

NORTH YORKSHIRE COUNTY COUNCIL**THE EXECUTIVE**

9 June 2020

PROPOSALS TO ADD PROVISION FOR SPECIAL EDUCATIONAL NEEDS IN THE FORM OF TARGETED PROVISION AT MAINSTREAM SCHOOLS AND TO FORMALLY REMOVE SPECIAL EDUCATIONAL NEEDS PROVISION FROM FORMER ENHANCED MAINSTREAM SCHOOLS

Report by the Corporate Director- Children and Young People's Service

1 PURPOSE OF REPORT

- 1.1 To provide the Executive with information upon which to make a decision on whether to publish statutory proposals and notices to add provision for Special Educational Needs in the form of Targeted Provision at Mainstream Schools and to formally remove Special Educational Needs Provisions from former Enhanced Mainstream Schools.
- 1.2 This is 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 The County Council's SEND Strategy, approved in September 2018, sets out the future changes to the model of targeted SEN provision in mainstream schools which will start to be implemented from September 2020. Public consultation on the first phase of targeted mainstream provisions was undertaken between 6 February and 15 March 2020. The feedback from this consultation was reported to the Executive on 31 March 2020, and the Chief Executive, under his emergency delegated powers and in consultation with Executive Members, approved public consultation on school organisation proposals to:
- (i) add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Mainstream Schools
 - (ii) remove provision for Special Educational Needs at former Enhanced Mainstream Schools.
- 2.2 The school organisation consultation is specific to the technical issue of mainstream schools maintaining, adding or removing Special Educational Needs Provision as set out by the Department for Education. Stakeholders were asked to provide views on the SEN provision of those schools affected in light of the LA's intentions to commission SEN provision differently from September 2020.
- 2.3 Having consulted extensively on the changes to the delivery model of SEN provision prior to the approval of the Strategic Plan, and specifically on the detail of the delivery model between 6 February and 15 March 2020, the intention of this consultation was not to seek further views on the model itself.
- 2.4 The first phase of implementation will begin from September 2020 with 9 schools creating 72 full time school places for children with SEN.

- 2.5 The previous model of Enhanced Mainstream Schools will cease from 31st August 2020 with those schools choosing not to deliver the new model being decommissioned for the purposes of SEN support. The outreach element of support will be undertaken by SEND specialist hub teams in each locality so that provision is maintained for children and families requiring support in school.
- 2.6 This consultation commenced on 27 April and was open for a period of 4 weeks closing on 22 May 2020.

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.
- 3.2 In September 2018 the local authority launched its SEND Strategy, an ambitious 5-year strategy that will transform the range of educational provision across the local authority for young people with SEND. The approved strategy clearly explains the future changes to the model of Enhanced Mainstream Schools which will start to be implemented from September 2020. The new model of provision was consulted on between 6th February and 15th March 2020.
- 3.3 During 2019 the local authority has engaged with primary and secondary schools regarding the new model to identify schools with interest in adopting targeted provision from September 2020. The local authority has proposed the introduction of 31 targeted mainstream provisions when the programme is fully established. The focus for each provision will be either Communication and Interaction (C&I) or Social and Emotional Mental Health (SEMH)
- 3.4 Public consultation on the first phase of targeted mainstream provisions was undertaken between 6 February and 15 March 2020. The feedback from this consultation was reported to the Executive on 31 March 2020, and in response to this, the Chief Executive, under his emergency delegated powers and in consultation with Executive Members, approved public consultation on school organisation proposals to:
- (i) add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Mainstream Schools.
 - (ii) remove provision for Special Educational Needs at former Enhanced Mainstream Schools.
- 3.4 The school organisation consultation is specific to the technical issue of adding and removing provision for SEN at specific mainstream schools. Stakeholders were asked to provide views on these proposals in light of the County Council's intentions to commission SEN provision differently from September 2020. Having consulted extensively on the changes to the delivery model of SEN provision prior to the approval of the Strategic Plan, and specifically on the detail of the delivery model between 6 February and 15 March 2020, the intention of the latest consultation was not to seek further views on the model itself.
- 3.5 The first phase of implementation will begin from September 2020 with 9 schools creating

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).

72 full time school places for children with SEN. This will be in addition to the implementation of SEND Hubs to continue the delivery of outreach support and phasing in a further 22 Targeted Provision over the next 3 years.

- 3.6 It is intended that the previous model of Enhanced Mainstream Schools will cease from 31st August 2020 with those schools choosing not to deliver the new model no longer being commissioned by the Local Authority to support pupils with SEN. The outreach element of support will be undertaken by SEND specialist hub teams in each locality so that provision is maintained for children and families requiring support in school.
- 3.7 For those schools no longer being commissioned by the LA to deliver SEN provision the proposals are to formally remove their designation of having provision at those schools reserved for pupils with SEN.
- 3.8 Likewise for those schools who have been identified to deliver the new model of provision the proposals are to formally add provision reserved for pupils with SEN. These proposals are essential so that all of the schools identified on 31 March 2020 to deliver the new model are formally designated as such.

4 CONSULTATION UNDERTAKEN

- 4.1 Consultation documents (Appendix 1) were distributed to the lists of consultees (Appendix 2). The documents were also circulated to both the schools directly related to the proposals and also more widely to all North Yorkshire Schools via email on 27 March.
- 4.2 Due to the COVID 19 Pandemic it was not possible to hold face to face public meetings. However, to replace this the Local Authority organised virtual public meetings where consultees were able to view and listen to a presentation on the proposals online and then ask any questions that they may have. This was carried out using Skype for Business and allowed consultees to speak directly to the officers who were working on the proposal. A records of the meetings are attached as Appendix 3.
- 4.3 By the closing date 59 consultation responses had been received.

