

NORTH YORKSHIRE COUNTY COUNCIL

CHILDREN AND YOUNG PEOPLE'S SERVICE

CORPORATE DIRECTOR'S MEETING WITH EXECUTIVE MEMBERS

18 August 2020

PROPOSALS TO ADD, AMEND AND REMOVE PROVISION FOR SPECIAL EDUCATIONAL NEEDS BY PROVIDING TARGETED MAINSTREAM PROVISIONS IN MAINSTREAM SCHOOLS

1 PURPOSE OF REPORT

- 1.1 To provide the Executive with information upon which to make a decision on the proposal to add, amend or remove Special Educational Needs units to or from mainstream schools in order to implement the new model of Targeted Mainstream Provision as set out and approved within the SEND Strategic Plan for Education Provision 2018-23.

2 EXECUTIVE SUMMARY

- 2.1 On the 9th June 2020 the Executive approved the publication of statutory proposals to:
- (i) add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Mainstream Schools
 - (ii) remove provision for Special Educational Needs at former Enhanced Mainstream Schools.
- 2.2 This followed careful consideration of the responses to public consultation carried out by the Children and Young People's Service.
- 2.3 The statutory proposals were published on 19 June, giving 4 weeks until 17 July for representations to be made.
- 2.4 This report is supported by a number of Appendices as listed below:

Annex A: Public Notice and Statutory Proposals

Appendix 1: School organisation consultation responses (27 April-22 May 2020)

Appendix 2: Statutory Notice

Appendix 3: Statutory Proposal

Annex B: School Organisation Guidance for Decision-makers

3 BACKGROUND

- 3.1 The Education and Inspections Act 2006 sets out the procedures for making changes to maintained schools. These are detailed in School Organisation regulations and guidance¹. The regulations and guidance apply to Local Authorities and governing bodies proposing to make changes to schools, and to Local Authorities (including the County Council's Executive or Executive Members) acting as decision-makers.

4 PROPOSALS

- 4.1 North Yorkshire County Council proposes:

To issue statutory notices and proceed with school organisation processes to add or amend the SEN status of the designations of:

- Alverton Primary School
- Hambleton and Richmondshire PRS
- Scarborough PRS
- Selby High School
- Grove Road CP School
- Wensleydale School

To issue statutory notices and proceed with school organisation processes to remove the SEN status from the designations of:

- Barrowcliff CP School
- Lady Lumley's School
- Malton CP School
- Kirkbymoorside CP School
- Greatwood CP School
- Embsay C of E Primary School
- King James School
- Thorpe Willoughby CP School
- Barwic Parade CP School
- Mill Hill CP School
- Bedale Secondary School
- Bedale C of E Primary School
- Thirsk Community Primary School
- Upper Wharfedale School

5 CONSULTATION UNDERTAKEN AND RESPONSES

- 5.1 The consultation period ran from 27 April 2020 to 22 May 2020. Consultation documents were distributed to a range of stakeholders including Head Teachers, Governors, Parents and Carers and Elected Members of the County Council. The consultation document and responses to the consultation are included in Annex A, Appendix 1.
- 5.2 The Executive met on 9 June, considered the consultation responses, and resolved to proceed with publication of the statutory proposals.

¹ School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013; Making significant changes ('prescribed alterations') to maintained schools: Statutory guidance for proposers and decision-makers (October 2018).

6 STATUTORY PROPOSALS AND NOTICES

- 6.1 The statutory proposals and public notices were published on 19 June 2020. The public notices, placed on the school gates and in the Yorkshire Post newspaper, invited written objections or comments to be submitted by 17 July 2020. A copy of the notice is attached as Annex A, Appendix 1. At the time of the publication of the notice, a copy of the complete proposal, including all the information required in the school organisation regulations and guidance, was published on the County Council's website. A copy of the proposal is attached as Annex A, Appendix 2.
- 6.2 Following the publication of the Statutory Notices, no responses were received by the end of the notice period.

7 FINANCIAL IMPLICATIONS

REVENUE

- 7.1 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 pupil's 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 and funds would follow the child whatever setting / provision they are educated in
 - 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
- 7.2 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).
- 7.3 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	84.9			
Place Funding (assumed to start from Jan 2021)	135.0	999.7	1652.3	1884.0
Top-up Funding	78.9	589.4	1144.3	1400.7
Less E3 Funding – already budgeted	-78.9	-589.4	-1144.3	-1400.7
AWPU Funding	38.7	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	250.0			
(Saving) / Cost	(91.5)	(446.2)	(184.8)	-(47.4)

7.4 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.

7.5 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 host schools are agile in their deployment of staff to balance the budget
- (b) Short-term provision gap – there will 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 through appropriate provision in Year 1 and Year 2

The modelling assumes the development of further provision from September 2021 and September 2022; the modelling will be updated to reflect actual commissioning arrangements following consultation, and the operational dates for Phase 2 could be dependent upon Covid-19 implications.

CAPITAL

7.6 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.

7.7 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 £50,000. Further work is now being conducted to verify these costs with each school subject to approval from Executive.

7.8 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.

7.9 In addition to the SPCF the Executive in June 2019 approved that a Specialist Provision Targeted Capital Programme (SPTCP) be established as part of the 2020/21 Schools Capital Programme. The first allocation to the SPTCP fund in 2020/21 is £1.6m and further commitments are expected in future years. These funds can be used to support works for Targeted Provisions at either Community or Voluntary Controlled Schools in line with the spend requirements for School Condition Grant.

7.10 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 LEGAL IMPLICATIONS

REGULATIONS AND GUIDANCE

- 8.1 The consideration and determination of school organisation proposals by the Local Authority is set out in regulations and in guidance produced by the Department for Education.² Careful regard has been had to these provisions.

PRELIMINARY CHECKS

- 8.2 The Decision Maker must consider, on receipt of each proposal:
- whether any information is missing;
 - whether the published notice of the proposal complies with statutory requirements;
 - whether the statutory consultation has been carried out prior to the publication of the notice;
 - and whether the proposal is related to other published proposals.

Having undertaken an audit of these preliminary checks, the Assistant Chief Executive (Legal and Democratic Services) advises that:

- all information required has been supplied;
- the published notice complies with statutory requirements;
- statutory consultation has been carried out prior to publication of the notice;
- and that the preliminary points for consideration have been dealt with sufficiently to permit the Executive or Executive Members to proceed to determine this proposal.

TYPES OF DECISION THAT CAN BE MADE

- 8.3 In considering proposals, the Executive (or the Executive Member for Schools, if there are no objections received during the representation period), as Decision Makers can decide to:
- reject the proposals;
 - approve the proposals;
 - approve the proposals with a modification;
 - approve the proposals subject to them meeting a specific condition.

9 PROCEDURE FOR THE MEETING

- 9.1 The Executive agreed on 25 September 2007 that in making a decision on school organisation proposals:
- (a) The decision maker must have regard to the Decision Makers' Guidance and to the Executive Procedure Rules laid down in the North Yorkshire County Council Constitution.
- (b) All decisions must give reasons for the decision, indicating the main factors/criteria for the decision.

² See footnote 1.

10 REASONS FOR THE RECOMMENDATION

Education standards and diversity of provision

- 10.1 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 type of 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.
- 10.2 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. The new model of provision is intended to help the LA meet demand for full time education provision for children with SEND and who have an Education, Health and Care Plan.
- 10.3 As the number of children with an EHCP continues to rise and demand increases on special school and high cost independent school places the establishment of full time places in Targeted Mainstream Provision will assist the LA in providing suitable education provision to meet levels of demand.

11 HUMAN RIGHTS IMPLICATIONS

- 11.1 There are no Human Rights issues in relation to this issue.

12 RECOMMENDATIONS

- 12.1 That having undertaken the required preliminary checks, the Executive Members resolve that the four key issues listed above in paragraph 8.2 have been satisfied and there can be a determination of the proposals.

- 12.2 That the following proposal be determined:

To issue statutory notices and proceed with school organisation processes to add or amend the SEN status of the designations of;

Alverton Primary School
Hambleton and Richmondshire PRS
Scarborough PRS
Selby High School
Grove Road CP School
Wensleydale School

- 12.3 That the following proposal be determined:

To issue statutory notices and proceed with school organisation processes to remove the SEN status from the designations of:

Barrowcliff CP School
Lady Lumley's School
Malton CP School
Kirkbymoorside CP School
Greatwood CP School
Embsay C of E Primary School

King James School
Thorpe Willoughby CP School
Barwic Parade CP School
Mill Hill CP School
Bedale Secondary School
Bedale C of E Primary School
Thirsk Community Primary School
Upper Wharfedale School

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

Report prepared by Chris Reynolds-SEND Provision and Resource Manager and Matt George Strategic Planning Officer.

