

Public Document Pack

North Yorkshire Council Children and Young People's Service - Executive Members & Corporate Director Meetings

Tuesday, 17 March 2026 / 1.00 pm

A G E N D A

- 1 **Apologies for Absence**
- 2 **Declarations of Interest**
- 3 **Exclusion of the public from the meeting during consideration of item on the grounds that it/they each involve the likely disclosure of exempt information as defined in the paragraph of Part 1 of Schedule 12A to the Local Government Act 1972 as amended by the Local Government (Access to information)(Variation) Order 2006**

Items for Executive Member decision

- 4 Special Education Needs (SEN) Mediation and Disagreement Resolution Service Contract (Pages 3 - 24)

To request approval from the Corporate Director of Children and Young People's Services, El Mayhew in conjunction with the Executive Member for Children and Families to identify a supplier for a high-quality disagreement resolution and mediation service for parents and young people with special educational needs.

- 5 Targeted Mainstream Provisions – Change of designation Designation (Pages 25 - 96)

To seek Member approval to consult publicly on school organisation proposals to increase the number of places at the existing Special Resourced provision in the form of Targeted Mainstream Provision (TMP) at Alverton Primary School, Northallerton, from 8 to 16 places add provision for Special Educational Needs by providing new Special Resourced provision in the form of Targeted Mainstream Provisions (TMP) at St Martin's Church of England Voluntary Aided Primary School, Scarborough and Selby High School, Selby.

To seek Member approval to consult publicly on school organisation proposals to transfer the responsibility of the existing Special Resourced provision in the form of Targeted Mainstream Provision (TMP) at based at Thirsk School and Sixth Form from the Hambleton and Richmond Pupil Referral Service to Thirsk School and Sixth Form.

To seek Member approval to consult publicly on school organisation proposals to increase the number of places at the existing Special Resourced provision in the form of Targeted Mainstream Provision (TMP) at Alverton Primary School, Northallerton, from 8 to 16 places

- 6 High Needs Budget 2026/27 (Pages 97 - 118)

This report summarises the expected budget for the High Needs Block in 2026-27 and outlines the extent of the anticipated financial pressure.

Items for Corporate Director decision

Any Other Business

- 7 Date of future formal meetings
 14 April 2026
 12 May 2026

Circulation:

Executive Members

Janet Sanderson
Annabel Wilkinson

Officer attendees

Howard Emmett
Mel Hutchinson
Amanda Fielding
Karen Russell
El Mayhew

Presenting Officers

Wendy Butterfield

North Yorkshire Council

Executive Members

17 March 2026

Special Education Needs (SEN) Mediation and Disagreement Resolution Service Contract

Report to the Corporate Director of Children and Young People's Services

1.0 PURPOSE OF REPORT

- 1.1 To request approval from the Corporate Director of Children and Young People's Services in conjunction with the Executive Member for Children and Families to commence a process for a high-quality disagreement resolution and mediation service for parents and young people with special educational needs.

2.0 BACKGROUND

- 2.1 This is in line with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years 2015; which require the Authority to have an Independent Disagreement Resolution and Mediation Service for parents and young people (beyond compulsory school age at 16 years up to the age of 25 years).
- 2.2 The Children and Families Act 2014 requires parents and young people to contact an independent mediation adviser to discuss whether mediation might be a suitable way of resolving the disagreement before they can register an appeal with the First-tier Tribunal. Parents are also able to attend mediation regarding the health and social care elements of an Education, Health and Care Plan (EHCP). The mediation arrangements reflect wider movement across the Government to promote early resolution of disagreements through non-judicial means.
- 2.3 By working closely together with parents, young people and education, health and social care agencies, it is envisaged that agreement on the provision for children and young people with SEND is made as soon as possible. However, where agreement cannot be reached, the Authority would strive to reach early resolution of disagreements as this can only benefit the parents/carers and young people and will help to avoid unnecessary stress and expense.

3.0 AIM

- 3.1 The aim for the service is to provide an impartial disagreement resolution and mediation service for resolving disagreements between parents or young people and education providers, local authorities or health commissioners. The mediation service is to be used when rights of appeal have been provided to the parents, young

person or those with parental responsibility during the statutory assessment, reassessment or review of an EHCP.

3.2 This will include the following appeals;

- **EHC needs assessments** (whether to carry out an assessment).
- **EHC plans** (content, amendments, or ceasing the plan).
- **Health and social care elements** of the EHC plan.

3.3 The Disagreement Resolution Service will provide a quick and non-adversarial way of resolving disagreements without the need to go to mediation. The Supplier will provide an individual disagreement resolution meeting facilitated by a specialist in this area.

3.4 Mediation services should provide early resolution of matters which can be appealed to the SEND Tribunal Service to ensure parents/carers or young people are not placed under unnecessary stress and a timely resolution can be reached.

3.5 As of November 2025, North Yorkshire holds 6,342 Education, Health and Care Plans (EHCPs), which is an increase of 124% since 2019. The average number of requests to assess each month is 102. In 2025, on average 8% of requests are refused and 20% do not go to assessment.

3.6 During the financial year 2022/23, 162 families proceeded to mediation, with 99 families choosing not to go to mediation, instead requesting a certificate to go to tribunal. Of the 162 mediations which took place the Local Authority upheld the original decision not to assess or issue an EHC plan for 61 cases. During the financial year 2023/24, 219 mediations were recorded. During the financial year 2024/25, 467 families proceeded to mediation, with 155 families choosing not to go to mediation, instead requesting a certificate to go to tribunal.

4.0 CONSULTATION UNDERTAKEN AND RESPONSES

4.1 A request for information (RFI) was issued to the market on 15 January 2026, requesting responses by 4 February 2026. This was to gather market intelligence and assess supplier interest in delivering the disagreement resolution and mediation service. The responses informed the development of the tender specification.

4.2 Key points from RFI:

- All providers can deliver the service and have accredited, experienced mediator teams.
- Specification seen as broadly sound, with requests for clarity on terminology, Section I appeals, and qualification requirements.
- Mobilisation support needed around communication channels, data sharing, and operational setup.
- AI use ranges from none to accessible information tools (e.g., video avatars).
- Costing models vary significantly (per-case vs base contract), with annual estimates from £163k–£278k.
- All training requirements can be met, with some providers offering extensive additional modules.

- Social value offers are strong overall, with charities providing deeper community focused initiatives.

5.0 CONTRIBUTION TO COUNCIL PRIORITIES

- 5.1 The framework contributes to the Council's priorities under the Local Area SEND Strategy, particularly 2, 3 and 5, working together, improving outcomes of young people with SEND and achieving best value.

6.0 ALTERNATIVE OPTIONS CONSIDERED

- 6.1 The alternate option is to do nothing; this will entail the council commissioning individual pieces of work on an ad hoc basis. In the long run this will cost more, will not involve contract management and will not create a firm budget for the work.
- 6.2 Identifying a high-quality provider to implement the contract is the preferred option following the RFI.

7.0 IMPACT ON OTHER SERVICES/ORGANISATIONS

- 7.1 These changes will have a positive impact on other internal services. It will ensure that a reliable, best value, managed contract is in place.
- 7.2 The term of the contract is 4 years, with an initial term of two years plus potential extensions of two years, will ensure that once it is in place services will be able to manage the mediation requirements.

8.0 FINANCIAL IMPLICATIONS

- 8.1 The predicted cost for the whole life of the contract is c.£1,000,000.
- 8.2 The contract will ensure that a budget is clearly set in advance to allow North Yorkshire Council to monitor expenditure.

9.0 LEGAL IMPLICATIONS

- 9.1 Schedule 2, Part 2 of the Procurement Act 2023 details subject matter exempted contracts. This includes:

A contract for the provision to a contracting authority of arbitration, mediation or conciliation services, or of any other similar services (schedule 2, part 2, section 13 Procurement Act 2023).

The provisions of the Procurement Act 2023 and the Council's Procurement and Contract Procedure Rules therefore do not apply to these services as they are exempt.

9.2 The proposed contract supports statutory duties under the Children and Families Act 2014:

- Provide independent mediation for disagreements about EHC needs assessments, plans, or provision.
- Ensure parents/young people can access a mediation adviser and receive a certificate within 3 working days.
- Arrange mediation within 30 calendar days of a request.
- Notify health partners if the disagreement involves health provision.
- Offer disagreement resolution services for issues outside tribunal scope (e.g., SEN support in schools).
- Use mediation data to improve services and avoid costly tribunal processes.

10.0 EQUALITIES IMPLICATIONS

- 10.1 An Equalities Impact Assessment (EIA) has been carried out to consider the impact of this review and this can be found at Appendix A. There are no concerns raised by the EIA.
- 10.2 The Equalities duty is ongoing and will be reviewed throughout the planning, review, and monitoring stages as well as prior to the award of any contracts.

11.0 CLIMATE CHANGE IMPLICATIONS

- 11.1 A Climate Change Impact Assessment (CCIA) has been carried out to consider the impact of this review and this can be found at Appendix B. No implications were identified.
- 11.2 This will be reviewed throughout the planning, review and monitoring stages as well as prior to the award of any contracts.

12.0 PERFORMANCE IMPLICATIONS

- 12.1 SMART Key Performance Indicators (KPIs) are in development based on the supplier feedback via the RFI, to monitor service quality and outcomes.
- 12.2 The contract will include clear KPIs to ensure that providers are meeting the requirements and expectations of North Yorkshire Council.

13.0 POLICY IMPLICATIONS

- 13.1 There are no other policy implications.

14.0 RISK MANAGEMENT IMPLICATIONS

- 14.1 Risks include provider capacity, safeguarding and service quality. Mitigations will be built into the tender specification and quality assurance processes.