5.0 RESPONSES TO THE CONSULTATION AND OTHER KEY ISSUES

Summary of Responses Across All Proposals

- 5.1 The consultation period ran from 27 April 2020 to 22 May 2020. Consultation documents were distributed to a range of stakeholders (Appendix 2) including Head Teachers, Governors, Parents and Carers and Elected Members of the County Council. The consultation documents (Appendix 1) and responses to the consultation (Appendix 4) are included in the appendices.
- 5.2 There were 59 responses to the survey in relation to specific schools. The largest number of responses (78%) were from the Craven locality and in relation to three affected schools. Greatwood School accounted for 24 responses, Emsay C of E School 13 and Upper Wharfedale School 9. These schools are all subject to the proposal to remove SEN Provision as they have chosen not to deliver the Targeted Provision Model. The vast majority of comments were related to the previous consultation concerning the delivery model rather the issue of designation of each school. The decision makers took these responses into consideration when making those decisions.
- 5.3 The remaining 12% of respondents were split across four schools. There were two responses in relation to Barrowcliff School, three in relation to Barwic Parade, five in

relation to Hambleton and Richmondshire Pupil Referral Services (PRS) and three in relation to Bedale High School.

- 5.4 Where the proposal is to formally remove SEN provision from schools, respondents' comments were largely in support of the current model of EMS rather than the specific issue of maintaining or ceasing SEN provision. There were no responses that provided reasons for any of these schools to maintain their Special Provision without a commission from the LA to deliver SEN support.
- 5.5 Only one school proposed to add SEN provision to their designation received responses, Hambleton and Richmondshire PRS, and these were unanimously positive in relation to their ability to provide support. Again this would not necessitate the LA to change its proposal.

Responses to Specific Proposals and Local Authority Response

5.6 Greatwood Community Primary School

The responses to the online survey in relation to Greatwood were largely from school staff with some submissions from parents and governors. The comments provided were complimentary of the current EMS provision, particularly the outreach support through advice and guidance to other schools and its impact. The LA recognise the importance of the outreach support function and have developed specialist locality teams to deliver this function across all localities from September 2020.

- 5.7 There were two comments regarding the legality of the consultation taking place during the Covid 19 pandemic. Before proceeding with the consultation legal advice was sought and concluded that there was no reference within the Coronavirus Act, and subsequent Regulations and related Government Guidance which prevented the consultation continuing. Therefore we made the decision to proceed making reasonable adjustments to aid public engagement and to ensure that the consultation was fair given the public health restrictions. Changes were made to ensure that there were opportunities for all stakeholders to attend online public meetings. These meeting consisted of a presentation as well as time made available to ask LA officers questions and make comment on the proposals as would have been the case with a face to face meeting.

5.8 Embsay C of E Primary School

Similarly to Greatwood CP School, a number of comments were received from a range of stakeholders. The comments were positive in relation to the outreach support offered by the school presently.

- 5.9 Concerns were raised in relation to a perceived lack of support in the future. The LA, as stated, has previously consulted on the proposals for how outreach and inreach support will be delivered in the future. Craven will continue to have outreach support available to all schools through specialist locality hubs. The LA have also set out proposals to deliver full time places for children with SEND in the Craven locality. We will continue to work with, and encourage, schools to work in partnership with us to ensure that in future phases this support is available to children and families in Craven.

5.10 Upper Wharfedale School

Responses received in relation to Upper Wharfedale highlighted concerns with regards to the rural nature of Craven and the impact this might have on outreach support. As with other schools the comments were positive in relation to the support and expertise provided currently.

- 5.11 It should be noted that Upper Wharfedale chose to cease EMS delivery in 2017. Since then the support referenced has been delivered directly by the LA and would demonstrate how an outreach support offer can be delivered from the locality hubs moving forward.
- 5.12 Barrowcliff Community Primary School
The two comments relating to Barrowcliff CP School expressed concern for the levels of support available within the Scarborough locality. It should be noted that the LA expected EMS delivery to continue until August 2020. At the request of the school, the EMS provision by delivered by Barrowcliff was ceased earlier than originally planned in January 2020. The LA have made interim arrangements for those children requiring provision through exclusion and outreach support. This offer will be further strengthened when the locality hubs are implemented in September 2020.
- 5.13 Barwic Parade Community Primary School
Comments provided were in praise of the current outreach support offer delivered by the school. This support will continue to be delivered through the Selby Locality Hub Team in the future as the LA recognises the benefits of outreach support. There were no comments relevant to the proposal to cease the SEN designation of the school in light of the LA and School's decision to no longer commission.
- 5.14 Hambleton and Richmondshire PRS at Thirsk School
The comments returned were supportive of the proposal to implement the new provision using this partnership arrangement. Secondary schools and the PRS have worked well to develop a creative solution to delivering these more specialist places within mainstream schools and it will be a positive addition to the support available. The previous EMS model did not provide SEMH provision for Secondary age pupils and this will assist in filling the gap between mainstream and special school.
- 5.15 Bedale High School
There were three comments received in relation to Bedale School. These comments highlighted the needs of the local community and the support currently received. It should be noted that Bedale High School chose to cease EMS delivery in 2016/17 and therefore reference to support appears to be that of the school from within its own resources. Proceeding with the ceasing of SEND designation will be in line with the decision taken by the school to no longer deliver specialist support.

6 PROPOSAL

6.1 North Yorkshire County Council proposes:

(i) To publish statutory proposals and notices to add provision for Special Educational Needs in the form of Targeted Provision at the following Mainstream Schools;

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

(ii) To publish statutory proposals and notices to formally remove Special Educational Needs Provisions from former Enhanced Mainstream Schools:

- | | |
|----------------------------|--------------------------------|
| • Barrowcliff CP School | • Thorpe Willoughby CP School |
| • Lady Lumley's School | • Barwic Parade CP School |
| • Malton CP School | • Mill Hill CP School |
| • Kirkbymoorside CP School | • Bedale High School |
| • Greatwood CP School | • Bedale C of E Primary School |

- Embsay c of E Primary School
- King James School
- Thirsk Community Primary School
- Upper Wharfedale School

6.2 The full details of the proposals can be seen attached as Appendix 7.

6.3 It is proposed to publish statutory proposals and notices on 19 June which would provide 4 weeks until 17 July for objections and comments to be made

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 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 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 £40,000. 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 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. As part of the conditions of the School Condition Grant, it will not be used for Academies and therefore alternative sources of funding for this will need to be explored.
- 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

- 8.1 REGULATIONS AND GUIDANCE - The consideration and determination of school organisation proposals by the Local Authority is set out in Education & Inspections Act 2006, regulations and in guidance produced by the Department for Education.² Careful regard has been had to these provisions.

9 HUMAN RIGHTS IMPLICATIONS

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

10 OTHER IMPLICATIONS

² See footnote 1.

