakeholders but particularly schools and GP's was highlighted as essential
- Timely communication with all stakeholders was important
- Rural access was highlighted as a barrier
- Innovations related to communications, digital offer and skill mix

In particular, more recent engagement during February 2020 has taken place with Young People regarding a specialist substance misuse; here are the key messages from that work;

- Young People want a flexible, holistic service, that is tailored to the individual.
- The service should have different options for contact and accessing support.

- Support should be available at evenings and weekends, not just in the day time.
- The service should offer appointments in a choice of venues, including at the young person's home address.
- Weekly appointments were felt the most appropriate in terms of frequency, but this should be flexible and tailored to an individual's needs.
- Young people want workers they can relate to, and who are trained / experienced working with young people through youth work or health services.
- The service should provide clear and honest information on the consequences of using substances.
- Young people want information and evidence relating to the strategies used to help them – they want to see that the methods 'work'.
- The main issues caused by substance misuse, in the view of young people, relate to alcohol, followed by cannabis. MDMA, Ketamine, and Cocaine were also noted but not on the same scale.

Consultation and engagement with stakeholders is ongoing and will continue.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

The cuts to the public health grant nationally from PHE is circa 15%. We are relatively protecting this area of work but we cannot keep providing at the level we did before when we face significant budget cuts. The investment will be subject to a reduction but greater efficiency will be achieved through the proposed joint commissioning arrangement reducing duplication and providing a streamlined service.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age		x		There will be clarity about the age the service is offered to and respond to the engagement outcomes from young people.
Disability		x		The service will be available as a choice for young people affected by SEND up to 25 and provide a strong transitions pathway with adult provision. The service will be required to be compliant with all legislation and make reasonable adjustments as required.
Sex	x			
Race	x			
Gender reassignment	x			
Sexual orientation		x		The service will be required to have named LGBTQ champions that support service delivery and workforce development.
Religion or belief	x			

Pregnancy or maternity	x			
Marriage or civil partnership	x			

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?		x		The streamlining of services and use of digital solutions will be included as response to feedback from stakeholders, parents and young people with regard to access in rural areas on an outreach basis.
...have a low income?		x		All risk factors and inequalities associated with poor emotional wellbeing and substance misuse will be paid regard to in the service specification's and performance frameworks in response to consultation feedback for support to vulnerable children.
...are carers (unpaid family or friend)?		x		As above – direct link to young carers as a vulnerable group

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)	
North Yorkshire wide	x
Craven district	
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	
Scarborough district	
Selby district	
If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.	

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.
No

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	x
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (Include any advice given by Legal Services.)	
<ul style="list-style-type: none"> Ongoing engagement will support continuous points of review to ensure that no adverse impact. The service specifications and regular monitoring will ensure the impact is kept under continuous review. 	

Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)
Ensure effective communication - to be carried out with all stakeholders (clinical and non-clinical and public) to enable the change management and mobilisation for September 2020.
A 6-month formal review will take place in March 2020 and will be a carried out in partnership with NY CCG's.

Section 12. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.				
Action	Lead	By when	Progress	Monitoring arrangements
HCP Project group continuous review	Emma Lonsdale	Ongoing fortnightly	–	Ongoing
6 month review	Emma Lonsdale	1 st April 2021		

Section 13. Summary Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.
No adverse impacts have been identified at this stage;

- Ongoing engagement will support continuous points of review to ensure that no adverse impact.
- The service specifications and regular monitoring will ensure the impact is kept under continuous review.

The use of the S75 for the Emotional Wellbeing service will be subject to a Key Decision by Executive and a 30-day consultation on its use and content to be completed by August 2020. Consultation will be carried out in partnership with NY CCG's colleagues. EIA considerations will be made at each stage.

Legal advice has been sought from the Council's legal and democratic services as part of the gateway approval and will be kept under review during the consultation period. Legal advice is also being sought in drafting the Section 75 Agreement.

Council procurement processes will be followed for the external market exercise to select a specialist substance misuse provider and EIA considerations will be considered throughout this process.

This document will be reviewed at each decision point.