15.0 SUGGESTED TIMELINE

Activity	Date
RFI	15 Jan 2026 – 4 Feb 2026
IMT	16 Feb 2026
CYPLT	19 Feb 2026
Key Decision	17 March 2026
Opportunity Issued	April 2026
Contract Award Date	June 2026
Contract Start	June 2026

16.0 REASONS FOR RECOMMENDATIONS

- 16.1 To ensure high-quality, disagreement resolution and mediation service for parents and young people across North Yorkshire.

17.0 RECOMMENDATION

It is recommended that the Corporate Director of Children and Young People's Services in conjunction with the Executive Member for Children and Families to commence a process for a high-quality disagreement resolution and mediation service for parents and young people with special educational needs.

El Mayhew
Corporate Director – Children and Young People's Services
County Hall
Northallerton
17 March 2026

Report Author – Wendy Butterfield
Presenter of Report – Chris Reynolds

Note: Members are invited to contact the author in advance of the meeting with any detailed queries or questions.

APPENDICES:

Appendix A – Equality Impact Assessment (EIA)

Appendix B – Climate Change Impact Assessment (CCIA)

Appendix C – DPIA screening

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

(Form updated October 2023)

SEND Mediation and Disagreement Resolution Services Contract

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



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

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

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

Name of Directorate and Service Area	CYPS - Inclusion
Lead Officer and contact details	Chris Reynolds, Head of SEND Provision and Resources
Names and roles of other people involved in carrying out the EIA	Wendy Butterfield, Lead SEND Development Officer
How will you pay due regard? e.g. working group, individual officer	Request for Information – January 2026
When did the due regard process start?	December 2025

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?)

This EIA considers the implications of identifying a provider to provide SEND mediation and disagreement resolution Services for North Yorkshire Council.

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 purpose of the contract is to ensure North Yorkshire Council has in place a high-quality mediation and disagreement resolution service to support young people and their families.

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

There will be improved services for children, young people and their families. Where an agreement can't be reached in reference to an EHCP the Authority strives to reach an early resolution, this would be supported by the contract.

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?)

A Request for Information (RFI) took place in January 2026, the results of which have fed directly into the specification.

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 expected that there will be a reduction to the costs of mediation and disagreement resolution, due to a clear budget being set for the contract.

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			It is anticipated there would be no identifiable impact on SEND young people due to their age.
Disability		X		This will increase the support SEND young people are given if they disagree with the Authority.
Sex	X			It is anticipated there would be no identifiable impact on SEND young people due to their sex.

Race	X			It is anticipated there would be no identifiable impact on SEND pupils due to their race
Gender reassignment	X			It is anticipated there would be no identifiable impact on SEND pupils due to their gender reassignment.
Sexual orientation	X			It is anticipated there would be no identifiable impact on SEND pupils due to sexual orientation
Religion or belief	X			It is anticipated there would be no identifiable impact on SEND pupils due to religion or beliefs.
Pregnancy or maternity	X			It is anticipated there would be no identifiable impact on SEND pupils due to pregnancy or maternity.
Marriage or civil partnership	X			It is anticipated there would be no identifiable impact on SEND pupils due to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?	X			It is anticipated there would be no identifiable impact on people who live in rural areas.
...have a low income?	X			It is anticipated there would be no identifiable impact on people who have a low income.
...are carers (unpaid family or friend)?	X			It is anticipated there would be no identifiable impact on people who are carers.
..... are from the Armed Forces Community	X			It is anticipated there would be no identifiable impact on people who are from Armed Forces community.

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

Richmondshire	
Ryedale	
Scarborough	
Selby	
If you have ticked one or more areas, will specific town(s)/village(s) be particularly impacted? If so, please specify below.	
This service will be available to all SEND children and young people across North Yorkshire.	

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc. No, it is expected to have a positive impact for all children and young people with SEND and their families.

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

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

The contract includes a monitoring process. This covers regular reports and contract management meetings, including KPIs.

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
Contract management review meetings	W Butterfield	Termly	Ongoing	Minutes
Reports	Provider	Termly	Ongoing	Contract management

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 assessment identifies no adverse impacts on any protected groups and notes a positive impact for disabled children and young people, who will benefit from improved access to early, impartial disagreement resolution. There are no anticipated financial risks, and costs are expected to reduce through a clearly defined contract budget.

The recommended option is to proceed with the proposal unchanged, as no potential for discrimination has been identified and no legal concerns have been raised.

Next steps include implementing the service with the contract's built-in monitoring arrangements, including regular reporting and termly contract management meetings to track outcomes and ensure ongoing compliance.

Section 14. Sign off section

This full EIA was completed by:

Name: Wendy Butterfield

Job title: Lead SEND Development Officer

Directorate: CYPS – Education and Inclusion

Signature: *W Butterfield*

Completion date: 3.2.26

Authorised by relevant Assistant Director (signature):

Date:

Climate change impact assessment

The purpose of this assessment is to help us understand the likely impacts of our decisions on the environment of North Yorkshire and on our aspiration to achieve net carbon neutrality by 2030, or as close to that date as possible. The intention is to mitigate negative effects and identify projects which will have positive effects.

This document should be completed in consultation with the supporting guidance. The final document will be published as part of the decision making process and should be written in Plain English.

If you have any additional queries which are not covered by the guidance please email climatechange@northyorks.gov.uk

Version 2: amended 11 August 2021

Please note: You may not need to undertake this assessment if your proposal will be subject to any of the following:

Planning Permission
Environmental Impact Assessment
Strategic Environmental Assessment

However, you will still need to summarise your findings in the summary section of the form below.

Please contact climatechange@northyorks.gov.uk for advice.

Title of proposal	Mediation and disagreement resolution services
Brief description of proposal	To identify a supplier for a high-quality disagreement resolution and mediation service for parents and young people with special educational needs.
Directorate	CYPS
Service area	Education and Inclusion
Lead officer	Chris Reynolds – Head of SEND and Resources
Names and roles of other people involved in carrying out the impact assessment	Wendy Butterfield – Lead SEND Development Officer
Date impact assessment started	3 February 2026

Options appraisal

Were any other options considered in trying to achieve the aim of this project? If so, please give brief details and explain why alternative options were not progressed.

NA

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, detailing estimated savings or costs where this is possible.

It is expected that there will be reduced costs to the council, it will ensure that a budget is clearly set in advance to allow North Yorkshire Council to monitor expenditure.

How will this proposal impact on the environment?		Positive impact (Place a X in the box below where relevant)	No impact (Place a X in the box below where relevant)	Negative impact (Place a X in the box below where relevant)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: - Changes over and above business as usual - Evidence or measurement of effect - Figures for CO₂e - Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
Minimise greenhouse gas emissions e.g. reducing emissions from travel, increasing energy efficiencies etc. 2009 17	Emissions from travel		X				
	Emissions from construction		X				
	Emissions from running of buildings		X				
	Emissions from data storage		X				
	Other		X				
Minimise waste : Reduce, reuse, recycle and compost e.g. reducing use of single use plastic			X				
Reduce water consumption			X				

How will this proposal impact on the environment? N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.	Positive impact (Place a X in the box below where relevant)	No impact (Place a X in the box below where relevant)	Negative impact (Place a X in the box below where relevant)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
Minimise pollution (including air, land, water, light and noise)		X				
Ensure resilience to the effects of climate change e.g. reducing flood risk, mitigating effects of drier, hotter summers		X				
Enhance conservation and wildlife		X				
Safeguard the distinctive characteristics, features and special qualities of North Yorkshire's landscape		X				
Other (please state below)		X				

Are there any recognised good practice environmental standards in relation to this proposal? If so, please detail how this proposal meets those standards.

N/A

Summary Summarise the findings of your impact assessment, including impacts, the 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 impact assessment has not found any impact on the environment through this process.

Sign off section

This climate change impact assessment was completed by:

Name	Wendy Butterfield
Job title	Lead SEND Development Officer
Service area	CYPS
Directorate	Education and Inclusion
Signature	W Butterfield
Completion date	3.2.26

Authorised by relevant Assistant Director (signature):

Date:

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Overview

A Data Protection Impact Assessment (DPIA) is essential to ensure that new systems and processes are compliant with Data Protection Legislation (GDPR and the Data Protection Act 2018). A DPIA is mandatory when introducing new technology or where the processing operation is “likely to result in a high risk to the rights and freedoms of natural persons”. The risk is considered high when processing personal information about a living person. Failure to carry out a DPIA, or failure to carry one out correctly when the risk is high, may result in a large fine.

What is Personal Data?

“personal data’ shall mean any information relating to an identified or identifiable natural person (‘data subject’); an identifiable person is one who can be identified, directly or indirectly, in particular by reference to an identification number or to one or more factors specific to his physical, physiological, mental, economic, cultural or social identity.”

It may be that a single piece of information can identify an individual, or it may be that it requires a combination of information to identify them. The following information would be considered personal data:

- Name
- Address
- Date of birth
- Email address (personal and work)
- NI number
- Bank details

Personal data also extends to items such as a photo, posts on social media or an IP address.

What is Special Category Data?

“personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, trade-union membership, and data concerning health or sex life.”

The following information would be considered special category data:

- Racial or ethnic origin
- Political opinions
- Religious or philosophical beliefs
- Trade union membership
- Genetic data
- Biometric data*
- Data concerning health
- Data concerning a person’s sex life
- Data concerning a person’s sexual orientation

**Biometric Data: physical or physiological identification techniques – e.g. fingerprint verification, facial/voice recognition, keystroke/handwriting analysis, gait and gaze analysis.*

In order to determine whether a DPIA is necessary, insert the required information into the table below and complete the checklist.

If the answer is **YES** to any of the screening questions in the checklist then a DPIA must be carried out.