- 10.1 An Equality Impact Assessment has been undertaken and reviewed in respect of these proposals and is attached at Appendix 5. The new targeted provision will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school. Outreach support will continue as usual but will be delivered by the staff in the SEND Hubs to allow the targeted provision to focus on place based provision. Schools, children and young people will have access to a wider range of professionals to meet need including therapists, specialist staff and practitioners. All localities will have access to a SEND Hub and be able to access its offer of support. The hubs also provide the opportunity for greater collaboration with health and early help colleagues ensuring a joined up approach to meeting the holistic needs of the child and family.

11 NEXT STEPS

- 11.1 It is proposed to publish the statutory notice and proposals on 19 June 2020 – see Appendices 6 & 7. The proposals would be published on the County Council’s website and the statutory notice would be published in a local newspaper and displayed at the main entrance to the schools. These would provide four weeks for representations to be made to the Local Authority, by 17 July 2020. In the context of the COVID 19 Pandemic the Local Authority would also take additional steps to provide consultees with access to the details of the proposal.
- 11.2 The Executive agreed a model for decision-making on school organisation proposals on 25 September 2007. If approval is given to publish statutory proposals and notices, it is proposed that a final decision on these proposals is taken by the Executive on 18 August 2020.

12 RECOMMENDATIONS

- 12.1 The Executive are recommended to approve:
- i.) Publication of the statutory proposals and notices on 19 June 2020, to add provision for Special Educational Needs in the form of Targeted Provision (SEN Unit) at the following Mainstream Schools:
- | | |
|-------------------------------|----------------------|
| Alverton Primary School | Grove Road CP School |
| Hambleton & Richmondshire PRS | Scarborough PRS |
| Selby High School | Wensleydale School |
- ii) Publication of the statutory proposals and notices on 19 June 2020, to formally remove Special Educational Needs Provisions from former Enhanced Mainstream Schools
- | | |
|---------------------------------|------------------------------|
| 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 High School | Bedale C of E Primary School |
| Thirsk Community Primary School | Upper Wharfedale School |
- iii) The scheduling of a final decision on these proposals for an Executive meeting on 18 August 2020.

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

List of Appendices:

- Appendix 1: Published consultation documents
- Appendix 2: List of consultees
- Appendix 3: Notes of the public consultation meetings with presentation
- Appendix 4: Responses to the consultation documents
- Appendix 5: Equality Impact Assessments
- Appendix 6: Draft Statutory notice
- Appendix 7A/B: Draft Statutory proposals

Background documents

SEND Strategic Plan for Educational Provision 2018
Report to Executive, 31 March 2020

Consultation on the of Establishment of Targeted Mainstream Provision for Children and Young People with SEND at Selby High School

Purpose of this Consultation Document:

This document is to explain the proposal by the Local Authority to Establish Targeted Mainstream Provision for Children and Young People with SEND delivered by Selby High School.

On 31st March 2020 the County Council's Chief Executive Officer, under his emergency delegated powers and in consultation with Executive Members, considered the response to the consultation on the implementation of providing SEN provision in Mainstream Schools in the form of Targeted Provisions. He also approved as part of this implementation, public consultation on school organisation proposals to:

- (i) add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Mainstream Schools
- (ii) Remove provision for Special Educational Needs at former Enhanced Mainstream Schools

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

What will the Target Mainstream Provision look like?

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

- Provide 8 full time places for 6 children and young people with an Education, Health and Care Plan and 2 'flexible' places for children needing to access the provision for short term assessment and support.
- Specialise in meeting the needs of children and young people with Social, Emotional and Mental Health.
- Have access to a range of therapies and training opportunities to ensure children are fully supported
- Increase the opportunities for children and young people with SEND to access mainstream education together with more specialised small group interventions and support

- Be funded on a 'place' basis similar to special schools and in line with national guidance. They will receive £10,000 per place and top up funding in accordance with our Banding system. We expect the top up funding to be between £4,780 to £7,570 per place (banding levels as of 2019/2020 financial year)

Background to the Proposal

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

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

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

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

We have developed a strategic plan for educating children with SEND which aims to create a better offer of provision for children and young people, improved communication, enable more local decision making, and reduce costly out of county placements. This plan was approved in September 2018 and the proposal to implement the Targeted Mainstreams Provisions were the approved on 31 March 2020. We are now implementing the actions within it and one of these actions requires us to alter the designation to include an SEN Unit of those schools involved.

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

How are we consulting?

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 to 28th June 2018 and then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. These current school organisation proposals are purely about the establishment of a Targeted Provisions and discontinuation of Enhanced Mainstream Provision at specific schools. We are inviting stakeholders to share their views on these school organisation proposals.

We are asking you to give your views on the school organisation proposals via an on line survey on the County Council's Website www.northyorks.gov.uk/SENDSurvey. If you would like a paper copy of the survey or an alternative format, please call our customer service centre on 01609 780 780. We are also holding engagement events on line for stakeholders to offer views and ask any questions they may have regarding the proposal.

Due to the nature of the Covid 19 pandemic our usually practice of physically hosting meetings in localities for stakeholders to attend is not possible. Therefore, to ensure that stakeholders do have an opportunity to listen to a presentation on the proposals and to ask questions we will be holding online consultation meetings focused on each geographical area.

To assist in responding to the consultation, stakeholders are invited to engage in the online Selby Locality Meeting on 6th May at 5.30pm. In order to access one of these events please email sen@northyorks.gov.uk stating your name and which event you wish to attend no later than 12noon, Tuesday 5th May. You will then receive an email invite and link to access the engagement session via Skype.

What is the timescale?

The closing date for responses is 22 May 2020. All responses to the consultation received by this date will be considered by our Executive on 9 June 2020. If the County Council's Executive decides to proceed with the proposal, then statutory notices would be published in the local press on 19 June 2020. These notices provide a further four weeks for representations to be made. A final decision would then be made by our Executive on 18 August 2020.

Information about our equalities impact assessment

We have carried out an equalities impact assessment (EIA) which can be found here <https://www.northyorks.gov.uk/sites/default/files/fileroot/Children%20and%20families/SEND%20-%20local%20offer/EMS%20EIA%20reviewed%20Appendix%203.pdf>. We will update this following comments received during the consultation and councillors will consider it again before they make a decision on implementing the proposal. The EIA has

identified that there will be an impact on young people with SEND and if changes are made to current SEND education services, we will offer support to families to adapt to those changes.