List of Appendices:

Annex A: Public Notice and Statutory Proposal

Appendix 1: School organisation consultation responses (27-April-22 May 2020)

Appendix 2: Statutory Notice

Appendix 3: Statutory Proposal

Annex B: School Organisation Guidance for Decision-makers

Background documents

Report to Executive, 9 June 2020

Report to Executive, 31 March 2020

Action AgreedExecutive Member
Date:
Action RequestedCorporate Director
Date:

Appendix 1: Responses to the Consultation

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
3	Staff	Embsay	I am really worried about these proposals - we have accessed support from our Ryedale EMS schools on a very regular basis and we are wondering how we would access this support in future?		X	I can't understand where the more general support comes before we access a unit for the child to attend.
4	Staff	Barrowcliffe	The disbanding of Barrowcliff EMS has significantly reduced the level of support that we have access to at school for our SEND children. We are unable to contact professionals easily and ask day to day questions about the support our children need: I feel that disbanding this provision has seriously affected the outcomes and provision for SEND children at our school.	X		
5	Staff	Barrowcliffe	I am concerned that losing this support will have a detrimental impact on children - this may be because I don't fully understand what will replace this provision (although I have read the consultation document and attended network meetings). That said, having used both inreach and outreach services from the school in the past, it has been instrumental in supporting the SEMH needs and welfare of children under our care as a school.		X	I think signposting SENCOs to where they can find additional information or providing specific, additional opportunities for discussion about the consultation (perhaps via teleconference following a network meeting, as sometimes it can be information overload)! This means we can be clear when cascading information to SLT, staff and families.
6	Parent	Barwic Parade	I have had dealings with Barwic parafe school for many years now re my younger boys. One who is autistic and now attends Forest Moor School Harrogate, the other who is still working with Barwic parade EMS whilst attending Hensall school. The ems have been amazing with both		X	Theres a lot of jargon there that makes us mere mortal parebts re read more than once to glimse what was being said. Dont forget we are not all clever and may need things simplifying to help understand.

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			boys. And although they didnt have space for inreach were very good with in out reach. The staff in the ems are very good at their jobs and rather suprisingly you have made them redundant instead of placing their experience somewhere it could be utilised. Bizzar!!			
7	Parent	Barwic Parade	Not close the provision of EMs that is attached to this school. It is disgraceful you are and that they only get £300 funding per year. Some children need specialist provision as they can not cope with large amounts of children due to sensory needs and anxiety.		X	You talk about additional needs, yet you write with legal solicitors jargon. I think the majority of people would read this as 'gobbledygook' abs would either not complete this in the first place or tick options they don't understand. I'm a linguist and if you want people to understand something, you have to relate to your audience. You haven't!
8	Parent	Hambleton/Richmond PRS (at Thirsk School)	The support for the staff has been exceptional as they have more understanding of children with SEND and are able to work more closely with the children	X		
9	Staff	Bedale Secondary	I have lived in this area for 24 years now and was made very aware of the over budget provision for SEN in the area. Having now worked for nearly 6 years at Bedale High School I have seen a rise in students that require support regardless of EHCP provision and as I am present in the community I am also very aware of the time for parents to have students assessed. I was very surprised to see the school on the list to be removed.	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
10	Staff	Central C&L (Upper Wharfedale School)	We are a over subscribed secondary school with the highest SEN provision locally if not further within the County. We are well known for our SEN provision, but to proceed further and to implement your proposals the school needs additional funding to for fill the needs of the SEN students in our care. We have a range of students from academic ability from KS1 through to high achievers, we need additional teaching/support staff to enable these students to flourish in our setting. To achieve this the school requires additional buildings to house specialist trained staff to enable currant and students yet to join the school to engage in main stream education but allowing them to have a personalised timetable so that they can have time to regulate themselves out of the main stream classroom. As a member of the SEN team at the school we achieve great success with our SEN students however, this is becoming more difficult due to funding being reduced/cut. I believe that the school setting enhances these children to succeed, but without additional funding and additional support this will have a massive impact not only on staff but also on students and parents/carers. To be fully inclusive within a main stream setting then the school needs to have these additional support put into place.	X		
11	Parent	Central C&L (Upper	So long as there is the specialist understanding and support using the new 'targeted' system at EVERY school		X	Just not clear exactly what you propose and why - lots of info and links but nothing very tangible to review quickly and feedback on...

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
		Wharfedale School)	(vs focus on enhanced Mainstream schools). My concern is that this way there will be more breadth but less 'depth' of support. We as Parents chose to send our SEND child to an enhanced mainstream because there was greater reassurance the school would be better equipped to help our child. It is unclear to me what you propose will be 'better' with the new system (specific examples of how it will be better for the child, school, parents....) Not knowing what the 'end game' of the changed strategy is, makes it difficult to assess...			
12	Other	Greatwood School	It is inappropriate, and possibly illegal, for this consultation to take place during a period of national school closure. All EMS in Craven area are being decommissioned with no sensible plans going forwards for Craven children. Governors and Headteachers in Craven have consistently disagreed with NYCC proposal and have received no workable solution for our children.		X	Questions raised have not been addressed. The consultation proforma suggests one response for each of the three schools in the Craven Area.
13	Governor	Greatwood School	These are ludicrous proposals. Will save money in the short term but long term financial implications when permanent exclusions and crime rates increase will be far more expensive! The provision of the EMS at Greatwood is outstanding. The permanent exclusion rates are the lowest in North Yorkshire as a result of the first class EMS. That there are currently over 30 individual children and their families accessing greatwood EMS and the new proposals	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			commissioned by NYCC will not work. Where are the children on in reach going to go to?			
14	Parent	Embsay	Actually, I am responding on the fact that the proposal is to close all 3 units in the Craven area with no proposal to open or replace any of these to service the children in this locality.	X		
15	Parent	Greatwood School	This provision is vital. My child receives an hour a week from the ems team one hour a week is no where near enough but it is better than nothing. Are mainstream schools need more support like this not less.	X		
16	Staff	Greatwood School	To find a similar replacement to EMS Greatwood-SEMH, EMS Upper Wharfedale- cognition and learning and EMS Embsay- communication and interaction. For a rural school on the border of the county these services and people have been invaluable to us, in being able to meet the needs of our SEND pupils and help assess other children that have been on and come off the SEN register because of the fantatstic support/interventions and personal touch that was enable by the proximity (and they are still a journey from our school), time and staff that worked very closely with our school to provide the best approaches for our children. By removing these services and having no similar replacement in our area this is only going to have negative consequences on our schools and children. How can a hub in Harrogate cover an area as far as Craven even		X	I found it tricky to follow as a SENDCO the parents really weren't sure what was happening.

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			with a satellite a few days a week in Skipton. Our children will suffer from the lack of expertise and advice and fantastic relationships that schools and staff have built with the local EMS teams. We need specialists with adequate time to be able to cover the geographical distance and spread of school.			
17	Staff	Greatwood School	The EMS at Greatwood (and those in the craven area) have been invaluable to our school and pupils. To go from the support we have had from them to what is being proposed is very worrying. The teams in the craven EMS have built relationships with schools and have a wealth of knowledge that they are about to lose as the staff at Embsay and Greatwood do not have roles in the new structure as there is not going to be a team based in craven. The lack of support proposed is going to have a detrimental impact on schools and ultimately pupils because they are not going to be able to access the support at the level they have had from the EMS. The teams we can access are based in Harrogate and have to cover many more schools including craven so therefore we are going from full time specialist support to limited. As an established SENCO in school, I will be very sad to see the loss of the amazing EMS staff and will be extremely worried about the impact on children with SEMH. These concerns have been voiced by the Craven SENCOs/Heads on many occasions. We must have a transition period so that children who have had		X	