Data Protection Impact Assessment (DPIA) – Screening Questions

Project/Process Title	SEND Mediation and Disagreement Resolution Service Contract		
Directorate / Service Area	CYPS – Education and Inclusion		
Overview of Project/Process	To identify a supplier for a high-quality disagreement resolution and mediation service for parents and young people with special educational needs. Current Online Referral Mediation Request		
Screening Questions	Yes	No	Justification for Answer
Will your project/app/system involve processing of information about individuals which includes special category or criminal conviction data? Please note this does include 'anonymous' data within these categories if unique identifiers such as initials or reference numbers are also processed. <i>If you are processing any of the below types of personal data your answer should be YES:</i> • <i>Racial or ethnic origin</i> • <i>Political opinions</i> • <i>Religious or philosophical beliefs</i> • <i>Trade union membership</i> • <i>Genetic data</i> • <i>Biometric data</i> • <i>Data concerning health</i> • <i>Data concerning a person's sex life</i> • <i>Data concerning a person's sexual orientation</i> • <i>Criminal conviction data</i>	☐	☒	NYC do not share any personal information with the service. It is a self-referral process. Parent/carers are told about the service and they then refer themselves in when appropriate. Current referral form Mediation Request
Will you be collecting new personal information about individuals, or information which, if breached could have a significant impact on an individual? <i>Examples where the answer would be YES:</i> • <i>This a new system/process processing personal data that has not been previously collected</i> • <i>This is an existing system/process processing personal data but additional data must be collected due to a change in scope of the system/process</i> • <i>Data which has routinely been collected is being collected in a new way, this data is very sensitive and would cause distress to the data subject if it was breached</i>	☐	☒	No personal information is shared by NYC, all data used is already available.
Will information about individuals be disclosed or shared with organisations or people who have not previously had routine access to the information? <i>Example of where the answer would be YES:</i>	☐	☒	All personal data is shared via a self-referral system. This will be the same for whichever provider has the contract.

There is a requirement to share information with an external 3rd party who has not previously had access to the data. This would also result in the need for a Data Sharing Agreement (DSA).			
Are you going to use information you already hold about individuals for a purpose it is not currently used for? <i>Example of where the answer would be YES:</i> Matching information from different systems/data sources, where purpose/lawful basis of original data collection may differ <i>Details of the Information Asset in question will be contained within NYC's Information Asset Register (IAR) and the purpose for processing, along with the legal basis for processing will be recorded. The way information will be used in this new system/process must match the existing purpose/legal basis, otherwise a DPIA is required</i>	☐	☒	The mediation and disagreement resolution services is already in place. This is to renew the contract.
Does the project involve using technology which might be perceived as privacy intrusive or monitoring any publicly accessible areas? For example, CCTV, facial recognition, use of biometrics* such as thumb prints, Vehicle number plate recognition or location tracking.	☐	☒	No need for any technology.
Does any phase of project/system/ app use automated decision making based on information provided by the individual or received from a 3rd party? Automated individual decision-making is a decision made by automated means without any human involvement (e.g. online credit checks). <i>Example of where the answer would be YES:</i> A new piece of software is being implemented which checks an applicant's geographical location, age and household income and automatically offers a free service to eligible applicants when certain conditions are met	☐	☒	No automated decision making involved.
Will the project include marketing or contacting individuals which may be considered intrusive? <i>By phone, by email or by post, where they have not be informed/are not expecting that this contact will take place.</i> <i>Example of where the answer would be YES:</i> I have access to a list of email addresses which were collected for the purpose of setting people up as users of their local library. I'd like to send them a notice about a new transport services available that operate near the library.	☐	☒	This service will only be available on request, via self-referral.

Will the project include data matching from different sources or profiling? <i>Combining, comparing or matching personal data obtained from multiple sources.</i> <i>Example of where the answer would be YES:</i> • <i>Matching data from two/three different children's systems to understand which children may be eligible to join a new learning programme.</i>	☐	☒	All data will be shared by parent/carers with the provider.
Will you be conducting large scale processing, this includes numbers, duration and geographical spread? <i>Example of where the answer would be YES:</i> • <i>Processing data related to all/most children who reside in North Yorkshire</i> • <i>Tracking all/most individuals using public transport systems in North Yorkshire</i>	☐	☒	This is a service which supports individuals.

If you have answered **YES** to any of the questions above then a full DPIA must be carried out.

If you have answered **NO** to **ALL** of the above screening questions then a DPIA is not necessary. Please complete the declaration below and email a copy to the Data Governance Team, email: datagovernance@northyorks.gov.uk.

Date of Assessment	3.2.26
Project Sponsor Name	Wendy Butterfield
Project Sponsor Signature	W Butterfield

Note: If the scope of work changes in any way then the pre-assessment MUST be repeated.

North Yorkshire Council

Corporate Director meeting with Executive Members

17 March 2026

Review of Special Educational Needs and Disabilities Provision: Targeted Mainstream Provision

Report of the Corporate Director for Children and Young People's Service

1.0 PURPOSE OF REPORT
1.1 To seek Member approval to consult publicly on school organisation proposals to add provision for Special Educational Needs by providing new Special Resourced provision in the form of Targeted Mainstream Provisions (TMP) at St Martin's Church of England Voluntary Aided Primary School, Scarborough and Selby High School, Selby.
1.2 To seek Member approval to consult publicly on school organisation proposals to transfer the responsibility of the existing Special Resourced provision in the form of Targeted Mainstream Provision (TMP) at based at Thirsk School and Sixth Form from the Hambleton and Richmond Pupil Referral Service to Thirsk School and Sixth Form.
1.3 To seek Member approval to consult publicly on school organisation proposals to increase the number of places at the existing Special Resourced provision in the form of Targeted Mainstream Provision (TMP) at Alverton Primary School, Northallerton, from 8 to 16 places.

2.0 BACKGROUND

- 2.1 In 2020 the Local Authority launched the first phase of Targeted Mainstream Provisions that were approved as part of the Strategic Plan for SEND Provision 2018-2023. The next phase of Targeted Mainstream Provisions was approved as part of the Strategic Plan for SEND 2023-2027. The focus for each being either Communication and Interaction (C&I) or Social and Emotional Mental Health (SEMH). There are currently 16 Targeted Mainstream Provisions, creating 142 places across North Yorkshire. The proposed developments for September 2026, including these maintained schools and some academies will see the number of Targeted Mainstream Provisions increase to 22, with 198 places in total. The next wave of applications has recently opened, with 15 enquiries within the first week.

2.2 This report seeks approval to:

2.2.1 Consult publicly on establishing a new C&I Targeted Mainstream provision at Selby High School, Selby and new C&I and SEMH provisions at St Martin's Church of England Voluntary Aided Primary School, Scarborough.

2.2.2 Consult publicly on the transfer of responsibility of the existing Targeted Mainstream Provision for SEMH based at Thirsk School and Sixth Form from the Hambleton and Richmond PRS to Thirsk School.

2.2.3 Consult publicly on the increase of commissioned places for the existing Targeted Mainstream Provision for C&I at Alverton Primary School, from 8 to 16.

2.3 The schools will 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 and Emotional Mental Health needs or Communication and Interaction needs.
- 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.

3.0 PROPOSED CONSULTATION PROCESSES AND TIMESCALES

3.1 This proposal represents a strand of the SEND Strategic Plan.

3.2 Draft consultation documents for the proposals are attached in Appendix 1.

3.3 The proposed timescales are set out below:

Consultation opens	25 March 2026
Public meetings	Week beginning 20 April 2026
Consultation closes	15 May 2026
Council's Executive considers consultation response	16 June 2026
Statutory Proposals published (4 weeks for representations to be made)	25 June to 23 July 2026
Final decision by Council's Executive (or the Executive Member for Education	4 August 2026

and Skills, if there are no objections to the statutory proposals)	
Implementation	1 September 2026

4.0 CONTRIBUTION TO COUNCIL PRIORITIES

- 4.1 The implementation of Targeted Mainstream Provisions is one aspect of the wide-ranging Strategic Plan for SEND Education Provision 2023-2026. The implementation will have an impact upon the identified gap between mainstream and special school provision and provide families with an additional option. This is one aspect of the approved strategic plan that will, once fully implemented, enable the LA to better meet needs across the continuum of SEND provision and the county.
- 4.2 This development will also have impact upon SEND Transport, for those who qualify, as the LA seeks to provide more local options in line with the Strategic Plans principle of Right Support, Right Place, Right Time

5.0 FINANCIAL IMPLICATIONS

REVENUE

- 5.1 The financial model for this service has been based on the following assumptions:
- The 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.

CAPITAL

- 5.2 It is anticipated, from the information provided by the schools, that there will need to be capital requirements, as follows:
- The requirement at St Martin's Church of England Voluntary Aided Primary School, Scarborough is for a new, purpose built TMP.
 - At Selby High there is a requirement for the refurbishment of their SEND provision. This is proposed to include replacement and additional doors, refurbishment of the toilets, installation of a kitchen area and the reconfiguration of the smaller spaces.
 - There are no capital requirements at Thirsk School and Sixth Form as this is currently being used as the TMP space.
 - The increase in numbers at Alverton Primary School requires the refurbishment and development of a classroom and surrounding area. This will include partition walls, toilet refurbishment and reconfiguration to create storage and a sensory room.
- 5.3 Further work is now being conducted to verify costs with each school subject to approval from Executive.
- 5.4 The local authority has allocated a proportion of the High Needs Provision Capital to support the roll out of TMPs which is part of the delivery of this aspect of the Strategic Plan. This resource can be used for both academies and maintained schools.

6.0 LEGAL IMPLICATIONS

- 6.1 Adding provision for Special Educational Needs by providing Special Resourced provision in the form of new Targeted Mainstream Provisions at St Martin's Church of England Voluntary Aided Primary School, Scarborough and Selby High School constitute prescribed alterations to maintained schools and will require public consultation and then the publication of statutory proposals, following the DfE's statutory guidance for proposers and decision makers.¹
- 6.2 The changes proposed to the existing TMPs at Thirsk School and Sixth Form and Alverton Primary School can be made outside of the statutory process following public consultation.

¹ DfE, *Making significant changes ('prescribed alterations') to maintained schools Statutory guidance for proposers and decision-makers* (Oct 2018).