Section 14. Sign off section

This full EIA was completed by:

Name: Emma Lonsdale

Job title: Children's Commissioning Manager Health

Directorate: CYPS

Signature: *Emma Lonsdale*

Completion date: 20.2.20

Authorised by relevant Assistant Director (signature): Victoria Ononeze- Consultant in Public Health

Date: 12.3.20 ongoing process v1



FORWARD PLAN

The decisions likely to be taken by North Yorkshire County Council in the following 12 months are set out below:

Publication Date: 16 March 2020

Last updated: 16 March 2020

Period covered by Plan: up to 31 March 2021

PLEASE NOTE:-

In accordance with the Local Authorities (Executive Arrangements)(Meetings and Access to information)(England) Regulations 2012, at least **28 clear days' notice**, excluding the day of notification and the day of decision taking, must be published on the Forward Plan of any intended key decision. It is also a requirement that **28 clear days' notice** is published of the intention to hold an Executive meeting or any part of it in private for the consideration of confidential or exempt information. For further information and advice please contact the Democratic Services and Scrutiny Manager on 01609 533531.

FUTURE DECISIONS

Likely Date of Decision	Decision Taker (a full list of the membership of the Council and all its Committees is set out in Part 3 of the Constitution)	Description of Matter – including an indication if the report contains any exempt (not for publication) information and the reasons for this	Key Decision YES/NO	Decision Required	Consultees (ie the identity of the principal groups whom the decision-taker proposes to consult)	Consultation Process (ie the means by which any such consultation is to be undertaken)	How representations may be made and details of Contact Person (Tel: 0845 034 9494) unless specified otherwise)	Relevant documents already submitted to Decision Taker
THE EXECUTIVE								
Standing Item	Executive	TRO's	Yes in most instances	Introduction of Traffic Regulation Orders	Executive Members, local Members, public	Statutory consultation	In writing to the Corporate Director Business & Environmental Services	
Standing Item	Executive	Feedback from Area Constituency Committee		As required, but usually for noting	N/A	N/A	N/A	N/A
Standing Item	Executive	Appointments to Outside Bodies and/or recommendations to Council re Committee appointments		Approval of appointments to Outside Bodies and/or making of recommendations to Council re Committee appointments	N/A	N/A	N/A	N/A
Standing Item	Executive	Potential purchase of land for investment purposes This item will contain exempt information.	Yes	On 15/08/17 the Executive agreed an investment strategy of purchasing land of up to £5m where it would provide a suitable return on investment. These opportunities have a quick turnaround therefore a standard item is included on the	Internal.	None.	Gary Fielding, Corporate Director - Strategic Resources	Once a relevant opportunity is identified the relevant reports will be drafted & circulated to the Executive.

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				Forward Plan to give notice that such a decision may be required.				
TBC	Executive	To consider a proposal to formalise the relationship between NYCC and Brierley Homes Limited in relation to selling sites for development and to set out an initial list of sites that are to be considered. The report may contain commercially sensitive information, so the whole or part of the report may need to be exempt.	Yes	Whether or not to enter into a promotion and option agreement with Brierley Homes Limited in relation to several sites owned by NYCC.	None	None		None

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24 March 2020	Executive	Recommissioning of the Universal and Mandated Healthy Child Programme -Health Visiting and School Nursing Services	YES	To seek approval to consult on: a) The proposed Section 75 Agreement to deliver the Healthy Child Programme as part of an integrated 0-19 service and b) The proposed service model Agreement of appropriate delegations	Public and interested parties	12 week public consultation of proposed service.	Victoria Ononeze 01609 797045 Emma Lonsdale 01609 535770	Executive meeting 13 August 2019
24 March 2020	Executive	Recommissioning of the targeted Healthy Child Programme element (may contain exempt information)	YES	Approval of a S75 agreement with North Yorkshire CCG's to jointly commission an Emotional Health and Wellbeing Service	Public and interested parties	Online 4 week consultation period via the Council's website	Victoria Ononeze 01609 797045 Emma Lonsdale 01609 535770	
24 March 2020	Executive	Clapham CE VC Primary School – Closure proposal.	YES	Consider consultation responses. Determine whether to proceed with publication of statutory notices.	School community, wider community, other schools, Early Years providers, Diocese, Parish and District Councils, local MP, Councillors, unions and professional associations.	Consultation document issued on 10 January 2020. The consultation period closes on 28 February 2020	In writing to Corporate Director – Children and Young People's Service, County Hall, Northallerton DL7 8AE.	Report to Executive Members for Education and Skills 17 December 2019.