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			support can continue to have support when schools return after lockdown. I would love to see the teams already in place at Greatwood and Embsay stay and form a craven hub so we can keep the expertise and continue to work with them to meet the complex needs of our children.			
18	Parent	Bedale Secondary	I think the school need to seek to improve the provision they give the individual student and make sure all staff are aware of their needs	X		
19	Staff	Greatwood School	I believe that the effectiveness of the work of the Greatwood School EMS staff and the positive impact that they have had on children, families/carers and other schools throughout Craven has contributed to Craven's low exclusion rate. As a staff member I have seen first hand how successful their work can be in supporting pupils to remain in a a mainstream education and also in sign posting, along with other professionals.when alternative provision may be more suited. As a parent of a son with a diagnosis of ADHD and in receipt of a 'Statement' (EHCP) albeit now grown up, I am only too aware of the help that is needed, as a child, a parent and a school staff member.	X		
20	Staff	Greatwood School	Our current EMS is a vital tool of SEN provision in the area. More and more children are being diagnosed with SEMH needs and the EMS staff provide outstanding support and expertise to schools and families to enable these children to access the education they are entitled to. I believe that	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			targeted support will not benefit pupils and work as well as the current EMS provision and I am deeply disappointed that NYCC have come to this decision, despite all the evidence available that our EMS is successful and a wonderful resource to the Craven area. I have been teaching for over 15 years and I have never been so concerned about the future of SEN provision than I am right now.			
21	Staff	Greatwood School	We need to keep our EMS provision it provides valuable support for children with SEMH, ultimately reintegrating them back into mainstream school successfully.	X		
22	Parent	Bedale Secondary	My child had to move to Bedale because the school she was in could not accommodate her needs. Where does that leave her when this changes? She is in year 10. Bedale Primary and Bedale secondary have been the difference between my child being involved and educated well. Bedale is central in N Yorks. Just off the A1 and not difficult to get to. The schools you are proposing it goes into are not central. Losing this provision from Bedale would be a poor move in my opinion.		X	What will my child receive in place of what she receives now if the changes are approved? Not clear.
23	Staff	Hambleton/Richmond PRS (at Thirsk School)	We have students who come to the PRS who have been excluded from their mainstream school who could have managed if they had access to the proposed provision. These students often arrive without and EHCP. It is my belief that schools would be more willing to work with	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			these students to obtain an appropriate EHCP if they knew this type of provision existed and students could benefit from the therapeutic element on offer. This would help to reduce permanent exclusion. There is currently a significant gap in North Yorkshire in the type of provision on offer to those students who struggle with SEMH needs that are difficult to meet in mainstream but perhaps do not require the level of support of a special school. I also welcome the locality based approach. Our students who transition to special schools for SEMH currently have to travel to Forest Moor which is 40 miles from Northallerton and a traveling time of just under 1 hour. As many of our students come from even further afield, the proposition of a locally based provision to meet the needs of those pupils is not only better for the student, it costs less to send them there.			
24	Parent	Central C&L (Upper Wharfedale School)	This school amongst others support our local primary school with specialist support in different areas of SEN. We need this locally & staff between the schools have built great relationships. A hub in Harrogate would massively limit the amount of support our school (on the border with Lancashire so distant critical) would be able to access and it is not enough for our children.		X	
25	Parent	Central C&L (Upper	I'm disappointed that there is no support for the craven area after having 3 points of contact for targeted	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
		Wharfedale School)	mainstream provision, and yet again bentham is left with having Harrogate as its closest point and a satellite service in skipton.			
26	Staff	Greatwood School	Having the access to the specialist staff is crucial to be able to support all the children in the area and the school. The staff are friendly and supportive and available to support classroom teachers. They help with resources, answer questions and provide support with ideas and strategies to ensure all children can do their best in school. Having the support within the school allows the children who struggle in mainstream education and need the EMS to feel part of the community of the school. They get the support they need but also get the normality or being able to go to school.	X		
27	Parent	Hambleton/Richmond PRS (at Thirsk School)	My son has received the highest quality levels of support and interventions in the short time he has attended the HR PRS. the team of staff are second to none that i have experienced in my son's 10 years in the mainstream education system. My concerns would be that this quality and type of support may be diluted with the introduction of targeted provision within mainstream schools without a clear definition of service between the two. It is imperative that the clear definition is made to staff, parents, governors and partners in order for any level of real success. It is vital that the budget for these provisions		X	The proposals are wordy and difficult to understand not at all parent or young person friendly, ideally something somewhere between what it was and the 'easy read' format

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			<p>does not sit within the mainstream school budget. It is crucial that the level of expertise, passion and knowledge along with personalites is not diluted in any way, members of staff within SEN or PRS work in a completely different way to mainstream teaching and support staff. this is why it works. Please do not employ existing mainstream staff to carry out these duties as a way to move staffing costs within a budget, this will not be in the best intersts of the pupils, staff or parents. If the new provision could follow some of the good examples of practice developed by the historic Extended Schools model it would be helpful My son thrived in the PRS supportive environment - his permanent exclusion could have been easily avoided with the correct levels of pastoral, behavioural and emotional support being in place. New model would need to have long term investment - an increasing investment not decreasing. PRS teams should be fully involved in the development of any alternative to current provision. The consultation page states that young people are being consulted - are they really and meaningfully being consulted - aren't they the best point of reference for what works and doesn't work?</p>			
28	Parent	Greatwood School	<p>As a parent with a child in school, on the border of the county this new structure really worries me. I am concerned about how a HUB in Harrogate is going to be able to deal and cope with the workload effectively that</p>		X	<p>Was quite complicated to understand. I had to get someone to explain to me.</p>

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			was once provided by three schools and various teaching specialists in our area. I don't feel reassured that the new plan will provide the best support for our SEN children in Bentham and Craven. I feel our SEN children and those children with extra needs are not going to have the specialist support they require or teachers the chance to gain additional knowledge and support, in order to deliver the best teaching for all types of children. I feel that the need of our area has not been considered in this new structure. And as a result we will suffer greatly.			
29	Staff	Greatwood School	I have been working at Greatwood for 3 years. The first 2 and a half years I volunteered and now I am employed to work 1:1 with a child with non verbal autism. Although I had worked with this child whilst volunteering i was not expected to do 1:1. Since working with this child I have mainly used my compassionate nature rather than use training as I haven't had any. The EMS team at Greatwood have supported me and guided me with ways to help this child achieve the most they can from me. I have found having patience has helped enormously but with the knowledge and ideas of the EMS team I have been able to help this child speak more clearly, eat her sandwiches at lunchtime (which was very tricky), work on maths, respond to other people both children and adults. I can say that without their knowledge, care and support that my role with this child wouldn't have been as successful. May I	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			also say that Brettle at Embsay is an amazing lady and her support has been invaluable.			
30	Staff	Embsay	There is nothing available for our area. We need a base within our area.		X	It's very complicated. Hard to understand.
31	Parent	Central C&L (Upper Wharfedale School)	As a parent with a child recently referred to the Inclusion Team (at the start of 2020), I am extremely concerned that the services and the support that his teachers were due to get from these specialist teachers and services will now not materialise, that the education and the welfare of my child is going to be put at risk. My child attends a mainstream school at the far reaches of the county from Harrogate, which was difficult enough under the previous provision, but now it seems that there is going to be no physical support in school for any child with SEND. How can this possibly be an improved service? The current EMS staff have spent years working within our local schools, developing and building up strong personal relationships with teachers, parents and the children they are working with. How can someone possibly support our children remotely with no knowledge of the children they are supposed to be working with? The suggestion that support staff with only travel as far as Skipton for a few days a week is not a reasonable solution, putting more and more pressure on both the workers and staff within schools and increasing their already immense workload.		X	Too much jargon within the consultation document and assumptions that families understand the current service and the proposed new ones. Could have been made much simpler.

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			Our children are all individuals and often have individual needs that require knowledge of a child through speaking to them and/or observing them within their learning environment to identify any barriers to their learning. Each child is unique and a "one size fits all" is not the way to treat our children. Children with SEND already have barriers to learning without taking away 1:1 support with their education that they deserve! It's appalling. I have worked with all the 3 EMS teams in the Craven locality over many years and know first hand the benefits and experience they have provided to teachers and support staff within schools to benefit both individuals and groups of children. It is essential this service continues with the high quality that families have received historically and deserve!			
32	Staff	Greatwood School	The EMS has very good relationships with schools and staff that have taken years to build up. The EMS are very hands on and child centered working and adapting to meet the needs of the child and family. Taking away the way the EMS works will have a direct impact on the success of working with vulnerable children.	X		
33	Parent	Embsay	I have concerns that our area of craven is not going to be adequately covered by these proposals. A central hub in harrogate for north yorkshire is not feasible as it is such a large geographical area.	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
34	Parent	Greatwood School	<p>I feel as if you are ignoring the children in the Craven District area. These changes will have a particularly deep impact on the families of those who need the support by cutting back and moving further away into Skipton 'a couple days a week'. First prime example is that you don't have the decency to include all schools or towns that it will impact on this survey. Not all families in the craven area can travel 40 minutes with children to these 'satellite' centres you propose. If they are only going to be a satellite hub and not the permanent one how on earth can all schools in craven district area access the same quality services as those now? The proposals you have made will have a large impact on rural areas risking further inequalities between those 'out in the sticks' and those in the inner cities who are deemed more conveniently closer. I have forwarded in all information onto a Cumbrian County Councillor as well as raised this issue with my local MP to dissect and monitor further. As a parent with a child in a class with other children who need specialist support I do not condone your proposals. If need be I will object along the way if these changes are not ammended to include Craven children as equally. I am happy to take legal action if deemed necessary. I agree that changes must be made to keep up with the times etc but not at the expense of some child's support network.</p>	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
35	Parent	Greatwood School	I am extremely worried about losing the EMS it is the only provision available for children under 9 struggling in mainstream provisions in our area! I would like to suggest the team remains, even as a virtual team (ie not placed within one particular school). I am extremely worried and upset about the closure.	X		
36	Parent	Greatwood School	The work that Greatwood EMS has done has been vital to keeping my child within an education setting. The imminent closure is very worrying to me as a parent and I would suggest that their specialist education provision is much needed within North Yorkshire and should not be lost to an already stretched education service. Even if it is decided to close the physical school the team should be able to continue with their much needed services perhaps utilising other schools as a base to work.	X		
37	Staff	Greatwood School	Greatwood should remain as it is in its current form. We get so much support formal and informal, training, consultations, support, advice, good examples and emotional support as staff. It is not only our children and families that benefit hugely from the School and its highly trained staff. It is extremely disappointing that these decisions have been based on what I feel are inaccurate data and very little, if any consultations or discussions with the schools that is directly affected. A huge amount of schools in the area are going to be dealing with children		X	