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

Consultation on the of Removal of Enhanced Mainstream Provision for Children and Young People with SEND at Mill Hill Community Primary School

Purpose of this Consultation Document:

This document is to explain the proposal by the Local Authority to Remove Enhanced Mainstream Provision from Mill Hill Community Primary School.

On 31st March 2020 the County Council's Chief Executive Officer, under his emergency delegated powers and in consultation with Executive Members, considered the response to the consultation on the implementation of providing SEN provision in Mainstream Schools in the form of Targeted Provisions. He also approved as part of this implementation, public consultation on school organisation proposals to:

- (i) add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Mainstream Schools
- (ii) Remove provision for Special Educational Needs at former Enhanced Mainstream Schools

Following discussions with the Governors and Headteacher Mill Hill Community Primary School will not host a Targeted Mainstream Provision and will therefore no longer require the Special Provision designation associated with the School as a former Enhance Mainstream School. The Local Authority is now asking for your views on this proposal as part of the statutory process which is required before alterations of these kind are made to maintained schools.

Background to the Proposal

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

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

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

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

We have developed a strategic plan for educating children with SEND which aims to create a better offer of provision for children and young people, improved communication, enable more local decision making, and reduce costly out of county placements. This plan was approved in September 2018 and the proposal to implement the Targeted Mainstreams Provisions were the approved on 31 March 2020. We are now implementing the actions within it and one of these actions requires us to alter the designation to include an SEN Unit of those schools involved and remove the designations from schools no longer to offering Special Provision.

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

How are we consulting?

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 to 28th June 2018 and then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. These current school organisation proposals are purely about the establishment of a Targeted Provisions and discontinuation of Enhanced Mainstream Provision at specific schools. We are inviting stakeholders to share their views on these school organisation proposals.

We are asking you to give your views on the school organisation proposals via an on line survey on the County Council's Website www.northyorks.gov.uk/SENDSurvey. If you would like a paper copy of the survey or an alternative format, please call our customer service centre on 01609 780 780. We are also holding engagement events on line for stakeholders to offer views and ask any questions they may have regarding the proposal.

Due to the nature of the Covid 19 pandemic our usually practice of physically hosting meetings in localities for stakeholders to attend is not possible. Therefore, to ensure that stakeholders do have an opportunity to listen to a presentation on the proposals and to ask questions we will be holding online consultation meetings focused on each geographical area.

To assist in responding to the consultation, stakeholders are invited to engage in the online Hambleton and Richmondshire Locality Meeting on 11th May at 5.30pm. In order to access

one of these events please email sen@northyorks.gov.uk stating your name and which event you wish to attend no later than 12noon, Tuesday 5th May. You will then receive an email invite and link to access the engagement session via Skype.

What is the timescale?

The closing date for responses is 22 May 2020. All responses to the consultation received by this date will be considered by our Executive on 9 June 2020. If the County Council's Executive decides to proceed with the closure proposal, then statutory notices would be published in the local press on 19 June 2020. These notices provide a further four weeks for representations to be made. A final decision would then be made by our Executive on 18 August 2020.

Information about our equalities impact assessment

We have carried out an equalities impact assessment (EIA) which can be found here <https://www.northyorks.gov.uk/sites/default/files/fileroot/Children%20and%20families/SEND%20-%20local%20offer/EMS%20EIA%20reviewed%20Appendix%203.pdf>. We will update this following comments received during the consultation and councillors will consider it again before they make a decision on implementing the proposal. The EIA has identified that there will be an impact on young people with SEND and if changes are made to current SEND education services, we will offer support to families to adapt to those changes.

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

List of Consultees

Head Teachers and Governors of schools named in proposals

Head Teachers and Governors of all North Yorkshire Schools.

Staff

Parents

All County Councillors

Dioceses

Unions and professional associations

Parent Carer Voice

School Organisation Consultation

Implementation of Targeted Mainstream Provisions

27th April -22nd May 2020

Chris Reynolds

SEND Provision and Resources Manager



Strategic Plan for SEND Provision

- Approved in Sept 2018
- Reshaping provision across Universal, Targeted and Specialist Provision
- Focus upon local provision development and greater range
- Key area of development is maintaining a robust outreach support offer whilst developing more full time places for children with SEND in mainstream schools

SEND in North Yorkshire

Our latest data tells us:

- There are a little over 160000 children and young people aged 0-25 in North Yorkshire
- Around 1.9% of these children and young people have Education, Health and Care Plans-just over 3000
- 10.9% of our school population is at SEN Support and 2.5% have EHCPs-the number of children and young people in each group is rising
- There are over 1100 more children and young people with EHCPs now than at the beginning of 2016
- The increase has been greatest in the areas of communication and interaction (particularly Autism) and social, emotional and mental health. Together these needs accounted for over 77% of the increase

Previous consultation

We have carried out public consultation on the model of provision in two phases:

- Firstly, between 18 May 2018 to 28 June 2018 as part the development of our Strategic Plan
- Subsequently, from 6 February 2020 to 15 March 2020 providing more detail on the specific model

On 31st March Executive Members and the Chief Executive Officer approved the delivery model and this school organisation consultation.

School Organisation Consultation

In order to add an SEN provision to a specific school the Department for Education require us to seek the views of stakeholders of each specific school. We are providing information and seeking views via:

- Our website
- Social Media
- Targeted communication with Schools, Parents, governors and elected members
- Online engagement meetings
- Online survey

In order to assist stakeholders in considering the proposals we are providing a range of information. However, this consultation is seeking views specifically on **adding, removing or changing the SEN designation of the individual schools involved.**

We are no longer seeking views on the delivery model as this has already been consulted on



School Organisation Key Steps and Timeline

- **31st March:** Formal process commenced and this 4 week Consultation was approved by Chief Executive and Executive Members.
- There are two more key decisions for the Local Authority regarding each school before any implementation would take place.
- **First Decision:** 9th June by Executive to consider the responses to the consultation and decide whether to proceed by publishing statutory proposal for each school. This would provide a further 4 weeks during which representations can be made in support of or against each proposal.
- **Second Decision:** 18th August by the Executive to make the final decision to approve the proposal for each school.
- **Projected Implementation Date:** 1st September.