7.0 EQUALITIES IMPLICATIONS

- 7.1 Equalities Impact Assessments (EIA) have been carried out to consider the impact of this review and these can be found in Appendix 2. There are no concerns raised by the EIAs.
- 7.2 The Equalities duty is ongoing and will be reviewed throughout the planning, review, and procurement stages as well as prior to the award of any contracts.

8.0 CLIMATE CHANGE IMPLICATIONS

- 8.1 Climate Change Impact Assessments (CCIA) have been carried out to consider the impact of this review and these can be found in Appendix 3. No implications were identified.
- 8.2 This will be reviewed throughout the planning, review and procurement stages as well as prior to the award of any contracts.
- 8.3 The Council Plan encourages sustainable and connected places. The framework's requirement for local provision (within NYC travel policy) supports reduced travel distances, contributing to lower emissions and a more environmentally responsible service delivery.

9.0 RECOMMENDATIONS

- i) The Executive Member for Schools is recommended to give approval:
- to consult publicly on school organisation proposals to add provision for Special Educational Needs by providing new Special Resourced provision in the form of Targeted Mainstream Provision at St Martin's Church of England Voluntary Aided Primary School, Scarborough and Selby High School.
 - to consult publicly on school organisation proposals to transfer the responsibility of the existing Special Resourced provision in the form of Targeted Mainstream Provision (TMP) at based at Thirsk School and Sixth Form from the Hambleton and Richmond Pupil Referral Service to Thirsk School.
 - to consult publicly on school organisation proposals to increase the number of places at the existing Special Resourced provision in the form of Targeted Mainstream Provision (TMP) at Alverton Primary School, Northallerton, from 8 to 16 places.

El Mayhew
Corporate Director – Children and Young People Services
County Hall
Northallerton
February 2026

Report Author – Wendy Butterfield, Lead SEND Development Officer
Presenter of Report – Chris Reynolds, Head of SEND Strategic Planning Resources

Note: Members are invited to contact the author in advance of the meeting with any detailed queries or questions.

Appendices

Appendix 1a: Draft consultation document – St Martin's CofE Primary School
Appendix 1b: Draft consultation document – Selby High School
Appendix 1c: Draft consultation document – Thirsk School and Sixth Form
Appendix 1d: Draft consultation document – Alverton Primary School

Appendix 2a: Equalities Impact Assessment – St Martin's CofE Primary School
Appendix 2b: Equalities Impact Assessment – Selby High School
Appendix 2c: Equalities Impact Assessment – Thirsk School and Sixth Form
Appendix 2d: Equalities Impact Assessment - Alverton Primary School

Appendix 3a: Climate Change Impact Assessment – St Martin's CofE Primary School
Appendix 3b: Climate Change Impact Assessment – Selby High School
Appendix 3c: Climate Change Impact Assessment – Thirsk School and Sixth Form
Appendix 3d: Climate Change Impact Assessment – Alverton Primary School

Consultation on the of Establishment of Targeted Mainstream Provision for Children and Young People with SEND at St Martin's Church of England Primary

23 March 2026 – 15 May 2026

Purpose of this Consultation Document:

This document explains the proposal by North Yorkshire Council to establish an additional Targeted Mainstream Provision (TMP) for Children and Young People with SEND delivered by St Martin's Church of England Primary.

Following discussions with the Governors and Headteacher, St Martin's Church of England Primary has been selected to deliver an additional Targeted Mainstream Provision. North Yorkshire Council 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.

Public meeting

There will be a virtual (on-line) public meeting on TBC. If you wish to be part of this virtual meeting, could you please let us know by emailing schoolorganisation@northyorks.gov.uk and joining instructions will be provided.

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 16 full time places for 12 children and young people with an Education, Health and Care Plan and 4 '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 Communication and Interaction (C&I) and Social, Emotional and Mental Health (SEMH) needs.
- Have access to a range of therapies and specialist 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.

Background to the Proposal

North Yorkshire 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 Local Area SEND Strategy 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 2023 and continues the implementation of Targeted Mainstreams Provisions. 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 [Local area SEND strategy 2023 to 2026 | North Yorkshire Council](#) 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 document before responding to the survey and giving us your views on the individual proposal.

How are we consulting?

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 to 28th June 2018 and then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. This current school organisation proposal is purely about the establishment of a Targeted Provision.

We are asking you to give your views on the school organisation proposals. If you would like a paper copy of the survey or an alternative format, please call our customer service centre on 01609 780 780.

You can either complete and return the attached response sheet, or submit an online response at

ADD LINK & QR code

What is the timescale?

The closing date for responses is 15 May 2026. All responses to the consultation received by this date will be considered by our Executive on 16 June 2026. If the Council's Executive decides to proceed with the proposal, then statutory notices would be published in the local press on 25 June 2026. These notices provide a further four weeks for representations to be made. A final decision would then be made by the Council's Executive on 4 August 2026.

Information about our equalities impact assessment

We have carried out an equalities impact assessment (EIA) which can be found here [Add link to EIA](#) 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.

St Martin's Church of England Primary

We are consulting on proposals to add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Mainstream Provision at St Martin's Church of England Primary, Scarborough.

Observations and/or suggestions:

Please do not disclose any personal data in your response

Interest/Status

e.g. Parent/Governor/Teacher/Community

Name of School

Signed

Date:

Name (Block Capitals)
Address:
.....
.....
Postcode:

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

Do you have any suggestions for improvement?

.....

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

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

FREEPOST RTKE-RKAY-CUJS
St Martin's CE Primary
Strategic Planning
North Yorkshire Council
County Hall
NORTHALLERTON
DL7 8AE

To be received by no later than 15 May 2026

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

Consultation on the Transfer of Responsibility of the Established Targeted Mainstream Provision for Children and Young People with SEND at Thirsk School and Sixth Form

23 March 2026 – 15 May 2026

Purpose of this Consultation Document:

This document explains the proposal by North Yorkshire Council to transfer the responsibility of the existing Targeted Mainstream Provision (TMP) for Children and Young People with SEND delivered at Thirsk School and Sixth Form from the Hambleton and Richmond Pupil Referral Service to Thirsk School and Sixth Form.

Following discussions with the Governors and Headteacher, Thirsk School and Sixth Form has been selected to take over delivery of the Targeted Mainstream Provision. North Yorkshire Council 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.

Public meeting

There will be a virtual (on-line) public meeting on Wednesday 22nd April at 4pm. If you wish to be part of this virtual meeting, could you please let us know by emailing schoolorganisation@northyorks.gov.uk and joining instructions will be provided.

What will the Target Mainstream Provision look like?

Schools have the flexibility to refine their model of delivery but in general the 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 (SEMH) needs.
- Have access to a range of therapies and specialist 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.

Background to the Proposal

North Yorkshire 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 Local Area SEND Strategy 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 and continues the implementation of Targeted Mainstreams Provisions. 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 [Local area SEND strategy 2023 to 2026 | North Yorkshire Council](#) 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 document before responding to the survey and giving us your views on the individual proposal.

How are we consulting?

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 to 28th June 2018 and then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. This current school organisation proposal is purely about the transfer of responsibility for a Targeted Provision.

We are asking you to give your views on the school organisation proposals. If you would like a paper copy of the survey or an alternative format, please call our customer service centre on 01609 780 780.

You can either complete and return the attached response sheet, or submit an online response at

ADD LINK & QR code

What is the timescale?

The closing date for responses is 15 May 2026. All responses to the consultation received by this date will be considered by our Executive on 16 June 2026, who will make a final decision on the proposal.

Information about our equalities impact assessment

We have carried out an equalities impact assessment (EIA) which can be found here [Add link to EIA](#) 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.

Thirsk School and Sixth Form

We are consulting on proposals to transfer the responsibility of the existing Targeted Mainstream Provision at Thirsk School and Sixth Form from the Hambleton and Richmond Pupil Referral Service to Thirsk School and Sixth Form.

Observations and/or suggestions:

Please do not disclose any personal data in your response

Interest/Status

e.g. Parent/Governor/Teacher/Community

Name of School

Signed

Date:

Name (Block Capitals)
Address:
.....
.....
Postcode:

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

Do you have any suggestions for improvement?

.....

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

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

FREEPOST RTKE-RKAY-CUJS
Thirsk School and Sixth Form
Strategic Planning
North Yorkshire Council
County Hall
NORTHALLERTON
DL7 8AE

To be received by no later than 15 May 2026

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Consultation on the Increase in Places at the Established Targeted Mainstream Provision for Children and Young People with SEND at Alverton Primary School

23 March 2026 – 15 May 2026

Purpose of this Consultation Document:

This document explains the proposal by North Yorkshire Council to increase the number of places from 8 to 16 at the existing Targeted Mainstream Provision (TMP) for Children and Young People with SEND delivered by Alverton Primary School, Northallerton.

Following discussions with the Governors and Headteacher, Alverton Primary School has been selected to increase the number of places from 8 to 16 in their Targeted Mainstream Provision. North Yorkshire Council 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.

Public meeting

There will be a virtual (on-line) public meeting on **TBC**. If you wish to be part of this virtual meeting, could you please let us know by emailing schoolorganisation@northyorks.gov.uk and joining instructions will be provided.

What will the Target Mainstream Provision look like?

Schools have the flexibility to refine their model of delivery but in general the 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 Communication and Interaction (C&I) needs.
- Have access to a range of therapies and specialist 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.

Background to the Proposal

North Yorkshire 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 Local Area SEND Strategy 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 and continues the implementation of Targeted Mainstreams Provisions. 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 [Local area SEND strategy 2023 to 2026 | North Yorkshire Council](#) 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 document before responding to the survey and giving us your views on the individual proposal.

How are we consulting?

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 to 28th June 2018 and then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. This current school organisation proposal is purely about the increase of places at a Targeted Provision.

We are asking you to give your views on the school organisation proposals. If you would like a paper copy of the survey or an alternative format, please call our customer service centre on 01609 780 780.