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			that they do not have the expertise or skills to cope with. The proposal just limits the capacity for schools to cope. I can also imagine that fixed term and potential permanent exclusions from primary school will increase as there is not enough support in the 'hub' model to sufficiently help us.			
38	Staff	Greatwood School	We would not have been able to manage to meet the needs of some pupils without the support provided by Greatwood EMS. We are very concerned about losing their skills, knowledge training and the supportive relationships we have developed with them. In many cases their intervention - offering training and support to both parents and staff, has meant that children have been able to remain in mainstream education and prevented exclusions, as well as helping to maintain staff in school who have been faced with meeting some exceptionally challenging needs. Parents have always expressed gratitude for the difference they have made and the reassurance they offered and this has helped us to maintain positive relationships with parents, even in the most challenging of circumstances. We are really worried about losing any of this and when the EMS service is decommissioned. The idea of multi-disciplinary teams and joint working makes sense - many of our pupils would benefit from this as they have a spectrum of needs, however we are concerned about whether we will be able to access these in our locality and whether they will be	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			able to offer the same level of support. Our children have benefited from the EMS being local to our school and the flexible and timely way that they have been able to respond to ongoing needs.			
39	Staff	Embsay	Embsay EMS have supported us for a number of years and as such, they have built strong, consistent professional relationships with children and families as well as school staff. This has been particularly important for children with ASD. Embsay have provided strategies, training and support, not just for the children that have been referred to them, but to the families and school staff as well. Currently they are involved with 2 children in our school, but have supported many more over the years. We would not have been able to meet the needs of some of these children without their input. We are very concerned about losing their support and training and are worried that children will begin to miss out. A reduction of this service would have an impact on children and by extension may have an impact on the rest of the class, including children and staff wellbeing. For the new multi-disciplinary teams to be comparable, they would have to be accessible, both in terms of referral and response times and be able to offer the same range of support. Our children have benefited from the EMS being local to our school and from the consistency of support that they have provided.	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
40	Parent	Hambleton/Richmond PRS (at Thirsk School)	I think it's an excellent proposal. I've felt for a long time that there has been a big gap between mainstream schools and special schools. I only wish it had happened sooner for my own son and then he might have avoided permanent exclusion. I do feel that the 8 spaces will be filled very quickly and I hope that capacity will increase as needed with requirement.		X	As a document for the public, it was very long winded. It didn't explain whether there would be any other help put in place for the children who are currently able to gain extra support in the schools that are going to have the specialist help withdrawn ie Mill Hill.
41	Parent	Hambleton/Richmond PRS (at Thirsk School)	The school I wanted to select wasn't there although it is part of these proposals My son attends Thorpe Willoughby primary and I chose this school for him based on the fact it was an enhanced school and there were facilities/people on site to aid him where needed	X		
42	Staff	Greatwood School	The staff have worked with children in our school for many years and provided excellent support for both children and staff. The support is relevant and well informed. The relationship we have with the EMS is invaluable, they are close geographically, will visit school regularly to work directly with children and talk to parents and staff. They know us and the needs of our SEND children. As staff we are able to seek advice informally and their specialism helps us to support children quickly, which can then mean we don't need higher level support.		X	The language was complicated and you had to sift through to find the facts
43	Parent	Central C&L (Upper	My child has accessed the EMS service as a student at Ingleton Primary. This was an excellent service that has	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
		Wharfedale School)	gone on to help him even now when he is at high school - he is excelling at high school because the right help was given him at the right time. I still have a child at Ingleton Primary. I can't see how children in Craven and in particular Ingleton will have equality of access for SEND when the service is being reduced as in the plan. The relationship between the schools really helped get my child the most relevant help and again, I can't see how this will work from a hub in Harrogate and when the teachers and SEND experts do not have the chance to work together regularly.			
44	Parent	Central C&L (Upper Wharfedale School)	As a parent with a child who could possibly have cognitive and learning difficulties, it causes me great concern to think that my son's teachers would not be able to quickly access specialist teaching advice from their current EMS. Ingleton Primary is right on the Yorkshire/Lancashire border - a long way from Harrogate where your proposed hub will be. This feels as if advice and support for Ingleton's staff, and subsequently pupils, would be a long way away and probably at the back of a long waiting list. A satellite service in Skipton a few days a week sounds very impersonal and does not allow my son's teachers to establish relationships with colleagues who could give advice and guidance. The whole process feels as though SEND support is being whisked away from my son's	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			primary school which will clearly have a detrimental affect on those students who need this support.			
45	Staff	Embsay	I would like to make various points in relation to this 'consultation' regarding the closure of Embsay as an EMS providing support for children with C&I needs. First of all it seems somewhat late as notice of decommissioning was given in May 2019 and the redundancy process that it entailed is now almost complete. I would therefore query whether as a matter of law this process is correct. Much of the focus within the Strategic Plan has been on replacing the current outreach provision with targeted provision. I have previously expressed my views regarding the need for this within Craven and the reasons why Embsay is not appropriate for such a provision. There has been far less focus (or indeed consultation) on how to continue to meet the needs of children who are not in need of a targeted provision place (even if there were to be such provision within the Craven area) but who currently need high levels of support from our outreach team. At the time of school closure the Embsay team had 64 children on their caseload and continue to be in contact with these children as best they can. Support for other children with C&I needs in Craven is also provided by specialist members of the Central team. It is accepted by all parties that C&I needs will only increase in the future. The current situation is that my specialist teacher and specialist practitioner provide		X	Very unclear exactly what you are consulting about as decision to decommission already taken.

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			advice and support across the Craven area. When the EMS based at Hookstone Chase was providing similar support for children in the Harrogate, Knaresborough and Ripon area, their staffing level was a teacher in charge, 1 specialist teachers and 2 specialist practitioners. Central team currently has one specialist teacher and 2 specialist practitioners who provide support across both areas. Under the proposed new locality arrangements, Craven has been merged with Harrogate, Knaresborough and Ripon with a total C&I staffing level of two specialist teachers and 3 specialist practitioners, compared to historically 4			
46	Governor	Embsay	Primarily, it is totally unacceptable to carry out this consultation whilst the country is in lockdown, schools are closed, parents are furloughed or have already lost their jobs and tens of thousands in this country are dying of coronavirus. It is an affront to humanity and democracy. The consultation, the process and any actions should be immediately postponed until things return to normality. My school has made use of the EMS provision at Embsay. But support and resources are already restricted and do not provide the level and quantum of support needed within the timescales we need. Closure of the EMS will deprive vulnerable children from accessing education and responding to their needs. If Embsay closes there is no clarity about any replacement services, the funding	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			available for that resource and the locality of that resource. There has been a total lack of engagement with front line providers, parents and communities so far on this matter. We have been told at presentations that changes are supported by local heads. But I can't find a single head who supports EMS closure. I would ask that the Local Authority pauses, engages more coherently with providers, parents and communities and looks at how it can make EMS provision more effective rather than taking it away.			
47	Governor	Greatwood School	<p>Firstly, it is totally unacceptable and insensitive to carry out this consultation whilst the country is in lockdown, schools are closed, parents are furloughed or have already lost their jobs and tens of thousands of people in this country alone have died and will die from coronavirus. It as an affront to both humanity and democracy. The consultation, the process and any actions should be immediately postponed until things return to normality.</p> <p>My school has makes use of the EMS Provision at Greatwood. But support and resources are already restricted and do not provide the level and quantum of support which we need within the timescales we need. Closure of the EMS will deprive vulnerable children from accessing education and responding to their needs. If Greatwood closes there is no clarity about any replacement services, the funding available for the</p>	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			resource (which is already inadequate) and the location of that resource. There has been a total lack of honest engagement with front line providers, parents and communities on this matter. We have been told at presentations that changes are supported by local heads. But I can't find a single head who supports EMS closure. I would ask that the Local Authority pauses, engages more coherently with all stakeholders and look at how it can make Existing EMS provisions more effective and responsive to need rather than taking them away from Craven.			
48	Governor	Greatwood School	As a member of the school governing team at a school who has used the Greatwood EMS we are greatly concerned about the proposals. The school has found the use of the EMS provision highly valuable, and even though there are challenges in ensuring that school has sufficient access to this source of support we believe the new proposal will result in even more difficulties in accessing support for pupils within school. The current proposal remains unclear about how support would be continued to meet the needs of vulnerable children in our school. The service is already stretched, underfunded and understaffed, and there is no clarity in the plans on how this will improve. We can only envisage that pupils in need of this support will be less likely to receive it in the coming years.		X	A lack of adequate consultation with service users has taken place.