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24 March 2020	Executive	Making permanent the temporary operation of a satellite provision attached to Springhead School.	YES	Approval to Publish Statutory Proposal and Statutory Notices to make permanent the temporary operation of a satellite provision attached to Springhead School.	Parents, Staff, Governors, Local Elected Members, District and Parish Councils and other local stakeholders.	Public consultation undertaken between 24 Jan and 6 March 2020 with Community Engagement Drop in Session. If approved, Statutory Notice would be published on NYCC website and in the local newspaper. Physical notices would be affixed to gates at both the main Springhead School site and the Satellite site. The Statutory Proposal would be published in full online and physical copies can be sent to consultees who require one.	In writing to the Corporate Director- Children and Young People's Service, County Hall, Northallerton, DL7 8AE by 18th May 2020.	Executive Member for Education and Skills approved a report recommending that the Local Authority Consult stakeholders on this proposal. – 14th January 2020

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24 March 2020	Executive	Local Government and Social Care Ombudsman Public Report No exempt information	No	Report informs members of a public report from the LGSCO in respect of adult social care and the actions being taken to address the recommendations	No	No	Sarah Abram 01609 532639	No
24 March 2020	Executive	To consider consultation responses on the Targeted Mainstream Provision model and seek approval to progress the processes required to enable implementation of the revised policy i.e. to consult on a) the removal of 'Enhanced Mainstream' designation (a form of Special Education Provision) and b) the establishment of 'Targeted Provisions'	Yes	Decision to approve the implementation of the policy of Targeted Mainstream Provision Decision to Consult on Removal, Alterations and Establishment of Special Education Need provisions in mainstream schools from 1st September 2020	Parents, staff, governors, local community and wider stakeholders.	A consultation document to be circulated to all identified consultees and made available online on the NYCC Website. Consultation period projected to run from 21st April 2020 to 19th May 2020	In writing to Corporate Director – Children and Young People's Service, County Hall, Northallerton DL7 8AE by 5pm on 19th May 2020.	N/A

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		(an alternative model of Special Educational Provision), both at a number of mainstreams schools across the County.						
21 April 2020	Executive	Annual Report of the Looked After Children Members Group	No	To approve the Annual Report of the Chair of the LAC Group	LAC Members Group	LAC group meeting on 24 January 2020	Via Cllr Annabel Wilkinson, Chair of LAC Members Group & Principal Scrutiny Officer – Ray Busby	Young Peoples Overview and Scrutiny Committee meeting 26 June 2020

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21 April 2020	Executive	Consideration of proposal to rescind an historic approved proposal for an inner relief road in Ripon City Centre between Blossomgate and Somerset Row	YES	To seek Executive approval to rescind the County Council's current approved preferred route	Harrogate Borough Council Ripon City Council Local Elected Members Executive Members	Letters & emails to key groups and meetings where appropriate	Via email to ltp@northyorks.gov.uk	None
21 April 2020	Executive	Potential purchase of land within the Harrogate Borough Council area This item will contain exempt information.	Yes	To approve the acquisition of a property and the terms of the deal.	Internal	Meetings and Review of Draft Report	Ken Moody, Major Projects Manager Roger Fairholm, Asset & Workplace Manager, Property Service	None
21 April 2020	Executive	A59 Kex Gill Diversion contract award Includes commercially sensitive information	YES	To inform members of the outcome of the tendering process and seek approval to award the contract subject to full funding approval from DfT.	Not applicable	Not applicable	Email Kenneth.moody@northyorks.gov.uk	
21 April 2020	Executive	Revised Library Strategy		To consider and recommend to County Council a revised library strategy	Community libraries and internal stakeholders	Consultation document	Assistant Director, Policy, Partnerships and Communities	None