You can either complete and return the attached response sheet, or submit an online response at

ADD LINK & QR code

What is the timescale?

The closing date for responses is 15 May 2026. All responses to the consultation received by this date will be considered by our Executive on 16 June 2026 who will make a final decision on the proposal.

Information about our equalities impact assessment

We have carried out an equalities impact assessment (EIA) which can be found here [Add link to EIA](#) 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.

Alverton Primary School

We are consulting on proposals to increase the number of places at the Targeted Mainstream Provision from 8 to 16 at Alverton Primary School.

Observations and/or suggestions:

Please do not disclose any personal data in your response

Interest/Status
e.g. Parent/Governor/Teacher/Community
Name of School

Signed
Date:
Name (Block Capitals)

Address:
.....
.....
Postcode:

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

Do you have any suggestions for improvement?

.....

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

To be received by no later than 15 May 2026

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

(Form updated October 2023)

Targeted Mainstream Provision – St Martin's CofE Primary

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



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

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

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

Name of Directorate and Service Area	CYPS - Inclusion
Lead Officer and contact details	Chris Reynolds, Head of SEND Provision and Resources
Names and roles of other people involved in carrying out the EIA	Wendy Butterfield, Lead SEND Development Officer
How will you pay due regard? e.g. working group, individual officer	Consultation with stakeholders
When did the due regard process start?	December 2025

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?)

This EIA considers the implications of creating a targeted mainstream provision at St Martin's CofE Primary School, Scarborough.

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 being proposed will create increased support for children and young people with Education Health & Care Plans (EHCPs) in a mainstream school in the Scarborough area.

This proposal will allow the creation of 8 supported places in a mainstream school for children and young people with Special Educational Needs & Disability (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 in the Scarborough area, as they will have to enhanced support and a resource area when required.

This will provide more choice for parents/carers as to where their child will receive their education. The staff working in the targeted provision 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 Mainstream 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 with stakeholders will take place at St Martin's CofE Primary School.

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

The proposals will ensure that more children and young people can have their needs met in the Scarborough area.

This will mean that more children will be able to access mainstream school with additional support for their special educational needs.

The proposal provides more choice for parents if they wish their child to remain in mainstream school.

In turn this should reduce the pressures on 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	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.
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protected characteristics?				
Age		✓		Children and young people with EHCPs will have more opportunity to remain in a more local mainstream school.
Disability		✓		Children and young people with Communication & Interaction (C&I) and Social, Emotional and Mental Health (SEMH) 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	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their sex.
Race	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their race.
Gender reassignment	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their gender reassignment.
Sexual orientation	✓			It is anticipated there would be no identifiable impact on SEND pupils due to sexual orientation
Religion or belief	✓			It is anticipated there would be no identifiable impact on SEND pupils due to religion or beliefs.
Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact on SEND pupils due to pregnancy or maternity.
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact on SEND pupils due to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?		✓		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.
...have a low income?	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their family receiving a low income.
...are carers (unpaid family or friend)?	✓			It is anticipated there would be no identifiable impact on SEND pupils who are carers.
..... are from the Armed Forces Community	✓			It is anticipated there would be no identifiable impact on SEND pupils who are from the Armed Forces Community.

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

Craven	
Hambleton	
Harrogate	
Richmondshire	
Ryedale	
Scarborough	✓
Selby	
If you have ticked one or more areas, will specific town(s)/village(s) be particularly impacted? If so, please specify below.	
The TMPs will provide additional places at the resource base for those children and young people in their locality.	

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc. The proposals may have an impact on children with a combination of protected characteristics. However, this should be a positive impact as more children with EHCPs can have their needs met locally.
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Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	✓
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (Include any advice given by Legal Services.) Since the roll out of the targeted mainstream provisions in 2020 there are now sixteen TMPs open across NY with another 5 due in the next academic year.	

These have already shown to have a positive impact on the development of the young people attending.

This TMP will provide much needed provision in the Scarborough area for primary age pupils with SEND.

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

The local authority will be working closely with the school to ensure that the targeted mainstream provision places are set up effectively and the school will receive high levels of advice and guidance. The targeted mainstream provision staff will receive support from the C&I and SEMH SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified.

Termly monitoring visits will continue detailing the progress in development of the provisions.

Parent and children and young people will be asked for feedback on an annual basis as part of the annual review process and an annual report produced by the Head Teacher.

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 the schools	C&I lead	Summer 2026		Inclusion Management Team
SLA sign off	LA	Summer 2026		Contract management by LA
Termly monitoring visits	C&I lead	Termly from Autumn 2026		Inclusion Management Team
HT annual report	HT	September 2027		Inclusion Management Team

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 places at the targeted mainstream provision will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school in the Scarborough area.

St Martin's CofE Primary School staff and young people will have access to a wider range of specialised training and professionals to meet need including therapists, specialist staff and practitioners.

Section 14. Sign off section

This full EIA was completed by:

Name: Wendy Butterfield

Job title: Lead SEND Development Officer

Directorate: CYPS - Inclusion

Signature: W Butterfield

Completion date: 23.12.2025

Authorised by relevant Assistant Director (signature):

Date:

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

(Form updated October 2023)

Targeted Mainstream Provision – Selby High School

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

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

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

Name of Directorate and Service Area	CYPS - Inclusion
Lead Officer and contact details	Chris Reynolds, Head of SEND Provision and Resources
Names and roles of other people involved in carrying out the EIA	Wendy Butterfield, Lead SEND Development Officer
How will you pay due regard? e.g. working group, individual officer	Consultation with stakeholders
When did the due regard process start?	December 2025

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?)

This EIA considers the implications of creating a targeted mainstream provision at Selby High School, Selby.

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 being proposed will create increased support for children and young people with Education Health & Care Plans (EHCPs) in a mainstream school in the Selby area.

This proposal will allow the creation of 8 supported places in a mainstream school for children and young people with Special Educational Needs & Disability (SEND).

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

Young people with SEND will have a greater opportunity to remain in mainstream school in the Selby area, as they will have to enhanced support and a resource area when required.

This will provide more choice for parents/carers as to where their child will receive their education. The staff working in the targeted provision 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 Mainstream 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 with stakeholders will take place at Selby High School.

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

The proposals will ensure that more children and young people can have their needs met in the Selby area.

This will mean that more children will be able to access mainstream school with additional support for their special educational needs.

The proposal provides more choice for parents if they wish their child to remain in mainstream school.

In turn this should reduce the pressures on 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	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.
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protected characteristics?				
Age		✓		Children and young people with EHCPs will have more opportunity to remain in a more local mainstream school.
Disability		✓		Children and young people with Communication & Interaction (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	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their sex.
Race	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their race.
Gender reassignment	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their gender reassignment.
Sexual orientation	✓			It is anticipated there would be no identifiable impact on SEND pupils due to sexual orientation
Religion or belief	✓			It is anticipated there would be no identifiable impact on SEND pupils due to religion or beliefs.
Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact on SEND pupils due to pregnancy or maternity.
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact on SEND pupils due to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?		✓		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.
...have a low income?	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their family receiving a low income.
...are carers (unpaid family or friend)?	✓			It is anticipated there would be no identifiable impact on SEND pupils who are carers.
..... are from the Armed Forces Community	✓			It is anticipated there would be no identifiable impact on SEND pupils who are from the Armed Forces Community.

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)	
North Yorkshire wide	
Craven	
Hambleton	

Harrogate	
Richmondshire	
Ryedale	
Scarborough	
Selby	✓
If you have ticked one or more areas, will specific town(s)/village(s) be particularly impacted? If so, please specify below.	
The TMPs will provide additional places at the resource base for those children and young people in their locality.	

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc. The proposals may have an impact on children with a combination of protected characteristics. However, this should be a positive impact as more children with EHCPs can have their needs met locally.
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Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	✓
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (Include any advice given by Legal Services.) Since the roll out of the targeted mainstream provisions in 2020 there are now sixteen TMPs open across NY with another 5 due in the next academic year. These have already shown to have a positive impact on the development of the young people attending. This TMP will provide much needed provision in the Selby area for secondary age pupils with SEND.	

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

The local authority will be working closely with the school to ensure that the targeted mainstream provision places are set up effectively and the school will receive high levels of advice and guidance. The targeted mainstream provision staff will receive support from the C&I SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified.

Termly monitoring visits will continue detailing the progress in development of the provisions.

Parent and children and young people will be asked for feedback on an annual basis as part of the annual review process and an annual report produced by the Head Teacher.

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 the schools	C&I lead	Summer 2026		Inclusion Management Team
SLA sign off	LA	Summer 2026		Contract management by LA
Termly monitoring visits	C&I lead	Termly from Autumn 2026		Inclusion Management Team
HT annual report	HT	September 2027		Inclusion Management Team

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 places at the targeted mainstream provision will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school in the Selby area.

Selby High School staff and young people will have access to a wider range of specialised training and professionals to meet need including therapists, specialist staff and practitioners.

Section 14. Sign off section

This full EIA was completed by:

Name: Wendy Butterfield

Job title: Lead SEND Development Officer

Directorate: CYPS - Inclusion

Signature: *W Butterfield*

Completion date: 23.12.2025

Authorised by relevant Assistant Director (signature):

Date:

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

(Form updated October 2023)

Targeted Mainstream Provision – Thirsk School and Sixth Form

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



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

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

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

Name of Directorate and Service Area	CYPS - Inclusion
Lead Officer and contact details	Chris Reynolds, Head of SEND Provision and Resources
Names and roles of other people involved in carrying out the EIA	Wendy Butterfield, Lead SEND Development Officer
How will you pay due regard? e.g. working group, individual officer	Consultation with stakeholders
When did the due regard process start?	December 2025

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?)

This EIA considers the implications of transferring the responsibility of running the targeted mainstream provision at Thirsk School and Sixth Form.