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
49	Other	Barwic Parade	My answer is in regard to removal of any SEND provision in the Selby area. Under the Children and Families Act 2014, shouldn't all schools have some SEND provision? How is removing SEND provision at this and other schools meeting the objective of children attending schools local to them. Surely the only way for ALL children to attend a school close to home is by ensuring provision for all needs in all mainstream schools. Neither does it meet NYCC claim for 'inclusion' as some children will very much be excluded. NYCC should look to Scotland, which also covers a large rural area, where SEND (know as Additional Support Needs in Scotland) provision is very much IN mainstream schools.		X	This is being rushed through under 'Emergency powers', whilst schools are virtually closed, which seems a little underhand, to say the least.
50	Governor	Embsay	I would like to make various points in relation to this 'consultation' regarding the closure of Embsay as an EMS providing support for children with C&I needs. First of all it seems somewhat late as notice of decommissioning was given in May 2019 and the redundancy process that it entailed is now almost complete. I would therefore query whether as a matter of law this process is correct. Much of the focus within the Strategic Plan has been on replacing the current outreach provision with targeted provision. I have previously expressed my views regarding the need for this within Craven and the reasons why Embsay is not appropriate for such a provision. There has been far less focus (or indeed consultation) on how to continue to meet the needs of children who are not in need of a targeted	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			<p>provision place (even if there were to be such provision within the Craven area) but who currently need high levels of support from our outreach team. At the time of school closure the Emsay team had 64 children on their caseload and continue to be in contact with these children as best they can. Support for other children with C&I needs in Craven is also provided by specialist members of the Central team. It is accepted by all parties that C&I needs will only increase in the future. The current situation is that my specialist teacher and specialist practitioner provide advice and support across the Craven area. When the EMS based at Hookstone Chase was providing similar support for children in the Harrogate, Knaresborough and Ripon area, their staffing level was a teacher in charge, 1 specialist teachers and 2 specialist practitioners. Central team currently has one specialist teacher and 2 specialist practitioners who provide support across both areas. Under the proposed new locality arrangements, Craven has been merged with Harrogate, Knaresborough and Ripon with a total C&I staffing level of two specialist teachers and 3 specialist practitioners, compared to historical</p>			
51	Other	Greatwood School	It is a great shame that Greatwood school will no longer be an EMS and provide outreach.	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
52	Staff	Greatwood School	Decommissioning of EMS at Greatwood will greatly reduce the SEND provision in Craven. The EMS staff are responsible for enabling primary aged children with SEMH in Craven to remain engaged in education and facilitate their re-entry into appropriate settings as and when they are able. I would suggest you re-think decommissioning of the EMS.	X		
53	Staff	Embsay	If Craven is to be merged with Harrogate, Ripon and Knaresborough for outreach and there is no inreach provision in our locality there will be little or no provision for children in the Craven area. As a school over many years we have built trusting and respectful relationships with staff at Embsay EMS and we rely heavily upon them for guidance and support. To lose their vast knowledge and experience will be a massive loss for pupils, parents and staff. As a mainstream school we are totally inclusive but often require advise from professionals who are experts in their fields, sharing the support of a handful of experts between Harrogate, Ripon and Knaresborough will not work. This cost cutting exercise means that children offered additional support won't see it for several months because resources are already being stretched too thin. Many of the new posts have not been allocated, whilst existing EMS services are already being decommissioned. The result of your proposal will mean that our most vulnerable children and their families will struggle to		X	I do not understand why are we being consulted now when the EMS schools are already being decommissioned? Is this consultation even going to have an impact on your plan? It seems that decisions have already been made and actions taken before the consultation process is complete.

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			access the support the County has promised them and as SENCos/schools we are left in an abyss of uncertainty and waiting lists whilst trying to manage the need of pupils in our care. Your proposal is not acceptable, these vulnerable pupils and their families deserve to receive the support they need and schools need to be supported to do that properly. Decommissioning Embsay EMS will be detrimental to that.			
54	Staff	Central C&L (Upper Wharfedale School)	If Craven is to be merged with Harrogate, Ripon and Knaresborough for outreach and there is no inreach provision in our locality there will be little or no provision for children in the Craven area. As a school over many years we have built trusting and respectful relationships with staff at Upper Wharfedale School EMS and we rely heavily upon them for guidance and support. To lose their vast knowledge and experience will be a massive loss for pupils, parents and staff. As a mainstream school we are totally inclusive but often require advise from professionals who are experts in their fields, sharing the support of a handful of experts between Harrogate, Ripon and Knaresborough will not work. This cost cutting exercise means that children offered additional support won't see it for several months because resources are already being stretched too thin. Many of the new posts have not been allocated, whilst existing EMS services are already being decommissioned. The result of your		X	I do not understand why are we being consulted now when the EMS schools are already being decommissioned? Is this consultation even going to have an impact on your plan? It seems that decisions have already been made and actions taken before the consolation process is complete.

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			proposal will mean that our most vulnerable children and their families will struggle to access the support the County has promised them and as SENCos/schools we are left in an abyss of uncertainty and waiting lists whilst trying to manage the need of pupils in our care. Your proposal is not acceptable, these vulnerable pupils and their families deserve to receive the support they need and schools need to be supported to do that properly. Decommissioning Upper Wharfedale EMS will be detrimental to that.			
55	Parent	Embsay	My daughter has just received a diagnosis for ADS. She is in Year 6, the process started when she was in Year 2. She was due to take receive some sessions with a specialist to help with the challenges that transition to Secondary school will present. The specialist was based at Embsay and I'm very concerned now that my daughter may not get the help and support she needs. We are in High Bentham so already at a disadvantage when it comes to access to support and services. It is vital that children and young adults have access to these specialist services to help them to develop strategies to cope with everyday life. To have waited so long for a diagnosis to then be faced with no local provision is devastating. Please, our children need support too!		X	It isn't straight forward to find the link to the actual survey (it's almost as if it's been deliberately hidden).
56	Staff	Embsay	Currently this provision supports the needs of children within the UWPF who have Cand I needs. The outreach	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			members of staff have worked closely with our school communities, including HTs, staff, children and parents. It is unclear as to what are the benefits of replacing this outreach provision with the targeted provision you propose. With particular reference to North Craven and the rural locality of schools in the area, it is difficult to understand that a team covering Harrogate, Knaresborough and Ripon will have the capacity, time and local knowledge to cover such a vast area.			
57	Governor	Embsay	I would like to make various points in relation to this 'consultation' regarding the closure of Embsay as an EMS providing support for children with C&I needs. I understand that the notice of decommissioning was given in May 2019 and the redundancy process that it entailed is now almost complete. I would therefore like to query whether the proper legal consultation process was followed. The Strategic Plan seeks to replace the current Outreach provision with Targeted provision, however the matter of how to continue to meet the needs of children who are not in need of a targeted provision place, but who currently need high levels of support from our outreach team. My understanding is that the Embsay team has 64 children on their caseload and continue to be in contact with these children as best they can during the current lockdown. Support for other children with C&I needs in Craven is also provided by specialist members of the	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			Central team. It is accepted by all parties that C&I needs will only increase in the future. Under the proposed new locality arrangements, Craven has been merged with Harrogate, Knaresborough and Ripon with a total C&I staffing level of two specialist teachers and 3 specialist practitioners, compared to historically 4 teachers and at least 5 specialist practitioners. This level of staffing is insufficient to provide the high level of support which currently enables all these children to remain within their local schools. Without this support the headteachers & governors of the CASTLE Alliance are of the view that needs will escalate leading to far more support being needed, either in terms of exclusions or schools simply being unable to meet need.			
58	Other - Children and Families Service Professional	Greatwood	I think the Targeted provision through Greatwood EMS is a comprehensive, supportive and specialist provision that would be a great loss to everyone within the children and families and education workforce. I have worked in conjunction with the staff there to get several children school ready and if this provision was not in place I suspect those children would still not be accessing any educational provision. The knock on effect of this would be profound, not only on outcomes for children but also on the workload that Early help, in particular, can manage.	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
59	Parent	Greatwood	I personally think the EMS units should be staying open. If it wasn't for the EMS I don't know what we would have done with our son. Mainstream School weren't meeting his needs nor was the environment. He was permanently excluded just before he turned 10 (year 5) he's been going to the EMS unit since his exclusion and in that time his EHCP has been submitted and we are now looking at Specialist Schools for him. Where would he have gone if the EMS units weren't there? Where will other children in that situation go? There is already a huge worry about where my son will go in September if a new School is not yet decided on. There needs to be somewhere for the in between stage for children to go to. It's an environment some Schools just can't offer.	X		
60	Governor	Embsay	It is important to highlight the following with regard to this 'consultation' regarding the decommissioning of the EMS services providing support for children with C&I needs and for those with behavioural issues. Notice of decommissioning was given in May 2019 and the redundancy process that it entailed is now almost complete. I would therefore query whether as a matter of due process this is lawful. Much of the focus within the Strategic Plan has been on replacing the current outreach provision with targeted provision. There has been far less focus (or indeed consultation) on how to continue to meet the needs of children who are not in need of a targeted	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			<p>provision place (even if there were to be such provision within the Craven area) but who currently need high levels of support from our outreach team. At the time of consultation there were 64 children on the C and I caseload and contact is being continued with these children wherever possible. Support for other children with C&I needs in Craven is also provided by specialist members of the Central team. It is accepted by all parties that C&I needs will only increase in the future. The current situation is that the specialist teacher at Embsay and specialist practitioner provide advice and support across the Craven area. When the EMS based at Hookstone Chase was providing similar support for children in the Harrogate, Knaresborough and Ripon area, their staffing level was a teacher in charge, 1 specialist teachers and 2 specialist practitioners. Central team currently has one specialist teacher and 2 specialist practitioners who provide support across both areas. Under the proposed new locality arrangements, Craven has been merged with Harrogate, Knaresborough and Ripon with a total C&I staffing level of two specialist teachers and 3 specialist practitioners, compared to historically 4 teachers and at least 5 specialist practitioners. This staffing is insufficient and will lead to failure to meet need.</p>			
61	Governor	Central C&L (Upper	I am a governor at the Upper Wharfedale Federation of Primary Schools (Grassington, Kettlewell, Burnsall and	X		