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21 April 2020	Executive	North Yorkshire Local Assistance Fund (NYLAF) – Revised arrangements		To agree revised eligibility and award arrangements for NYLAF	Public and voluntary sector stakeholders in NYLAF	Meeting	Assistant Director, Policy, Partnerships and Communities	None
21 April 2020	Executive	0-19 Universal Healthy Child Service (health Visiting and School age service (may contain exempt information))	YES	Seeking approval from members to start a 12 week consultation on a new model of 0-19 universal healthy child service (health visiting and school age service) and inform members of the start of a 4 week consultation on the use of S75	Public and interested parties	12 week public consultation of proposed service model Online consultation period for 4 weeks on use of S75 via the Council's website and jointly with HDFT.	Victoria Ononeze 01609 797045 Emma Lonsdale 01609 535770	Executive meeting 13 August 2019
21 April 2020	Executive	Review of Extra Care provision The report will contain exempt information	Yes	Decision to agree to commence a consultation on extra care provision.	Employees and existing providers of Extra Care Provision	Online and face to face engagement and consultation	Michael Rudd Michael.rudd@northyorks.gov.uk	N/A
21 April 2020	Executive	Developer contributions for education	Yes	To approve the updated policy	Local planning authorities, developers, parish and town councils, public	Public Consultation from 19 February – 1 April 2020. Consultation document published on	In writing to Corporate Director – Children and Young People's Service, County	Report to Executive Members for Education and Skills and

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						website and sent to key stakeholders	Hall, Northallerton DL7 8AE by 1 April 2020	Children's Services, 11 Feb 2020
21 April 2020	Executive	To seek approval to publish statutory proposal and statutory notice to cease to maintain St Hilda's R.C. Primary School from 31 August 2020	YES	Decision to publish statutory proposal and statutory notice to cease to maintain St Hilda's R.C. Primary School from 31 August 2020	Parents, Staff, Governors, Local Elected Members, District and Parish Councils and other local stakeholders.	Statutory notices published in local newspaper and at school gates; Statutory proposal on website Consultation has also been undertaken previously from 24th February closing on April 6th 2020.	In writing to the Corporate Director- Children and Young People's Service, County Hall, Northallerton, DL7 8AE by 29th May 2020.	Report of 11th February 2020 to Executive Member for Educations and Skills.
21 April 2020	Executive	Authorisation to accept Transforming Cities Fund (TCF) award funding from WYCA/DfT	Yes	Acceptance of TCF funding	None	None	Rebecca.gibson@northyorks.gov.uk	
21 April 2020	Executive	Lowering the age range of Riccall Community Primary School to 2-11	Yes	To seek approval to publish statutory notices to lower the school age range of Riccall	School community, wider community, other	In February 2020 the Governing Body of Riccall CP School consulted	In writing to Corporate Director – Children and	None

FUTURE DECISIONS

Likely Date of Decision	Decision Taker (a full list of the membership of the Council and all its Committees is set out in Part 3 of the Constitution)	Description of Matter – including an indication if the report contains any exempt (not for publication) information and the reasons for this	Key Decision YES/NO	Decision Required	Consultees (ie the identity of the principal groups whom the decision-taker proposes to consult)	Consultation Process (ie the means by which any such consultation is to be undertaken)	How representations may be made and details of Contact Person (Tel: 0845 034 9494) unless specified otherwise)	Relevant documents already submitted to Decision Taker
				Community Primary School from September 2020	schools, Early Years providers.	the local community on their proposal. If approved statutory notices would be published between 30 April and 4 June 2020	Young People's Service, County Hall, Northallerton DL7 8AE by 4 Jun 2020	
19 May 2020	Executive (Performance Monitoring)	Q4 Performance Monitoring and Budget report including: <ul style="list-style-type: none"> • Revenue Plan • Capital Plan • Treasury Management • Prudential Indicators 			Management Board		Corporate Director - Strategic Resources	Previous quarterly reports
19 May 2020	Executive (Performance Monitoring)	To enter into a Section 75 agreement for the commissioning of the Integrated Sexual Health Service	Yes	Approval to enter into a Section 75 partnership agreement with York Teaching Hospital NHS Foundation Trust.	York Teaching Hospital NHS Foundation Trust	Published via the Council's website	Emma Davis 01609 797154	Report taken to Executive on 3 September 2019 and 26 November 2019