Why are we making these changes

Provide more local provision for children and families

We have a growing population of children with SEND particularly those with SEMH and C&I needs

Gap in provision between Mainstream and Special

High numbers of young people accessing high cost independent provision due to special school capacity

Strategic Plan sets out our intention to create 31 Targeted Mainstream Provisions with 248 full time places

In the first phase we are seeking views on the establishment of the first 9 schools

What will Targeted Mainstream Provision look like?

- First provisions will begin implementation from September 2020 and delivery from Jan 2021
- In phase 1 we are looking to establish 72 full time places
- Around 8 full time places per school
- Typically 6 young people with an EHCP and 2 flexible places
- NYCC will provide additional EP time and therapies as well as CPD for school staff in addition to financial resource
- Offer bespoke timetables that allow access to mainstream curriculum and additional support and therapies
- All provisions will have enhanced access to Occupational Therapy, Speech and Language Therapy and Educational Psychology

Schools delivering Targeted Provisions will be allocated additional funding

A typical example of funding would be:

Worked example of 8 place at capacity:

(6 named within EHCP and 2 flexible places)

8 x £10,000 = £80,000 (£6k HNB + AWPU after census)

4 x £7,570 = £30,280 (Top up Band 7)

4 x £4,780 = £19,120 (Top Up Band 6)

Total: £129,400

Plus additional Therapies, EP and CPD

How will places be managed/accessed?

- The places in Targeted Mainstream Provisions will be accessed predominantly by those with an assessed need that is described within an EHCP
- The LA will consult schools with Targeted Mainstream Provisions only where their assessed needs indicates they need this type of provision
- Access to these places will not be accessed via the usual mainstream admissions process
- These places will be outside of the school's Published Admission Number
- Children with an EHCP and accessing these places will have a Statutory Annual Review to consider their ongoing needs and provision in line with the SEND Code of Practice
- Flexible places will be accessed for short term periods of intervention and assessment and agreed through local protocols and in agreement with the Head Teacher

Schools needing to add or alter SEN status to their designation

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

Schools needing to remove SEN status from their designation

Hambleton and Richmondshire

Bedale Primary School
Bedale Secondary School
Mill Hill CP School
Thirsk CP School

Harrogate/Ripon and Knaresborough

King James Secondary School

Scarborough/Whitby/Ryedale

Malton CP School
Kirkbymoorside Primary School
Barrowcliff CP School
Lady Lumley's School

Craven

Greatwood CP School
Embsay CP School
Upper Wharfedale School

Selby

Barwic Parade CP School
Thorpe Willoughby CP School

How can you participate?

After attending an online engagement meeting please consider the school(s) of which you are a stakeholder of and complete the survey at:

<https://www.northyorks.gov.uk/consultation-implementing-targeted-mainstream-provision-children-send>

Paper copies and easy read versions are available upon request



Questions?

Online consultation 1: 11th May 2020

NYCC Attendees: Ben Kilsby, Chris Reynolds, Matt George; Jane Le Sage

Attendees: Christopher Head (NASUWT); Paul Busby (NEU); Ross Strachan (NEU)

Chris opens the meeting and welcomes attendees, proceeds to give presentation (see slides in appendix)

Following the conclusion of the presentation Chris Reynolds asks for questions from audience

Paul Busby: Understand the technical nature of this element of the consultation - both a little surprised that this consultation is still ongoing given the strange times we are in given people's ability to join this type of consultation and with people being busy with their families just wondered how inclusive that is and given the illustrious the group we have at the moment and that may play into that point & question for Jane whether or not given the limitations that are bound to occur, I'm worried about what is happening in the autumn term for the kids who have needs but won't have the same level of provision that might be up and running from January.

Chris Reynolds; On the first point of the consultation we took legal advice about whether or not to continue with the consultation, the view was that we should. Keep track of how people engage with us, this is one aspect, there is a survey for people to reply and engage with parent & carer forums regularly and we have plenty of opportunities for people to share their views. In respect to the autumn term we respect that things are in uncharted territory at the moment, we know we won't know what September looks like at this point, however we will have our local hubs in place so the outreach element which is the prominent type of support delivered by current EMS's will be available through those hubs the in reach places, we don't have a lot of full time places at the moment but putting plans in place to ensure children and families get the support they need regardless in that interim period. Our outreach offer will be in place and we are making appointments now for many of those EMSs posts

Chris Head; Obviously picking up on what Paul has said we are concerned as you are, agree that there are positions being filled, it's becoming difficult because of C19 for people to get to schools and doing online interviews. Regarding the technical aspect of what you've said appreciate the presentation and would be nice if you could send us all the powerpoint, last May all the schools who had an EMS were sent a letter to say that if they hadn't decommissioned themselves they would be decommissioned by the 31st of August, wondered if you have to legally get to get the executive to agree to it by that date, it all seems unnecessarily convoluted, if we are then commissioning the 9 schools and 2 of which are PRS' for ultimately the 1st September and getting exec to agree to that, won't we have to do this next year as the target is 31, won't we have to go through this process again next year as we need to check we can commission 20 odd schools for next year

Chris R; On the first point of decommissioning for the 31st August, as I mentioned in the slides we commissioned on the type of provision, you're right that from May last year (2019) that we wrote to schools to tell them that the current EMS model would not continue as of the 31st August, that was agreed by the executive as part of the initial consultation of the strategic plan, the decision to agree to the change of model decision has been taken essentially, the commission from 1st September has been agreed by the executive that we will commission this new model of targeted provision, what we will have to do next year when we bring forward new schools isn't the consultation on the actual model which is what we did from February through to March but We'd have to do same consultation that the DfE stipulate we have to which would be to add an SEN status to any school that wants to come forward and deliver the new model.