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
		Wharfedale School)	<p>Cracoe). There are to be no targeted schools in Craven This may mean a CYP with very high needs may not be able to be educated in his/her home area. Very vulnerable children should not be transported long distances or out of their community. The consultation document states CYP "should be able to attend a school or provision locally, where they can make friends and be part of the local community." The Strategic Plan does not allow for this in Craven. Early intervention for CYP who are struggling will not be possible because of reduced staffing and capacity. Schools do not always have the specialist knowledge to effectively manage the needs of CYP with high need SEND. The outreach teams at the 3 Craven EMS employed highly trained specialist teachers and ATAs to advise and support schools to meet the needs of these pupils. Under the proposed locality arrangements, Craven has been merged with Harrogate, Knaresborough and Ripon, forming a vast area. With the reduced levels of staffing, it seems unlikely that practitioners could develop an understanding of the context and capacity of the primary schools in Craven. This is likely to be particularly challenging with some of the very small schools in Craven where there may only be two teachers, both teaching an entire key stage with mixed age pupils. The document 'Consultation on the removal of Enhanced Mainstream Provision for CYP with SEND at Upper Wharfedale School states "We have developed a strategic plan for education children with SEND which aims</p>			

Consultation responses – Targeted mainstream provision

ID	Type	Name of School	With regard to the school you have selected, what observations or suggestions do you have on our proposals:	Easy to Understand?		If no, please suggest improvements we could make:
				Y	N	
			to CREATE A BETTER OFFER of provision for CYP, improved communication, ENABLE MORE LOCAL DECISION MAKING and reduce costly out of county placements." I have added the capital letters to highlight issues I consider to be of particular concern. How can these issues be effectively addressed when Craven is to be subsumed into Harrogate, Knaresbrough and Ripon?			

NORTH YORKSHIRE COUNTY COUNCIL

Notice is given in accordance with School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 that North Yorkshire County Council intends to make prescribed alterations to:

PROPOSALS TO ADD PROVISION FOR SPECIAL EDUCATIONAL NEEDS: SOCIAL, EMOTIONAL AND MENTAL HEALTH IN THE FORM OF TARGETED PROVISION AT THE FOLLOWING SCHOOLS:

1. The Wensleydale School, Richmond Road, Leyburn DL8 5HY
2. Selby High School, Leeds Road, Selby YO8 4HT.
3. Hambleton and Richmondshire Pupil Referral Unit, East Road, Northallerton DL6 1SZ.
4. Scarborough Pupil Referral Unit, Valley Bridge Parade, Scarborough YO11 2PG.

from 1 September 2020 to add provision reserved for children with special educational needs. This will support up to 8 full time pupils with Social, Emotional and Mental Health needs at each school and each pupil referral unit.

PROPOSALS TO ADD PROVISION FOR SPECIAL EDUCATIONAL NEEDS: COMMUNICATION AND INTERACTION IN THE FORM OF TARGETED PROVISION AT THE FOLLOWING SCHOOLS:

1. Grove Road Community Primary School, Grove Road, Harrogate, North Yorkshire HG1 5EP.
2. Alverton Primary School, Mount Road, Northallerton DL6 1RB.

from 1 September 2020 to add provision reserved for children with special educational needs. This will support up to 8 full time pupils with Communication and Interaction needs at each school.

PROPOSALS TO FORMALLY REMOVE PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS FROM THE FOLLOWING MAINSTREAM SCHOOLS (PREVIOUSLY DESIGNATED AS ENHANCED MAINSTREAM SCHOOLS)

1. Embsay Church of England Voluntary Controlled Primary School, Pasture Road, Embsay, Skipton, North Yorkshire, BD23 6RH.
2. Kirkbymoorside Community Primary, Westfields, Kirkbymoorside, York, North Yorkshire YO62 6AG.
3. Thorpe Willoughby Community Primary School, Londesborough Grove, Fox Lane, Thorpe Willoughby, Selby, North Yorkshire, YO8 9NX.
4. King James's School, King James Road, Knaresborough, North Yorkshire, HG5 8EB.
5. Bedale Church of England Primary School, Firby Road, Bedale DL8 2AT.
6. Bedale High School, Fitzalan Road, Bedale DL8 2EQ.
7. Thirsk Primary School, Hambleton Place, Thirsk YO7 1SL.
8. Barrowcliff Primary School, Ash Grove, Scarborough YO12 6NJ.
9. Lady Lumley's School, Swainsea Lane, Pickering YO18 8NG.
10. Malton School, Middlecave Road, Malton YO17 7NH.
11. Barwic Parade Community Primary School, Petre Ave, Selby YO8 8DJ.
12. Greatwood Community Primary School, Pinhaw Rd, Skipton BD23 2SJ.
13. Upper Wharfedale School, 1 Wharfeside Ave, Threshfield, Skipton BD23 5BS.
14. Mill Hill Community Primary School, Crosby Road, Northallerton DL6 1AE.

from 1 September 2020 to remove the provision reserved for children with special educational needs which the schools have held since 2010 when they were designated as Enhanced Mainstream Schools.

These Notices are extracts from the complete proposal. Copies of the complete proposals can be obtained from Strategic Planning 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 <https://www.northyorks.gov.uk/current-consultations>

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 Strategic Planning, Children and Young People's Service, North Yorkshire County Council County Hall, Northallerton, DL7 8AE, by 5pm on 17 July 2020.

Signed: Barry Khan, Assistant Chief Executive, Legal and Democratic Services

Publication Date: 19 June 2020

Explanatory Notes:

The proposals set out above are not related.

Statutory proposals for Prescribed Alterations – Mainstream Schools

PROPOSALS TO ADD PROVISION FOR SPECIAL EDUCATIONAL NEEDS: SOCIAL, EMOTIONAL AND MENTAL HEALTH IN THE FORM OF TARGETED PROVISION AT MAINSTREAM SCHOOLS

Contact Details for Proposer

Proposal published by North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, to make prescribed alterations to the following schools:

1. The Wensleydale School, Richmond Road, Leyburn DL8 5HY
2. Selby High School, Leeds Road, Selby YO8 4HT.
3. Hambleton and Richmondshire Pupil Referral Unit East Road, Northallerton DL6 1SZ.
4. Scarborough Pupil Referral Unit Valley Bridge Parade, Scarborough YO11 2PG.

These four proposals form part of the same strategy but are not technically related proposals. This means that the decision makers could choose to approve one or more proposals without affecting their decisions on the other proposals.

PROPOSALS TO ADD PROVISION FOR SPECIAL EDUCATIONAL NEEDS: COMMUNICATION AND INTERACTION IN THE FORM OF TARGETED PROVISION AT MAINSTREAM SCHOOLS

Schools affected by proposals:

1. Grove Road Community Primary School, Grove Road, Harrogate, North Yorkshire HG1 5EP.
2. Alverton Primary School, Mount Road, Northallerton DL6 1RB.

These two proposals form part of the same strategy but are not technically related proposals. This means that the decision makers could choose to approve one or more proposals without affecting their decisions on the other proposals.