FUTURE DECISIONS

Likely Date of Decision	Decision Taker (a full list of the membership of the Council and all its Committees is set out in Part 3 of the Constitution)	Description of Matter – including an indication if the report contains any exempt (not for publication) information and the reasons for this	Key Decision YES/NO	Decision Required	Consultees (ie the identity of the principal groups whom the decision-taker proposes to consult)	Consultation Process (ie the means by which any such consultation is to be undertaken)	How representations may be made and details of Contact Person (Tel: 0845 034 9494) unless specified otherwise)	Relevant documents already submitted to Decision Taker
9 June and 23 June 2020	Executive No items identified yet							
7 July 2020	Executive	Consideration of proposed amendments to the Council's Constitution for recommendation to full Council.	YES	Subject to any comments Members may have, to recommend the proposed amendments to the Constitution to full Council for approval.	Relevant NYCC Officers and Members The Members' Working Group on the Constitution	Correspondence and meetings	Daniel Harry, Democratic Services Manager	
18 August 2020	Executive (Performance Monitoring)	Q1 Performance Monitoring and Budget report including: • Revenue Plan • Capital Plan • Treasury Management • Prudential Indicators			Management Board		Corporate Director - Strategic Resources	Previous quarterly reports
1 September 22 September 2020	Executive No items identified yet							
13 October 2020	Executive	Young People's Accommodation Pathway	Yes	To consider options for the future	District Councils	Officer engagement via working group	Mel Hutchinson by email:	None

FUTURE DECISIONS

Likely Date of Decision	Decision Taker (a full list of the membership of the Council and all its Committees is set out in Part 3 of the Constitution)	Description of Matter – including an indication if the report contains any exempt (not for publication) information and the reasons for this	Key Decision YES/NO	Decision Required	Consultees (ie the identity of the principal groups whom the decision-taker proposes to consult)	Consultation Process (ie the means by which any such consultation is to be undertaken)	How representations may be made and details of Contact Person (Tel: 0845 034 9494) unless specified otherwise)	Relevant documents already submitted to Decision Taker
				commissioning of arrangements			mel.hutchinson@northyorks.gov.uk	
24 November 2020	Executive (Performance Monitoring)	Q2 Performance Monitoring and Budget report including: <ul style="list-style-type: none"> • Revenue Plan • Capital Plan • Treasury Management • Prudential Indicators 			Management Board		Corporate Director - Strategic Resources	Previous quarterly reports
8 December 2020 and 12 January 2021	Executive No items identified yet							
16 February 2021	Executive (Performance Monitoring)	Q3 Performance Monitoring and Budget report including: <ul style="list-style-type: none"> • Revenue Plan • Capital Plan • Treasury Management • Prudential Indicators 			Management Board		Corporate Director - Strategic Resources	Previous quarterly reports

* **Highway Maintenance Contract (HMC 2012)** - Under the provisions of the Local Authorities (Executive Arrangements)(Meetings and Access to Information) (England) Regulations 2012 this report is due to be considered at the meeting of the Corporate Director - Business and Environmental Services and Executive Members on 20 May 2020 which contains commercially sensitive information.

**Should you wish to make representation as to the matter being discussed in public please contact Daniel Harry
Email: (daniel.harry@northyorks.gov.uk) Tel: 01609 533531.**

North Yorkshire County Council

Report to the Chief Executive Officer

31 March 2020

Changes required to the Constitution

Report of the Assistant Chief Executive (Legal and Democratic Services)

1.0 Purpose of report

- 1.1 To ask the Chief Executive Officer, under his delegated emergency decision making powers during the Coronavirus pandemic, to approve certain changes to the Council's Constitution.

2.0 Background

- 2.1 The Officers' Delegation Scheme in the County Council's Constitution provides a specific delegation to the Chief Executive Officer "In cases of emergency to take any decision which could be taken by the Council, the Executive or a committee."

- 2.2 As the Coronavirus pandemic is considered to be an 'emergency', on 24 March 2020 the Leader, due to the ongoing pandemic, endorsed the approach being undertaken by officers of following the emergency decision making process in the Constitution to allow the Chief Executive Officer to make all appropriate decisions and to allow for relevant consultation during the pandemic. The Chief Executive Officer subsequently formally decided to implement his emergency decision making powers during the pandemic, in order to ensure that appropriate decision making continues for the County Council during the pandemic whilst ensuring that Government guidance on social/physical distancing is followed.