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 being proposed will ensure the support for children and young people with Education Health & Care Plans (EHCPs) in a mainstream school in the Hambleton area.

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

Young people with SEND will continue to have the opportunity to remain in mainstream school in the Hambleton area, as they will have to enhanced support and a resource area when required.

This will continue to provide choice for parents/carers as to where their child will receive their education.

The staff working in the targeted provision will continue to 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 Mainstream 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 with stakeholders will take place at Thirsk School.

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

The proposals will ensure that children and young people can have their needs met in the Hambleton area.

This will mean that children will be able to access mainstream school with additional support for their special educational needs.

The proposal provides choice for parents if they wish their child to remain in mainstream school.

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	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their age.
Disability	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their disability.

Sex	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their sex.
Race	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their race.
Gender reassignment	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their gender reassignment.
Sexual orientation	✓			It is anticipated there would be no identifiable impact on SEND pupils due to sexual orientation
Religion or belief	✓			It is anticipated there would be no identifiable impact on SEND pupils due to religion or beliefs.
Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact on SEND pupils due to pregnancy or maternity.
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact on SEND pupils due to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?	✓			It is anticipated there would be no identifiable impact on SEND pupils due to them living in a rural area.
...have a low income?	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their family receiving a low income.
...are carers (unpaid family or friend)?	✓			It is anticipated there would be no identifiable impact on SEND pupils who are carers.
..... are from the Armed Forces Community	✓			It is anticipated there would be no identifiable impact on SEND pupils who are from the Armed Forces Community.

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

North Yorkshire wide	
Craven	
Hambleton	✓
Harrogate	
Richmondshire	
Ryedale	
Scarborough	
Selby	

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

The TMPs will continue to provide additional places at the resource base for those children and young people in their locality.

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

The proposal 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.

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	✓
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (Include any advice given by Legal Services.) Since the roll out of the targeted mainstream provisions in 2020 there are now sixteen TMPs open across NY with another 5 due in the next academic year. These have already shown to have a positive impact on the development of the young people attending. This TMP is already providing support for young people with SEND in a mainstream.	

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

The local authority will be working closely with the school to ensure that the targeted mainstream provision places are set up effectively and the school will receive high levels of advice and guidance. The targeted mainstream provision staff will continue to receive support from the C&I SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified.

Termly monitoring visits will continue detailing the progress in development of the provisions.

Parent and children and young people will be asked for feedback on an annual basis as part of the annual review process and an annual report produced by the Head Teacher.

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 the schools	C&I lead	Summer 2026		Inclusion Management Team
SLA sign off	LA	Summer 2026		Contract management by LA
Termly monitoring visits	C&I lead	Termly from Autumn 2026		Inclusion Management Team
HT annual report	HT	September 2027		Inclusion Management Team

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.

There will be no negative impact on the young people in the Hambleton area and those already attending the TMP if it is lead by Thirsk School.

Section 14. Sign off section

This full EIA was completed by:

Name: Wendy Butterfield
Job title: Lead SEND Development Officer
Directorate: CYPS - Inclusion
Signature: W Butterfield

Completion date: 23.12.2025

Authorised by relevant Assistant Director (signature):

Date:

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

(Form updated October 2023)

Targeted Mainstream Provision Increase – Alverton Primary School

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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 براۓ مہربانی ہم سے پوچھئے۔

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

Name of Directorate and Service Area	CYPS - Inclusion
Lead Officer and contact details	Chris Reynolds, Head of SEND Provision and Resources
Names and roles of other people involved in carrying out the EIA	Wendy Butterfield, Lead SEND Development Officer
How will you pay due regard? e.g. working group, individual officer	Consultation with stakeholders
When did the due regard process start?	August 2025

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?)

This EIA considers the implications of increasing the number of commissioned places from 8 to 16 at Alverton Primary School, Northallerton.

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 being proposed will create increased support for children and young people with Education Health & Care Plans (EHCPs) in a mainstream school in the Hambleton and Richmondshire area.

This proposal will allow the creation of an additional 8 supported places in a mainstream school for children and young people with Special Educational Needs & Disability (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 in the Ham/Rich area, as they will have to enhanced support and a resource area when required.

This will provide more choice for parents/carers as to where their child will receive their education. The staff working in the targeted provision 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 Mainstream 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 with stakeholders will take place for the increase in commissioned places at Alverton Primary School.

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

The proposals will ensure that more children and young people can have their needs met in the Ham/Rich area.

This will mean that more children will be able to access mainstream school with additional support for their special educational needs.

The proposal provides more choice for parents if they wish their child to remain in mainstream school.

In turn this should reduce the pressures on 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		✓		Children and young people with EHCPs will have more opportunity to remain in a more local mainstream school.
Disability		✓		Children and young people with Communication & Interaction (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	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their sex.
Race	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their race.
Gender reassignment	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their gender reassignment.
Sexual orientation	✓			It is anticipated there would be no identifiable impact on SEND pupils due to sexual orientation
Religion or belief	✓			It is anticipated there would be no identifiable impact on SEND pupils due to religion or beliefs.
Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact on SEND pupils due to pregnancy or maternity.
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact on SEND pupils due to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?		✓		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.
...have a low income?	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their family receiving a low income.
...are carers (unpaid family or friend)?	✓			It is anticipated there would be no identifiable impact on SEND pupils who are carers.
..... are from the Armed Forces Community	✓			It is anticipated there would be no identifiable impact on SEND pupils who are from the Armed Forces Community.

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)	
North Yorkshire wide	
Craven	
Hambleton	✓
Harrogate	
Richmondshire	
Ryedale	
Scarborough	
Selby	
If you have ticked one or more areas, will specific town(s)/village(s) be particularly impacted? If so, please specify below.	
The TMPs will provide additional places at the resource base for those children and young people in their locality.	

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc. The proposals may have an impact on children with a combination of protected characteristics. However, this should be a positive impact as more children with EHCPs can have their needs met locally.
--

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

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

Since the roll out of the targeted mainstream provisions in 2020 there are now sixteen TMPs open across NY with another 5 due in the next academic year.

These have already shown to have a positive impact on the development of the young people attending.

This TMP will provide much needed provision in the Ham/Ric area for primary age pupils with SEND.

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

The local authority will be working closely with the school to ensure that the additional targeted mainstream provision places are set up effectively and the school will continue to receive high levels of advice and guidance. The targeted mainstream provision staff will receive support from the C&I SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified.

Termly monitoring visits will continue detailing the progress in development of the provisions.

Parent and children and young people will be asked for feedback on an annual basis as part of the annual review process and an annual report produced by the Head Teacher.

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 the schools	C&I lead	Summer 2026		Inclusion Management Team
SLA sign off	LA	Summer 2026		Contract management by LA
Termly monitoring visits	C&I lead	Termly from Autumn 2026		Inclusion Management Team
HT annual report	HT	September 2027		Inclusion Management Team

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 additional places at the targeted mainstream provision will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school in the Ham/Rich area.

Alverton Primary School staff and young people will have access to a wider range of specialised training and professionals to meet need including therapists, specialist staff and practitioners.

Section 14. Sign off section

This full EIA was completed by:

Name: Wendy Butterfield

Job title: Lead SEND Development Officer

Directorate: CYPS - Inclusion

Signature: W Butterfield

Completion date: 19.08.2025

Authorised by relevant Assistant Director (signature):

Date:

Climate change impact assessment

The purpose of this assessment is to help us understand the likely impacts of our decisions on the environment of North Yorkshire and on our aspiration to achieve net carbon neutrality by 2030, or as close to that date as possible. The intention is to mitigate negative effects and identify projects which will have positive effects.

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If you have any additional queries which are not covered by the guidance please email climatechange@northyorks.gov.uk

Version 2: amended 11 August 2021

Please note: You may not need to undertake this assessment if your proposal will be subject to any of the following:

Planning Permission
Environmental Impact Assessment
Strategic Environmental Assessment

However, you will still need to summarise your findings in the summary section of the form below.

Please contact climatechange@northyorks.gov.uk for advice.

Title of proposal	School Organisation
Brief description of proposal	Proposal to add provision for Special Educational Needs in the form of Targeted Mainstream Provision at St Martin's CofE Primary School
Directorate	CYPS
Service area	Inclusion
Lead officer	Chris Reynolds
Names and roles of other people involved in carrying out the impact assessment	Wendy Butterfield
Date impact assessment started	23 December 2025

Options appraisal

Were any other options considered in trying to achieve the aim of this project? If so, please give brief details and explain why alternative options were not progressed.

The Council 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 results of this consultation were reported to the Executive on 24 March 2020.

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, detailing estimated savings or costs where this is possible.

As set out in the report to Executive, there will be additional revenue and capital costs.

How will this proposal impact on the environment?		Positive impact (Place a X in the box below where relevant)	No impact (Place a X in the box below where relevant)	Negative impact (Place a X in the box below where relevant)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
Minimise greenhouse gas emissions e.g. reducing emissions from travel, increasing energy efficiencies etc.	Emissions from travel	X			This targeted mainstream provision may reduce travel as pupils are enabled to attend a school or provision locally, where they can make friends and be part of their local community, rather than access provision located further from their home.		
	Emissions from construction			X	Capital investment will be required to ensure that the space identified for the targeted mainstream provision is fit for purpose		
	Emissions from running of buildings		X				
	Emissions from data storage		X				
	Other						

How will this proposal impact on the environment? N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.	Positive impact (Place a X in the box below where relevant)	No impact (Place a X in the box below where relevant)	Negative impact (Place a X in the box below where relevant)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
Minimise waste : Reduce, reuse, recycle and compost e.g. reducing use of single use plastic		X				
Reduce water consumption		X				
Minimise pollution (including air, land, water, light and noise)		X		N/A		
Ensure resilience to the effects of climate change e.g. reducing flood risk, mitigating effects of drier, hotter summers		X		N/A		
Enhance conservation and wildlife		X		N/A		

How will this proposal impact on the environment?	Positive impact (Place a X in the box below where relevant)	No impact (Place a X in the box below where relevant)	Negative impact (Place a X in the box below where relevant)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.						
Safeguard the distinctive characteristics, features and special qualities of North Yorkshire's landscape		X		N/A		
Other (please state below)						

Are there any recognised good practice environmental standards in relation to this proposal? If so, please detail how this proposal meets those standards.
N/A

Summary Summarise the findings of your impact assessment, including impacts, the 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.