Implementation

It is proposed to formally establish the special provisions on 1 September 2020 however, the provisions will seek to take pupils on their roll from January 2021.

Description of alterations and evidence of demand

Background to Proposals

We have a duty to keep our 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 we are now implementing the actions within it.

Targeted Mainstreams Schools

As part of the SEND plan the Targeted mainstream schools will provide enhanced levels of specialist support over and above that usually available in mainstream schools. They will provide an appropriate environment and personalised support for children and young people with SEND, who are able to access mainstream learning.

The staff within the school will be highly trained in SEND and will have access to SEND professionals such as educational psychologists, speech and language and occupational therapists.

What will the provision look like?

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

provision will:

- Provide a minimum of 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 or Communication and Interaction needs at primary and secondary level
- 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)

And:

- Children who access the flexible placements will remain on the roll of their own school
- Each targeted provision will receive direct funding of approximately £120-130,000 per year

Objectives

The main objective of these proposals and other similar proposals being published simultaneously is ensure that the appropriate provisions are in place to implement the policy of Targeted Mainstream provision which has been agreed by Local Authority, following public consultation, as a key part of the SEN Strategic Plan. The underlying objective of the whole strategy is to ensure that there are sufficient places at which Pupils with SEN can get the education they deserve within the most appropriate setting.

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.

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.

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.

Effect on other schools, academies and educational institutions

The proposed Targeted Mainstream provisions will form part of the range of educational opportunities within North Yorkshire and will support pupils who require additional SEN support but for whom a special school placement is not appropriate. Therefore this will have a positive impact on other schools and academies. Where pupils in other schools and academies are identified as having a level of need where further support is needed than a standard mainstream school is able to provide the possibility and suitability of a placement at a Targeted Mainstream provision will be considered as an option for that pupil. Clearly this will support Mainstream Schools but will also support Special Schools by ensuring that places in Special Schools are available for pupils for whom that is the best option.

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

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

Further information regarding the detailed budget modelling is available on the NYCC website as part of the report to the Executive 9th June.

Capital Costs

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.

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.

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.

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.

Admission and curriculum arrangements

Places at Targeted Mainstream provisions will be offered to pupils where the Local Authority has identified through an Education Health and Care Plan (EHCP) that the pupil's needs are best met at this kind of provision. The Local Authority will offer that place following consultation with the Headteacher of the Targeted Mainstream Provision.

Governance and administration

The provisions will be governed by the Governing Board and led by the Headteacher of their respective schools. The staff within the provisions will work closely with colleagues in the Locality Hubs and in the SEN teams at NYCC.

Consultation

The decision to consult upon the establishment of provisions for Special Educational Needs in the form of Targeted Provisions at Mainstream Schools was taken by the Chief Executive Officer in consultation with the Executive Member for Education and Skills on 31 March 2020. A consultation paper setting out the proposal was sent to school head teachers for circulation to staff, parents and governors. The LA also shared the proposal more widely with all NYCC schools, Parent Carer Forum, Unions and Professional associations and County Council Members. The consultation period ran from 23 April to 22 May. There have been 59 consultation responses received (Appendix 4).

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 Strategic Planning, Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, by 5pm 17 July 2020.

Statutory proposals for Prescribed Alterations – Mainstream Schools

PROPOSALS TO FORMALLY REMOVE SPECIAL PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS FROM THE FOLLOWING MAINSTREAM SCHOOLS (PREVIOUSLY DESIGNATED ENHANCED MAINSTREAM SCHOOLS)

Contact Details for Proposer

Proposal published by North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, to make prescribed alterations to the following schools:

1. Emsay Church of England Voluntary Controlled Primary School, Pasture Road, Emsay, Skipton, North Yorkshire, BD23 6RH.
2. Kirkbymoorside Community Primary, Westfields, Kirkbymoorside, York, North Yorkshire YO62 6AG.
3. Thorpe Willoughby Community Primary School, Londesborough Grove, Fox Lane, Thorpe Willoughby, Selby, North Yorkshire, YO8 9NX.
4. King James's School, (Community Secondary School), King James Road, Knaresborough, North Yorkshire, HG5 8EB.
5. Bedale Church of England Primary School, Firby Road, Bedale DL8 2AT.
6. Bedale Secondary Bedale High School, Fitzalan Road, Bedale DL8 2EQ.
7. Thirsk Primary School, Hambleton Place, Thirsk YO7 1SL.
8. Barrowcliff Primary School, Ash Grove, Scarborough YO12 6NJ.
9. Lady Lumley's Swainsea Lane, Pickering YO18 8NG.
10. Malton School, Middlecave Road, Malton YO17 7NH.
11. Barwic Parade Community Primary School, Petre Ave, Selby YO8 8DJ.
12. Greatwood Community Primary School, Pinhaw Rd, Skipton BD23 2SJ.

13. Upper Wharfedale School, 1 Wharfeside Ave, Threshfield, Skipton BD23
5BS

14. Mill Hill Community Primary School, Crosby Road, Northallerton DL6
1AE.

These proposals form part of the same strategy but are not technically related proposals. This means that the decision makers could choose to approve one or more proposals without affecting their decisions on the other proposals.

Implementation

It is proposed to formally remove the special provisions on 1 September 2020 however, in practice as part of the NYCC Special Educational Need Strategic Plan the Local Authority has consulted upon and had approved, plans to cease to commission places at the former Enhanced Mainstream Schools.

Description of alterations and evidence of demand

Background to Proposals

We have a duty to keep our 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 we are now implementing the actions within it.

Targeted Mainstreams Schools

As part of the SEND plan the Targeted mainstream schools will provide enhanced levels of specialist support over and above that usually available in mainstream schools. They will provide an appropriate environment and personalised support for children and young people with SEND, who are able to access mainstream learning.

The staff within the school will be highly trained in SEND and will have access to SEND professionals such as educational psychologists, speech and language and occupational therapists.

Removal of Enhanced Mainstream School (Special Provision) Designation

The fifteen proposals listed above are proposed to remove special provision designations that apply to schools who were part of the previous strategy of 'Enhanced Mainstream Schools'. All schools listed provision special provision for pupils with Special Educational Needs but have not been identified to take part in the new model. Therefore is correct that they should have their designations removed to provide clarity about which Mainstream Schools provide special provision to the pupils who require it.

Objectives

The main objective of these proposals and other similar proposals being published simultaneously is ensure that the appropriate provisions are in place to implement the policy of Targeted Mainstream provision which has been agreed by Local Authority, following public consultation, as a key part of the SEN Strategic Plan. The underlying objective of the whole strategy is to ensure that there are sufficient places at which Pupils with SEN can get the education they deserve within the most appropriate setting.

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.

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.

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.

Effect on other schools, academies and educational institutions

It is not envisaged that there will be a negative effect on other schools, academies or educational institutions. The functions that have been carried out by the Enhanced Mainstream Schools will be carried out by the newly established SEND Multi-Disciplinary Hubs and the new Targeted Provision schools. The SEND Hubs will provide outreach to schools and education settings in the area and the new targeted provisions will provide a combination of placements for children with Education, Health and Care Plans and a small number of flexible in reach places. New arrangements will also be in place for the small number of children who have been permanently excluded from school and require continuity of their education from day 6 of the exclusion.

As stated above, in addition to the existing functions, the intention is to address a gap in SEND provision and improve the Local Authority's continuum of educational provision.

Head teachers of the schools to which the proposals apply are aware that this process is underway and that it forms part of the formal process of decommissioning the services which they formerly provided.

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

There are no projected costs for the removal of the Enhanced Mainstream School designations from the school listed above. There are costs both capital and revenue associated with the implementation of the proposals for Targeted Mainstream Provisions which are being published simultaneously to these proposals. For full details please refer to the attached documents relevant to those proposals.

Admission and curriculum arrangements

They will also no longer need to provide the staffing for these pupils. In practice schools have undertaken restructures following the decommissioning of the services within their schools by the Local Authority. Some of the staff from within these provisions have applied and been successful in their applications to work in the Locality Hubs which will provide SEN Outreach Support to schools under the new models of SEN support set out in the SEN Strategic Plan.

Governance and administration

The schools' Governing Boards will no longer be responsible for a special provision attached to their mainstream school.

Consultation

The decision to consult upon the establishment of provisions for Special Educational Needs in the form of Targeted Provisions at Mainstream Schools was taken by the Chief Executive Officer in consultation with the Executive Member for Education and Skills on 31 March 2020. A consultation paper setting out the proposal was sent to school head teachers for circulation to staff, parents and governors. The LA also shared the proposal more widely with all NYCC schools, Parent Carer Forum, Unions and Professional associations and County Council Members. The consultation period ran from 23 April to 22 May. There have been 59 consultation responses received (Appendix 4).

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 Strategic Planning, Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, by 5pm 17 July 2020.