- 2.3 The details of the proposed changes to the Constitution are the subject of separate sections below in this report.

- 2.4 Relevant Officers and Members have been consulted on the proposed changes. A record of the decision of the Chief Executive Officer will be circulated to all Members.

3.0 Enforcement under the Health Protection (Coronavirus, Business Closure) (England) Regulations 2020

- 3.1 The Secretary of State has made emergency regulations "in response to the serious and imminent threat to public health which is posed by the incidence and spread of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)" regarding the closure of certain premises and businesses during the pandemic.

- 3.2 The Health Protection (Coronavirus, Business Closure) (England) Regulations 2020 (the "First Regulations") were made under the Public Health (Control of Disease) Act 1984 and came into force on 21 March 2020. Regulation 3 of the 2020

Regulations deals with offences under the Regulations and Regulation 4 makes provision for enforcement of restrictions and prosecution by “a person” designated by the Secretary of State. The County Council (along with environmental health service colleagues in district/borough councils and the Police) is permitted under the legislation and designation letter issued by the Secretary of State on 22 March 2020 to undertake such enforcement action.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/875104/DH_SOS_Designation_Letter.pdf

3.3 The First Regulations were revoked on 26 March 2020 and replaced with the Health Protection (Coronavirus, Restrictions) (England) Regulations 2020 (the “Second Regulations”). The Second Regulations were made under the same Public Health (Control of Disease) Act 1984 and last for six months. Regulation 8 makes provision for enforcement of restrictions to a “relevant person” which includes:

3.3.1 “a person designated by a local authority for the purposes of this regulation, or

3.3.2 A person designated by the Secretary of State for the purposes of this regulation”.

The designation made under the First Regulations remains in force for the Second Regulations. Regulations 4 and 5 set out the relevant provisions that local authority officers may enforce. The County Council (along with environmental health service colleagues in district/borough councils and the Police) is permitted under the legislation and designation letter to undertake such enforcement action: whilst the Council does not have powers to enforce the Public Health (Control of Disease) Act 1984, the Designation Letter is adequate in the circumstances to place an enforcement duty on the County Council.

3.4 It is recommended that the following changes be made to the specific delegations to the Corporate Director Business and Environmental Services in paragraph 4.4 of the Officers’ Delegation Scheme in the Constitution to make explicit reference to these powers:

...
(m) To exercise the functions as weights and measures and food authority and for trading standards and consumer protection, animal health, sports grounds and explosives licensing, listed in Part B of Schedule 1 to the Local Authorities (Functions and Responsibilities) (England) Regulations 2000 which are functions of County Councils and the powers under any ‘relevant statutory provision’ within the meaning of Part 1 of (health, safety and welfare in connection with work, and control of dangerous substances) of the Health and Safety at Work etc Act 1974 to the extent that those functions are discharged otherwise than in the authority’s capacity as an employer in Part C of Schedule 1 to the Local Authorities (Functions and Responsibilities) (England) Regulations 2000 which are functions of County Councils, together with Parts III and IV of the North Yorkshire County Council Act 1991 (including any necessary enforcement action and the power to authorise any Trading Standards Officer, Enforcement Officer, Animal Health Inspector or other officer of the Trading Standards and Regulatory Services Unit to prosecute and to appear on the Council’s behalf before a Magistrates’ Court).

- (n) To exercise all other functions for trading standards and consumer protection not included in (m) above including, but not limited to, the Council's functions under the Health Protection (Coronavirus, Restrictions) (England) Regulations 2020 and associated Secretary of State Designation Letter dated 22 March 2020 (including the power to bring proceedings and take enforcement action).

...

4.0 Financial Implications

- 4.1 There are no significant financial impacts and this report simply seeks to allow appropriate and timely decision-making to take place whilst the Country is following a policy of Social Distancing.

5.0 Legal Implications

- 5.1 The legal impacts are highlighted in the report and this report seeks to ensure the continuance of appropriate legal decision making in light of the current circumstances.

6.0 Equalities Implications

- 6.1 There are no specific equality implications in this report.