There is likely to be an ongoing positive impact on traffic emissions as the targeted mainstream provision may reduce travel as pupils are enabled to attend a school or provision locally, where they can make friends and be part of their local community, rather than access provision located further from their home. There may be a one-off negative impact on construction emissions associated with the minor capital investment required to ensure that the space identified for the targeted mainstream provision is fit for purpose.

The school site itself is owned by the County Council which has developed a carbon reduction plan to help reach a target of net-zero neutrality for the council by 2030, or as near to that date as possible.

Sign off section

This climate change impact assessment was completed by: Wendy Butterfield

Name	Wendy Butterfield
Job title	Lead SEND Development Officer
Service area	Inclusion
Directorate	CYPS
Signature	W Butterfield
Completion date	December 2025

Authorised by relevant Assistant Director (signature):

Date:

Climate change impact assessment

The purpose of this assessment is to help us understand the likely impacts of our decisions on the environment of North Yorkshire and on our aspiration to achieve net carbon neutrality by 2030, or as close to that date as possible. The intention is to mitigate negative effects and identify projects which will have positive effects.

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Version 2: amended 11 August 2021

Please note: You may not need to undertake this assessment if your proposal will be subject to any of the following:

Planning Permission
Environmental Impact Assessment
Strategic Environmental Assessment

However, you will still need to summarise your findings in the summary section of the form below.

Please contact climatechange@northyorks.gov.uk for advice.

Title of proposal	School Organisation
Brief description of proposal	Proposal to add provision for Special Educational Needs in the form of Targeted Mainstream Provision at Selby High School
Directorate	CYPS
Service area	Inclusion
Lead officer	Chris Reynolds
Names and roles of other people involved in carrying out the impact assessment	Wendy Butterfield
Date impact assessment started	23 December 2025

Options appraisal

Were any other options considered in trying to achieve the aim of this project? If so, please give brief details and explain why alternative options were not progressed.

The Council 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 results of this consultation were reported to the Executive on 24 March 2020.

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, detailing estimated savings or costs where this is possible.

As set out in the report to Executive, there will be additional revenue and capital costs.

How will this proposal impact on the environment?		Positive impact (Place a X in the box below where relevant)	No impact (Place a X in the box below where relevant)	Negative impact (Place a X in the box below where relevant)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
Minimise greenhouse gas emissions e.g. reducing emissions from travel, increasing energy efficiencies etc.	Emissions from travel	X			This targeted mainstream provision may reduce travel as pupils are enabled to attend a school or provision locally, where they can make friends and be part of their local community, rather than access provision located further from their home.		
	Emissions from construction			X	Capital investment will be required to ensure that the space identified for the targeted mainstream provision is fit for purpose		
	Emissions from running of buildings		X				
	Emissions from data storage		X				
	Other						

How will this proposal impact on the environment?	Positive impact (Place a X in the box below where relevant)	No impact (Place a X in the box below where relevant)	Negative impact (Place a X in the box below where relevant)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
Minimise waste : Reduce, reuse, recycle and compost e.g. reducing use of single use plastic		X				
Reduce water consumption		X				
Minimise pollution (including air, land, water, light and noise)		X		N/A		
Ensure resilience to the effects of climate change e.g. reducing flood risk, mitigating effects of drier, hotter summers		X		N/A		
Enhance conservation and wildlife		X		N/A		

How will this proposal impact on the environment?	Positive impact (Place a X in the box below where relevant)	No impact (Place a X in the box below where relevant)	Negative impact (Place a X in the box below where relevant)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.						
Safeguard the distinctive characteristics, features and special qualities of North Yorkshire's landscape		X		N/A		
Other (please state below)						

Are there any recognised good practice environmental standards in relation to this proposal? If so, please detail how this proposal meets those standards. N/A

Summary Summarise the findings of your impact assessment, including impacts, the 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.

There is likely to be an ongoing positive impact on traffic emissions as the targeted mainstream provision may reduce travel as pupils are enabled to attend a school or provision locally, where they can make friends and be part of their local community, rather than access provision located further from their home. There may be a one-off negative impact on construction emissions associated with the minor capital investment required to ensure that the space identified for the targeted mainstream provision is fit for purpose.

The school site itself is owned by the County Council which has developed a carbon reduction plan to help reach a target of net-zero neutrality for the council by 2030, or as near to that date as possible.

Sign off section

This climate change impact assessment was completed by: Wendy Butterfield

Name	Wendy Butterfield
Job title	Lead SEND Development Officer
Service area	Inclusion
Directorate	CYPS
Signature	W Butterfield
Completion date	December 2025

Authorised by relevant Assistant Director (signature):

Date:

Climate change impact assessment

The purpose of this assessment is to help us understand the likely impacts of our decisions on the environment of North Yorkshire and on our aspiration to achieve net carbon neutrality by 2030, or as close to that date as possible. The intention is to mitigate negative effects and identify projects which will have positive effects.

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Version 2: amended 11 August 2021

Please note: You may not need to undertake this assessment if your proposal will be subject to any of the following:

Planning Permission
Environmental Impact Assessment
Strategic Environmental Assessment

However, you will still need to summarise your findings in the summary section of the form below.

Please contact climatechange@northyorks.gov.uk for advice.

Title of proposal	School Organisation
Brief description of proposal	Proposal to transfer the responsibility for the running of the Targeted Mainstream Provision at Thirsk School and Sixth Form
Directorate	CYPS
Service area	Inclusion
Lead officer	Chris Reynolds
Names and roles of other people involved in carrying out the impact assessment	Wendy Butterfield
Date impact assessment started	23 December 2025

Options appraisal

Were any other options considered in trying to achieve the aim of this project? If so, please give brief details and explain why alternative options were not progressed.

The Council 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 results of this consultation were reported to the Executive on 24 March 2020.

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, detailing estimated savings or costs where this is possible.

As set out in the report to Executive, there will be additional revenue and capital costs.

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How will this proposal impact on the environment?		Positive impact (Place a X in the box below where)	No impact (Place a X in the box below where)	Negative impact (Place a X in the box below where)	Explain why will it have this effect and over what timescale?	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.					Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents		
	Emissions from travel		X				

How will this proposal impact on the environment?		Positive impact (Place a X in the box below where)	No impact (Place a X in the box below where)	Negative impact (Place a X in the box below where)	Explain why will it have this effect and over what timescale?	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.					Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents		
Minimise greenhouse gas emissions e.g. reducing emissions from travel, increasing energy efficiencies etc. Page 87	Emissions from construction		X				
	Emissions from running of buildings		X				
	Emissions from data storage		X				
	Other						
Minimise waste : Reduce, reuse, recycle and compost e.g. reducing use of single use plastic			X				
Reduce water consumption			X				
Minimise pollution (including air, land, water, light and noise)			X				

How will this proposal impact on the environment?	Positive impact (Place a X in the box below where)	No impact (Place a X in the box below where)	Negative impact (Place a X in the box below where)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.						
Ensure resilience to the effects of climate change e.g. reducing flood risk, mitigating effects of drier, hotter summers		X				
Enhance conservation and wildlife		X				
Safeguard the distinctive characteristics, features and special qualities of North Yorkshire's landscape		X				
Other (please state below)						

Are there any recognised good practice environmental standards in relation to this proposal? If so, please detail how this proposal meets those standards.
N/A

Summary Summarise the findings of your impact assessment, including impacts, the 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.

There is expected to be no impact following the transfer of responsibility.

The school site itself is owned by the County Council which has developed a carbon reduction plan to help reach a target of net-zero neutrality for the council by 2030, or as near to that date as possible.

Sign off section

This climate change impact assessment was completed by: Wendy Butterfield

Name	Wendy Butterfield
Job title	Lead SEND Development Officer
Service area	Inclusion
Directorate	CYPS
Signature	W Butterfield
Completion date	December 2025

Authorised by relevant Assistant Director (signature):

Date:

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Climate change impact assessment

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Version 2: amended 11 August 2021

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Planning Permission
Environmental Impact Assessment
Strategic Environmental Assessment

However, you will still need to summarise your findings in the summary section of the form below.

Please contact climatechange@northyorks.gov.uk for advice.

Title of proposal	School Organisation
Brief description of proposal	Proposal to increase the commissioned places at the Targeted Mainstream Provision at Alverton Primary School, from 8 to 16.
Directorate	CYPS
Service area	Inclusion
Lead officer	Chris Reynolds
Names and roles of other people involved in carrying out the impact assessment	Wendy Butterfield
Date impact assessment started	23 December 2025

Options appraisal

Were any other options considered in trying to achieve the aim of this project? If so, please give brief details and explain why alternative options were not progressed.

The Council 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 results of this consultation were reported to the Executive on 24 March 2020.

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, detailing estimated savings or costs where this is possible.

As set out in the report to Executive, there will be additional revenue and capital costs.