Jane Le Sage; I just want to add a few things to that - I absolutely accept we are in a difficult time in ensuring business continues, in regards to the consultation, we have some conversations with legal about how to ensure this was a meaningful part of the consultation, important to say that the consultation for the implementation of the targeted provision, has had a variety of previous consultations, when we established the strategic plan we consulted on a large scale on what we were trying to establish, we then came out to consult again this year with what we were to offer from the targeted provision and this is the final part of that for the change of designation, if you look at our thoroughness through our consultations we have given plenty of opportunity for people to help shape it and give their views. When we talk about the autumn term it's difficult for anyone at the moment for schools and the services that support schools, we are continuing our work in terms of the changes that are happening from September, we are about to put together a series of 6 different bulletins that we will send to yourselves as union reps as well outlining our position in terms of up until sept but also what we are intending to happen from September, albeit none of us really know what that looks like at this stage, our plan for Autumn is that we will be near enough fully staffed regarding the SEND hubs, including recruiting 34 staff from the EMS into the hubs so it's great we are retaining those expertise. We are finalising some of the communications in terms of referral process and the core offer, communicate that with schools and prior to lockdown a lot of work about individual children who would need to be transitioned, this work is continuing albeit remotely. Some of our staff are still working in schools where we haven't managed to establish correct ratios, all statutory processes are still underway, although has to be done virtually, health colleagues are busy and some have been deployed into other areas of work. Trying to keep the pace and hopefully be able to communicate with schools around what we think will look like from September, by the end of this week send first bulletin and then following that full plans with changes. Locality boards still being attended where possible so still trying to maintain communication with schools as well. For the recruitment to the hubs, still recruiting to hubs, still have a small number of vacancies that remain, plan to go out for external advert, small number of interviews next week, talking very small numbers of vacancies and interviews are going over skype and we are learning and adjusting to that. We are on track and our staff will start from august and induction plans will be in place so come September we will be ready to go, whatever that looks like.

Also talking to our technical and change teams so if we still don't know how this will work, there might be some technological options in place for assessment, not ideal but we can't just think because we can't get into schools, doesn't mean we can't help but looking into technical options to support if this continues into the new academic year.

Chris R; One other point that is of interest, current EMS' that are going to maintain provision, we have been in some discussion in order to provide some interim funding budget between sept and Jan to keep the work going until then.

Ross Strachan; it's a consultation and obviously consultations going on before and people have raised many points, this one is about remaining schools and whether we can add EMS to the school name, any instances for that not to proceed.

Chris R; In terms of the technical consultation here this is about the purpose of the school having an SEN unit, the reason for the proposal for those schools who we are wishing to end that provision is because there isn't an SEN commission from the local authority, if there is a technical reason for them to retain the SEN status and the opposite for those we are wishing to add if there was any reason why those being proposed to gain it, is there a reason why we should not do that. The reports on the site are down to a school level as it is down to them providing or ending the provision.

Matt George; to give an example, a lot of the schools that are being decommissions, have been consulted where conversations with school leaders on the new model and whether they wanted to be part of that, the ones being removed are the ones who didn't want to participate, if something changed and one of these schools request to now be included then they may be included in the

next phase, depends how tentative it was. If there was a response from the schools that they now couldn't fulfil what they said they could or the quality of the response provided rather than the volume of response. To get to this point we think these are the ones going forward

Ross; quick follow up on that, we've got 9 schools and looking for 31, some schools were approached but they weren't matching the preferred model, if time goes on and it doesn't appear can't get to 31 from a business you would have to increase the incentive no? Is there a mechanism to encourage those schools to come back in?

Chris R; there is a formula and yes we are dependent on those schools working in partnership to deliver to the localities, where we have tried to enhance what is on offer, the money in place is a national offer and is how we fund special schools, so there is little we can do with this. What we have done and have been open about, if there were other things to enhance and make this more attractive was the request for therapies and quality CPD, when we proposed the model you will get the place money but the authority, from our high needs block, will fund some therapies from additional areas including free CPD offer, we have tried to enhance, and looking at what other authorities do, it certainly does enhance the offer. We had a range of schools that came forward for initial conversations, some have ruled themselves out, some have said not the right time, and those that we are bringing on. Schools that have come forward will move into the next phase to get to 31. We have enhanced the best we can with what we have available.

Chris H; That is very interesting, looking at those that are interested, how many are in the next phase?

Chris R; 4 or 5 have said it's not the right time so will revisit, when we normally engage networks we get queries about it, conversation this morning about doing more engagement with the schools to invite them to conversations prior to the summer and more detailed conversations that want to think ahead to Sept 21 or Jan 22 would it be the right time for them and we will work on that basis.

Chris H; Those 3 schools that are part of the setting now and are going to be 3 of the 9 come Sept, and thinking about the dates you mentioned before to bring about the change in designation, what point do you think those schools will be able to say they have all traffic lights at green and be able to appoint people to their EMS units

Chris R: this process will be Exhausted by 18th Aug, the current EMS' what we have given them is an assurance that when their commission ends on 31st august they will get interim funding till Jan, if something came up that meant that school couldn't take provision forward then the new commission wouldn't kick in after that funding. Effectively the current EMS in consultation on funding between Sept and Jan.

Chris H; Is we get questions from members there will be funding for those schools until Jan

Chris R; Funding in line with the new provision, not the current provision. They will still need to restructure in line with the new model.

Chris H; Worried if I worked there and a new job came up I may decide to move than wait and as a result that school would be worse off as they have lost my expertise

Chris R; Through conversation with Head Teachers I've spoken to now, it doesn't seem to be an issue, they have an idea of the staff they want in that structure based on interim funding.

JLS; it is important to say even though we've mentioned it a couple of times these are the first 9, we are aiming for 31 by the time we get to full roll out. Over past year we've had some interesting conversations to get us to this position. One area I'm enthused about is that before lockdown went to primary leadership networks and had a number of head teachers approach us for conversations.

1 locality area is looking at how they can work more collaboratively across schools to establish their quota of targeted provision and ongoing conversations between secondary and specialist colleagues about how it could work for their patch. Just because we are starting with 9 doesn't mean interest isn't there, a number of schools waiting for conversations with us. The success of the first 9 will have an impact of schools watching to help decide if this is something they want to do and learn from this first tranche of schools. May take us 3 years to get to 31 but confident that we still have some schools ready for round 2 but need to make sure we don't lose that interest.

Chris R; to finish off now, there is the online survey that you may have seen the link to, encouraging those to fill it in and share your views, this session is recording and we will take comments and considerations into it.

Chris R closed the meeting

Online consultation 2: 12th May 2020

NYCC Attendees: Ben Kilsby, Chris Reynolds, Matt George; Jane Le Sage

Attendees: Anne Swift (NUHT) + 8 Member of the Public

Chris opens the meeting and welcomes attendees, proceeds to give presentation (see slides in appendix)

Following the conclusion of the presentation Chris Reynolds asks for questions from audience

Anne Swift; Provision for children during the autumn term while the new provision comes on stream and children are in the system but the new system will not be ready until January 2021.