Department
for Education

Making significant changes (‘prescribed alterations’) to maintained schools

**Statutory guidance for proposers and
decision-makers**

October 2018

5: Statutory process: prescribed alterations

The statutory process for making prescribed alterations to schools has four stages:

Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal/notice)		
Stage 2	Representation (formal consultation)	Must be 4 weeks	As set out in the 'Prescribed Alterations' regulations
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator	Any appeal to the adjudicator must be made within 4 weeks of the decision
Stage 4	Implementation	No prescribed timescale	It must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker

Although there is no longer a statutory 'pre-publication' consultation period for prescribed alteration changes, there is a strong expectation that schools and LAs will consult interested parties in developing their proposal prior to publication, to take into account all relevant considerations. Schools should have the consent of the site trustees and where a school is designated as having a religious character the trustees of the school, the diocese or relevant diocesan board, or any other relevant faith body.

When considering making a prescribed alteration change, it is best practice to take timing into account, for example:

- by holding consultations and public meetings (either formal or informal) during term time, rather than school holidays and, where appropriate, extend the consultation period if it overlaps school holidays etc;
- plan where any public and stakeholder meetings are held to maximise response;
- take into account the admissions cycle for changes that will impact on the school's admission arrangements.

A number of changes can impact admissions necessitating reductions in PAN, new relevant age groups for admission or the adoption of revised admission criteria. Changes to admission arrangements can be made by the admission authority in one of two ways:

- the consultation on changing the admission arrangements (as set out in the [School Admissions Code](#)) takes place sufficiently in advance of a decision on the prescribed alteration so that the change to admissions can be implemented at the same time as the proposals; or
- a variation is sought, where necessary, in view of a major change in circumstances, from the [Schools Adjudicator](#) so that the changes to the admission policy can be implemented at the same time as the prescribed alteration is implemented.

Decision-makers should, so far as is possible, co-ordinate with the admission authority, if different, to ensure they avoid taking decisions that will reduce a PAN or remove a relevant age group for admission after parents have submitted an application for the following September (e.g. 31 October for secondary admissions or 15 January for primary admissions).

Publication

A statutory proposal must contain sufficient information for interested parties to make a decision on whether to support or challenge the proposed change. [Annex A](#) sets out the minimum that this should include. The proposal should be accessible to all interested parties and should therefore use 'plain English'.

Where the proposal for one change is linked to another, this should be made clear in any notices published. Where a proposal by a LA is 'related' to a proposal by other proposers (e.g. where one school is to be enlarged because another is being closed) a single notice could be published.

The full proposal must be published on a website (e.g. the school or LA's website) along with a statement setting out:

- how copies of the proposal may be obtained;
- that anybody can object to, or comment on, the proposal;
- the date that the representation period ends; and
- the address to which objections or comments should be submitted.

A brief notice (including details on how the full proposal can be accessed e.g. the website address) must be published in a local newspaper. If the proposal is published by a GB then notification must also be posted in a conspicuous place on the school premises and at all of the entrances to the school.

Within one week of the date of publication on the website, the proposer must send a copy of the proposal and the information set out in the paragraph above to:

- the GB/LA (as appropriate);
- the parents of every registered pupil at the school - where the school is a special school;
- if it involves or is likely to affect a school which has been designated as having a religious character:
 - the local Church of England diocese;
 - the local Roman Catholic diocese; or
 - the relevant faith group in relation to the school;
- proposals affecting a special school should go to any LA that has commissioned a place at the school (i.e. all relevant authorities who have made an out of county/borough placement there); and
- any other body or person that the proposer thinks is appropriate e.g. any affected educational institutions in the area.

Within one week of receiving a request for a copy of the proposal, the proposer must send a copy to the person requesting it.

There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation. However, proposers will be expected to show good reason (for example an authority-wide reorganisation) if they propose a timescale longer than three years.

Representation (formal consultation)

The representation period must last for four weeks from the date of the publication. During this period, any person or organisation can submit comments on the proposal to the LA to be taken into account by the decision-maker. It is also good practice for representations to be forwarded to the proposer to ensure that they are aware of local opinion.

Decision

The LA will be the decision-maker in all cases except where a proposal is 'related' to another proposal that must be decided by the [Schools Adjudicator](#)⁹.

Decision-makers will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all the responses received. Decision-makers should not simply take account of the numbers of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most affected by a proposal – especially parents of children at the affected school(s).

Decisions must be made within a period of two months of the end of the representation period or they must be referred to the Schools Adjudicator.

When issuing a decision, the decision-maker can:

- reject the proposal;
- approve the proposal without modification;
- approve the proposal with modifications, having consulted the LA and/or GB (as appropriate); or
- approve the proposal, with or without modification – subject to certain conditions¹⁰ (such as the granting of planning permission) being met.

A proposal can be withdrawn by the proposer at any point before a decision is taken. When doing so, the proposer must send written notice to the LA or the GB (as appropriate); or the Schools Adjudicator (if the proposal has been sent to them). A notice must also be placed on the website where the original proposal was published.

Within one week of making a decision the LA must publish their decision and the reasons for it, on the website where the original proposal was published and send copies to:

- the LA (where the Schools Adjudicator is the decision-maker);
- the Schools Adjudicator (where the LA is the decision-maker);

⁹ For example where a change is conditional on the establishment of a new school under section 10 or 11 of EIA 2006 (where the Schools Adjudicator may be the default decision maker).

¹⁰ The prescribed events are those listed in paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations

- the GB/proposers (as appropriate);
- the trustees of the school (if any);
- the local Church of England diocese;
- the local Roman Catholic diocese;
- the parents of every registered pupil at the school – where the school is a special school; and
- any other body that they think is appropriate (e.g. other relevant diocese or diocesan board, faith organisation and any affected educational institutions in the area).

If the [Schools Adjudicator](#) is the decision-maker they must notify the persons above of their decision, together with the reasons, within one week of making the decision. Within one week of receiving this notification the LA must publish the decision, with reasons, on the website where the original proposal was published.

Related proposals

Where proposals appear to be related to other proposals, the decision-maker must consider the related proposals together. A proposal should be regarded as related if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

Conditional approval

For many types of proposal, decision-makers may make their approval conditional on certain prescribed kinds of events¹¹. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

The proposer should inform the decision-maker when a condition is met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

¹¹ Under paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations

Education standards and diversity of provision

Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the needs of parents, raise local standards and narrow attainment gaps.

Equal opportunities issues

The decision-maker must comply with the Public Sector Equality Duty (PSED), which requires them to have 'due regard' to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Further information on the considerations can be found on the [Equality and Human Rights Commission](#) website.

Community cohesion

Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from, and about each other; by encouraging through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker should consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different groups within the community.

Travel and accessibility

Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

Further information is available in the statutory [Home to school travel and transport guidance](#) for LAs.

Funding

The decision-maker should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal **cannot** be approved conditionally upon funding being made available.

Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal will trigger the release of capital funds from the department, unless the department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

Rights of appeal against a decision

The following bodies may appeal to the Schools Adjudicator against a decision made by a LA decision-maker, within four weeks of the decision being made:

- the local Church of England diocese;
- the local Roman Catholic diocese; and
- the governors and trustees of a foundation, foundation special or voluntary school that is subject to the proposal.

On receipt of an appeal, a LA decision-maker must then send the proposal, representations received and the reasons for their decision to the Schools Adjudicator within one week of receipt. There is no right of appeal on determinations made by the Schools Adjudicator.

Implementation

The proposer must implement a proposal in the form that it was approved, taking into account any modifications made by the decision-maker.

Modification post determination

Proposers can seek modifications from the decision-maker before the approved implementation date. However, proposals cannot be modified to the extent that new proposals are substituted for those that have been published.

Details of the modification must be published on the website where the original proposals were published.

Revocation of proposals

If the proposer no longer wants to implement an approved proposal, they must publish a revocation proposal to be relieved of the duty to implement, as set out in the Prescribed Alterations Regulations.

Land and buildings

Foundation, foundation special or voluntary controlled schools

Where a LA is required to provide a site for a foundation, foundation special or voluntary controlled school, the LA must¹²:

- transfer their interest in the site and in any buildings on the site which are to form part of the school's premises to the trustees of the school, to be held by them on trust for the purposes of the school; or
- if the school has no trustees, to the GB, to be held by that body for the purposes of the school.

In the case of a dispute as to the persons to whom the LA is required to make the transfer, the adjudicator will make a decision.

Voluntary aided schools

Where a LA is required to provide a site for a voluntary aided school, they must transfer their interest in the land to the trustees of the school, and must pay the reasonable costs to the GB in connection with the transfer.

¹² Under paragraph 17 of schedule 3 of the Prescribed Alterations Regulations

School premises and playing fields

Under the School Premises (England) Regulations 2012, all schools maintained by local authorities are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.

[Guidelines](#) setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.