7.0 Reasons for Recommendations

- 7.1 For the reasons set out in the body of this report, it is recommended that the changes to the Constitution set out below be approved.

8.0 Recommendations

For the reasons set out in the body of this report:

- 8.1 That the Chief Executive Officer amends the Officers' Delegation Scheme as set out in paragraph 3.4 of this report.

BARRY KHAN

Assistant Chief Executive (Legal and Democratic Services) and
Monitoring Officer

County Hall
NORTHALLERTON

30 March 2020

Author of report – Moira Beighton
Presenter of report – Barry Khan

North Yorkshire County Council

Report to the Chief Executive Officer

31 March 2020

Proposal for living allowance payment changes for eligible children under Leaving Care Act 2000

Report of the Corporate Director – Children and Young People’s Service

1.0 Purpose of report

1.1 To ask the Chief Executive Officer, under his delegated emergency decision making powers during the Coronavirus pandemic, to approve changes to living allowance payments for eligible children under the Leaving Care Act 2000.

2.0 Background

2.1 Under the Leaving Care Act 2000 statutory duties were given to local authorities to ensure young people aged 16 and 17 who are looked after or relevant do not claim benefit from the DWP but are paid no less than the equivalent benefit amount from their Local Authority. This is needed by young people living independently or semi-independently. Those young people in foster or residential care do not get these payments as they receive pocket money alongside their basic needs being met by the carers

2.2 In North Yorkshire the decision was taken by the Executive on 26.5.2015 in the Framework of Financial Support to Care leavers to pay the then benefit amount of £57.90 plus an additional £5 a week making a total of £62.90.

3.0 Proposed Increases

3.1 In the government’s recent budget, it was confirmed that the amount in Universal Credit for single and under 25 young people would rise by 20p to £59.90. However more recent announcements have increased the allowance by another £20.00 for at least a year. <https://www.understandinguniversalcredit.gov.uk/coronavirus/>

3.2 This would make a total weekly amount of £79.10. It would seem sensible to round the figure up to £80, which when we have to make cash payments, if young people cannot get a bank account, would be simpler (ie those with identity issues such as young people with a UASC back ground). It is also possible for young people to withdraw this money easier in £10 amounts if required from cash machines.

3.3 The total number of young people currently being paid a living allowance (as of 29.2.2020) is five so the increase will be £4,446 over the year. This figure will change as young people turn 18 and others come into this category. However, this gives some base line of expected expenditure.

- 3.4 The other area this will impact on is the living allowance we give to young people who are Unaccompanied Asylum Seeking Children (UASC) as we are responsible for giving them a living allowance until their claim for asylum is approved or rejected.
- 3.5 We currently have 10 young people in this position. The payment difference increase here would be £8,892.
- 3.6 As the Statutory duties mean we have to pay the allowance to the DWP equivalent we have no choice but to increase the allowance to £79.10. It would seem sensible to pay the additional .90p. This would not be out of step with other Local Authorities who are planning to pay £80. Both Hull and York are currently planning to increase their allowance to £80. Other Local Authorities haven't responded as yet. The amounts come into effect from week commencing 6th April 2020.

4.0 Financial Implications

- 4.1 The additional financial implications of these proposals would be:
- Single and under 25 young people – increase will be £4,446 over the year
 - Unaccompanied Asylum Seeking children - £8,892 per annum

5.0 Legal Implications

- 5.1 Under the Leaving Care Act 2000 statutory duties were given to local authorities to ensure young people aged 16 and 17 who are looked after or relevant do not claim benefit from the DWP but are paid no less than the equivalent benefit amount from their Local Authority.

6.0 Equalities Implications

- 6.1 There are no specific equality implications in this report.

7.0 Reasons for Recommendations

- 7.1 For the reasons set out in the body of this report, it is recommended that the proposed increases be approved.

8.0 Recommendations

For the reasons set out in the body of this report:

- 8.1 That the Chief Executive Officer approves the proposed increased amounts for implementation with effect from week commencing 6 April 2020.

STUART CARLTON
Corporate Director – Children and Young People's Service
County Hall
NORTHALLERTON

30 March 2020

Author of report – Maggie Allen, Team Manager, Leaving Care
Presenter of report – Stuart Carlton