Chris Reynolds; So in terms of the current offer the predominant for the children at the moment is an outreach offer we do have some children undergoing assessment under current EMS and majority require special school provision there will continue to be an outreach support offer through the autumn term and that will be delivered by locality hub teams, those teams have specialist practitioners for SEMH and C&I as well as therapists and education psychologists etc... so essentially those hubs will take over the function of the outreach support offer. These provisions will come on line in January where they will offer full time places at their individual school. Are you comfortable with that.

Anne; Yes I am, it was just a concern that the EMS' have been working with children and then if they aren't there then the children still need the support, so if you are saying the hubs are going to take on that role and you have the staff with sufficient skills, because that was my next question, to meet the needs of the youngsters as they can't wait while new provisions and new staff get trained and the set up to meet their needs, just making sure the children aren't left high and dry in this kind of transition from one model to another.

Chris R; so the hubs there has been a restructure of central support teams and just finalising the recruitment process where we have appointed a number of the EMS staff as well to continue to provide that outreach support, what we are doing with this model of delivery that is different is the outreach will come from hubs and the more concentrated in reach support will come from these provisions.

Member of the Public 1: Are the provisions in an academy run by the academy with academy staff or are they run with LA (local authority) staff?

Chris R; We would as local authority commission the academy to deliver the provision and we will have a tight service level agreement and we will have that with our maintained schools, not just academies, where we set out the outcomes we expect those providers, the schools, to provide for those young people and they will be continually monitored and reviewed by the local authority so it's a partnership with the academy, academy staff will deliver but our therapies and psychologists will be provided by the local authority

Member of the Public 1; What other provisions exist in academies in the Craven District?

Chris R; You'll have seen the slide earlier across craven at the moment we haven't secured schools that want to take this forward in the first phase and we have started conversations about

the next phase of the provision because we recognise we need schools to work in partnership with us to deliver this and we are pursuing those lines of enquiry as we speak.

Member of the Public 1; Just to come back on this to make sure I'm clear as I'm relatively new to the area, does that mean there aren't any existing provisions including academies I appreciate you aren't consulting on behalf of academies but there aren't any others that exist within craven elsewhere.

Chris; The current EMS model will cease in august, the majority of that function in craven is out reach support and that will be delivered by Cravens Hub. There will be an outreach support offer across craven and we'll be working as quickly as we can to then establish the more concentrated in reach support and places in mainstream schools as quickly as we can

Member of the Public 1; Ok, will I find the details of the outreach support in a previous document? Apologies I missed that

Chris R; Yes previous consultations are still available on line I believe but if not I'm happy to provide you with more information Helen if you would like some more information.

Member of the Public 1; Yes please that is my main interest

Chris R; does that cover your third point?

Member of the Public 1, Yes it does

Chris R; That exhaust the questions in the text box, does anybody have any further questions they would like to raise?

Member of the Public 2; I was wondering I the academies are doing their own consultations, do you know when these are so we can inform parents and carers?

Chris R; Yes, so we will be working closely with the academies but the LA won't run the consultation but we will be in touch with the academies to set out what they need to do and once we have any information we will share it through parent carer forums etc...

Would anybody like to raise anything else through the text box or over audio? [no response received]

I'll assume then there are no further comments or questions, would really encourage you to go online and complete the online survey, obviously we'll take all feedback on board when we feedback to members. Thank you for giving us your time, appreciate there are additional challenges at the moment so thank you for joining us.

Chris R closed the meeting

Consultation Responses

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 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!!		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	
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		
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	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	
			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.			
11	Parent	Central C&L (Upper Wharfedale School)	So long as there is the specialist understanding and support using the new 'targeted' system at EVERY 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...		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...
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	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	
			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 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 Wharfdale- 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 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.		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	
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 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.		X	
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 mainstream education and also in sign posting, along with other	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	
			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.			
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 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.	X		
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 these	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	
			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 Wharfedale School)	I'm disappointed that there is no support for the craven area after having 3 points of contact for targeted mainstream provision, and yet again bentham is left with having Harrogate as its closest point and a satellite service in skipton.	X		
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	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 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.			
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 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 interests 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		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	
			being consulted - aren't they the best point of reference for what works and doesn't work?			
28	Parent	Greatwood School	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 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.		X	Was quite complicated to understand. I had to get someone to explain to me.
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 also say that Brettie at Embsay is an amazing lady and her support has been invaluable.	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	
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. 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		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	
			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		
34	Parent	Greatwood School	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	X		

Consultation responses – Targeted mainstream provision

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				Y	N	
			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.			
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 are directly affected. A huge amount of schools in the area are going to be dealing with children 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		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	
			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 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.	X		
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	X		

Consultation responses – Targeted mainstream provision

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				Y	N	
			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.			
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		X	The language was complicated and you had to sift through to find the facts

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	
			children quickly, which can then mean we don't need higher level support.			
43	Parent	Central C&L (Upper Wharfedale School)	My child has accessed the EMS service as a student at Ingleton Primary. This was an excellent service that has 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.	X		
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 primary school which will clearly have a detrimental affect on those students who need this support.	X		
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		X	Very unclear exactly what you are consulting about as decision to decommission already taken.

Consultation responses – Targeted mainstream provision

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				Y	N	
			<p>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 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</p>			
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	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	
			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 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	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. 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	X		

Consultation responses – Targeted mainstream provision

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				Y	N	
			services, the funding available for the 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.
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		X	This is being rushed through under 'Emergency powers', whilst schools are virtually closed, which seems a little underhand, to say the least.

Consultation responses – Targeted mainstream provision

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				Y	N	
			rural area, where SEND (know as Additional Support Needs in Scotland) provision is very much IN mainstream schools.			
50	Governor	Embsay	<p>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 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,</p>	X		

Consultation responses – Targeted mainstream provision

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				Y	N	
			Knareborough and Ripon with a total C&I staffing level of two specialist teachers and 3 specialist practitioners, compared to historical			
51	Other	Greatwood School	It is a great shame that Greatwood school will no longer be an EMS and provide outreach.	X		
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 Knareborough 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 advice from professionals who are experts in their fields, sharing the support of a handful of experts between Harrogate, Ripon and Knareborough 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 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		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	
			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 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.		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.
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		X	It isn't straight forward to find the link to the actual survey (it's almost as if it's been deliberately hidden).

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	
			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!			
56	Staff	Embsay	Currently this provision supports the needs of children within the UWPF who have Cand I needs. The outreach 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.	X		
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	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	
			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. 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		
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	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	
			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.			
60	Governor	Embsay	<p>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 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</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	
			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.			
61	Governor	Central C&L (Upper Wharfedale School)	I am a governor at the Upper Wharfedale Federation of Primary Schools (Grassington, Kettlewell, Burnsall and 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 to CREATE A BETTER OFFER of provision for CYP, improved communication, ENABLE MORE LOCAL DECISION MAKING and reduce	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	
			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?			

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

(Form updated April 2019)

Targeted Enhanced Provision

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



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

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

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

Name of Directorate and Service Area	Children and Young People's Services
Lead Officer and contact details	Chris Reynolds
Names and roles of other people involved in carrying out the EIA	Chris Reynolds Nikki Joyce Carol Ann Howe Jane Le Sage
How will you pay due regard? e.g. working group, individual officer	
When did the due regard process start?	The new EMS proposals were developed as part of the SEND Strategic Plan for Educational provision which was approved in September 2018. The development of the Plan was undertaken by a number of officers across CYPS and was overseen by the AD for Inclusion. There was significant public consultation on all aspects of the Plan before its finalisation

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

The EIA considers the implications of the changes in the model for enhanced mainstream schools from September 2020. We are decommissioning the current model which focusses on providing

outreach support to children and young people with SEND. From September 2020 we intend to recommission a targeted mainstream provision which is based on a place based model

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

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

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

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

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

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

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

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

Between 27 April 2020 and 22 May 2020 a school organisation consultation has been started in relation to the schools affected designation. The consultation involved public meetings via online platforms and a survey. This aspect of the consultation was with regards to the changing of school designations either to add, remove or amend SEN provision.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs? Please explain briefly why this will be the result.

It is hoped that the proposals will ensure that more children and young people can have their needs met in North Yorkshire. This will mean that more children will be able to access mainstream school with enhanced support for their special educational needs. The proposals provide more choice for parents if they wish their child to remain in mainstream school. In turn this should reduce the pressures on NY special school placements and mean that they have more capacity and places available for children whose assessed needs identify a specialist placement is required.

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

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

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)	
North Yorkshire wide	x
Craven district	
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	
Scarborough district	
Selby district	
If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.	
<p>The new targeted provisions will be established across all localities as detailed in the Strategic Plan</p> <p>In Year 1 we will achieve the first 9 targeted provisions. All areas except for Ryedale and the Craven area will have some targeted provision and we will build on this in Years 2 and 3 of roll out.</p> <p>Children and young people and schools will still be able to access outreach provision via the SEND Hubs.</p> <p>Day 6 provision for primary aged children is currently being planned to ensure that the local authority is able to fulfil its statutory duty in terms of education provision for permanently excluded children.</p>	

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.
<p>The proposals may have an impact on children with a combination of protected characteristics. However, this should be a positive impact as more children with EHCPs can have their needs met locally. Children with SEND in mainstream schools will still receive the support they require through the locality based SEND Hubs</p> <p>There will be a potential impact on the staff in the current enhanced mainstream schools if the school is being decommissioned. Some staff may be at risk of redundancy. We are mitigating against this risk by ensuring staff are aware of current vacancies within the Inclusion service and they may also have the opportunity to move to alternative roles within their school. If they are employed by the Inclusion Service we will try to ensure they are based in an appropriate hub area to reduce unnecessary travel time and ensure a good home work balance.</p> <p>Vacancies have been shared with head teachers and staff of mainstream enhanced schools and some staff have been appointed into the central hub roles.</p>

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove	x

these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<p>Explanation of why option has been chosen. <i>(Include any advice given by Legal Services)</i></p> <p>This option has been chosen (pre consultation) as this proposal gained positive support from parents and stakeholders in the development of the Strategic Plan. It strengthened the education continuum for children with EHCPs and helps us to fulfil our principles in terms of children being able to be educated as locally as possible.</p> <p>The risk to staff and future employment is subject to mitigating action to reduce risk of unemployment.</p> <p>Post consultation Consideration has been given to the consultation responses. Some responses disagree with aspects of the proposal on the basis of maintaining the existing model of EMS. This has been taken into account. The proposed new model has made provision for the functions of the current EMS to continue but arranged in a different way. Locality Hubs will deliver continued outreach support to mainstream schools whilst the proposed Targeted Provisions will provide a more comprehensive offer of full time places for children with SEND. Some feedback also raised concerns about the numbers of places available but this will be addressed as the full roll out of the targeted provision is achieved. Discussion are continuing with schools who have expressed an initial interest to be considered for Year 2 roll out. We do not consider the need to change the proposal.</p>	

<p>Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)</p> <p>The local authority will be working closely with the schools to ensure that the targeted provision is set up effectively and schools receive high levels of advice and guidance. The targeted provision staff will receive support from the relevant SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified. Regular reports will be taken to the Locality Board detailing the progress in development of the provision. Parent and children and young people will be asked for feedback on an annual basis as part of the annual review process and contract management process.</p> <p>A post implementation review will be undertaken in July 2021 when the new provision has been open for 6 months and lessons used to inform the roll out of Year 2 and 3 schools</p>

Section 12. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.				
Action	Lead	By when	Progress	Monitoring arrangements
Support and guidance to schools	Lead SEND officer	Complete by October		Inclusion Management and Locality Boards
SLA signed off	LA	October		Contract management by the LA

4 weekly meetings with targeted schools	LA	September onwards		
Post implementation review	LA	July 2021		

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

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

Section 14. Sign off section

This full EIA was completed by:

Name: Chris Reynolds

Job title: SEND Provision and Resources Manager

Directorate: CYPS

Signature:

Completion date: 16.3.20

Authorised by relevant Assistant Director (signature):

Date: 16.3.20 Reviewed: 26.5.20

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 MAINSTREAM 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 MAINSTREAM 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.

DRAFT

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:

Schools and Pupil Referral Units affected by proposals:

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:

Schools and Pupil Referral Units affected by proposals:

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, (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)

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