Page 92

How will this proposal impact on the environment?		Positive impact (Place a X in the box below where)	No impact (Place a X in the box below where)	Negative impact (Place a X in the box below where)	Explain why will it have this effect and over what timescale?	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.					Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents		
Minimise greenhouse gas emissions e.g. reducing emissions from	Emissions from travel	X			The additional places at the targeted mainstream provision may reduce travel as pupils are enabled to attend a school or		

How will this proposal impact on the environment?		Positive impact (Place a X in the box below where)	No impact (Place a X in the box below where)	Negative impact (Place a X in the box below where)	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
travel, increasing energy efficiencies etc.					provision locally, where they can make friends and be part of their local community, rather than access provision located further from their home.		
	Emissions from construction			X	Capital investment will be required to ensure that the space identified for the targeted mainstream provision is fit for purpose		
	Emissions from running of buildings		X				
	Emissions from data storage		X				
	Other						
Minimise waste : Reduce, reuse, recycle and compost e.g. reducing use of single use plastic			X				
Reduce water consumption			X				

How will this proposal impact on the environment? N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.	Positive impact (Place a X in the box below where	No impact (Place a X in the box below where	Negative impact (Place a X in the box below where	Explain why will it have this effect and over what timescale? Where possible/relevant please include: • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents	Explain how you plan to mitigate any negative impacts.	Explain how you plan to improve any positive outcomes as far as possible.
Minimise pollution (including air, land, water, light and noise)		X		N/A		
Ensure resilience to the effects of climate change e.g. reducing flood risk, mitigating effects of drier, hotter summers		X		N/A		
Enhance conservation and wildlife		X		N/A		
Safeguard the distinctive characteristics, features and special qualities of North Yorkshire's landscape		X		N/A		
Other (please state below)						

Are there any recognised good practice environmental standards in relation to this proposal? If so, please detail how this proposal meets those standards.
N/A

Summary Summarise the findings of your impact assessment, including impacts, the 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.
There is likely to be an ongoing positive impact on traffic emissions as the targeted mainstream provision may reduce travel as pupils are enabled to attend a school or provision locally, where they can make friends and be part of their local community, rather than access provision located further from their home. There may be a one-off negative impact on construction emissions associated with the minor capital investment required to ensure that the space identified for the targeted mainstream provision is fit for purpose. The school site itself is owned by the County Council which has developed a carbon reduction plan to help reach a target of net-zero neutrality for the council by 2030, or as near to that date as possible.

Sign off section	
This climate change impact assessment was completed by: Wendy Butterfield	
Name	Wendy Butterfield
Job title	Lead SEND Development Officer
Service area	Inclusion
Directorate	CYPS
Signature	W Butterfield
Completion date	December 2025

Authorised by relevant Assistant Director (signature):

Date:

NORTH YORKSHIRE COUNCIL

CORPORATE DIRECTOR MEETING WITH EXECUTIVE MEMBERS

17 MARCH 2026

HIGH NEEDS BUDGET 2026-27

REPORT OF THE CORPORATE DIRECTOR - CYPS

1.0 PURPOSE OF REPORT

- 1.1 This report summarises the expected budget for the High Needs Block in 2026-27 and outlines the extent of the anticipated financial pressure.

2.0 SUMMARY

- 2.1 On 13 February 2026, Full Council approved a recommendation (7.1f) from a Joint Report of the Chief Executive and the Corporate Director, Resources that:

“...the Corporate Director – Children and Young People’s Service is authorised, in consultation with the Corporate Director, Resources and the Executive Members for Schools and Finance, to take the final decision on the allocation of the [High Needs Block].”

- 2.2 This paper outlines the high-level High Needs Block funding position, the anticipated expenditure and projected in-year deficit position. The outline includes information on the current and projected accumulated deficit position. The paper also refers to decisions made by Executive on 6 January 2026 in relation to Special School budgets and E3 top-up banding payments as well as mitigating actions that the local authority is exploring to reduce the unfunded financial pressure.

3.0 HIGH NEEDS FUNDING

- 3.1 The anticipated overall High Needs Block allocation available for North Yorkshire in 2026-27 is £93.2m. This allocation is inclusive of the grant funding (£5.08m) previously allocated to the High Needs budget outside of the Dedicated Schools Grant (DSG) which has been rolled into the High Needs DSG for the 2026-27 financial year. The 2026-27 High Needs DSG has remained “cash flat” at the 2025-26 funding level after accounting for the rolled in grant funding. The High Needs DSG initial funding allocation is reduced by the Department for Education (DfE) in relation to funding provided directly to academies and for some post-16 provision. It also includes an anticipated import/export adjustment (adjustments made to reflect cross-border movement of pupils living in one local authority who attend provision in another; adjustments for 2026-27 will be finalised by the DfE in early Summer 2026). The anticipated total deductions amount to an estimated £14.18m resulting in a net funding allocation to the local authority of £79.04m. In addition, the Executive on the 6 January 2026 approved a funding transfer of 0.5% (£2.4m) from the Schools Block DSG to the

High Needs Block DSG for the 2026-27 financial year; this transfer was supported by the North Yorkshire Schools Forum.

- 3.2 The final High Needs Block figure will not be known until June 2026 following confirmation of the import/export adjustment. **Table 1** summarises the anticipated funding position.

Table 1: HNB Funding Position

	2025-26 £m	2026-27 £m	Variance £m
High Needs Block Allocation	88.142	93.217*	5.075***
DfE Deductions	(11.964)	(14,179)**	(2.215)
North Yorkshire LA Allocation	76.178	79.038	2.860
0.5% Schools Block Transfer		2.409	2.409
Total High Needs Block Funding	76.178	81.447	5.269

* Latest High Needs DSG funding position provided by DfE

** These figures are the LA's latest prediction as at 06/03/26

***"Rolled in" grant funding previously received outside of High Needs DSG

- 3.3 On 9th February 2026, as part of the publication of the Final Local Government Finance Settlement, the Department for Education (DfE) published an explanatory note on the government's approach to Dedicated Schools Grant deficits. Support will be provided in phases. The first phase will address historic deficits accrued up to the end of 2025-26. All local authorities with a SEND deficit will be eligible in 2026-27 to receive a High Needs Stability Grant covering 90% of their DSG deficit accrued up to the end of 2025-26.
- 3.4 The DfE will confirm the detail on further support for deficits arising in 2026-27 and 2027-28 before the statutory accounting override set out in Regulation 30L of The Local Authorities (Capital Finance and Accounting) (England) Regulations 2003 ends from 1 April 2028. From 2028-29, SEND spending will be covered by the overall government DEL budget, meaning local authorities will not be expected to fund future SEND costs from general funds, once the Statutory Override ends at the end of 2027-28.
- 3.5 The note describes that the DfE will calculate a High Needs Stability Grant that will be payable to individual local authorities. Allocations of the High Needs Stability Grant must be used exclusively to extinguish an amount of the local authority's Dedicated Schools Grant deficit that is recognised in the unusable reserve as at 31 March 2026.
- 3.6 The calculation of the High Needs Stability Grant will cover 90% of historic deficits accrued up to the end of 2025-26 and with reference to a full range of sources on local authority expenditure including comparisons of Section 251 data, draft and published Dedicated Schools Grant notes, DSG s151 assurance sign-off, Revenue Outturn (RO) data and published accounts. Any proportion of the historic deficit up to 2025-26 not covered by grant ("the residual deficit") will remain in the associated statutory reserve. At the time of writing this report, there remained a degree of uncertainty with regard to how the Department for Education will calculate the High Needs Stability Grant and, therefore, the value of any such grant remains uncertain.
- 3.7 The total eligible DSG deficit will "...not include overspends to DSG for matters other than high needs including, but not limited to, charges relating to Equal Pay claims or overspends on other blocks within the DSG, e.g. early years. DfE will continue to

scrutinise local authority DSG accounts on an ongoing basis to identify discrepancies and significant fluctuations, as well as potential ineligible spend. Such spending will be deducted from the total DSG balance before calculating the 90% grant.”

- 3.8 Allocations of the High Needs Stability Grant will be paid in Autumn 2026 subject to each local authority developing and submitting to the Department for Education a Local SEND reform plan which is then approved as meeting the required criteria. Local authorities are expected to set out a clear pathway towards an inclusive system in line with the wider vision for SEND reform. The SEND reform plan will need to be developed collaboratively by local area partnerships – including schools, health, early years settings and post-16 providers – to ensure the plan reflects the shared responsibility of the whole local system in supporting children and young people.
- 3.9 For deficits that arise in 2026-27 and 2027-28, the Department for Education has not yet published guidance on how they will be treated. However, in the published information, local authorities are expected to continue to take an appropriate and proportionate approach, including with reference to best practice. The Department will also provide North Yorkshire with advisers to help ensure that spending is “effective, efficient, and focussed in improving outcomes for children and young people”.
- 3.10 Changes in government regulations since January 2020 effectively prohibit the local authority from using its general resources to fund any overspend in the High Needs Block (and any other DSG blocks). However, the local authority has chosen to set aside a provision to mirror any projected in-year High Needs Block deficits in order to adhere to its sound and prudent financial management principles. This mirror provision protects the local authority’s financial position against the risk presented by under-funded statutory duties as well as the time-limited statutory override position (**see section 8.2**). This provision will continue to be held in place until clarity has been provided on how the full high needs deficit will be funded.
- 3.11 The “cash flat” national funding quantum for the High Needs DSG for the 2026-27 financial year does not enable local authorities to respond to the combination of pay and price inflation and increased demand for support. Inequities in the distribution of resources between local authorities need to be addressed. The Public Accounts Committee’s report¹ into “Support for children and young people with special educational needs” found that the SEND system “...is reaching, or, arguably, has already reached, crisis point. Despite a 58% increase in the [DfE’s] high needs funding over the last decade, funding has not kept pace with demand following a 140% increase in the number of children with education, health and care (EHC) plans. Outcomes for children have not improved which inevitably undermines parents’ confidence in the system.” It goes on to say that: “[A]s well as not delivering outcomes, the SEN system is unaffordable, placing a significant strain on local authorities’ finances. Most worryingly, government does not know how it will address immediate financial challenges faced by local authorities where, for many years, local authority spending has outstripped departmental high-needs funding, leading to substantial deficits. Local authorities now face the prospect of these deficits, which could total £4.6 billion, hitting their books in March 2026 and impacting their wider finances....the gap between high-needs annual funding and forecast costs looks set to rise further, with an estimated £3.4 billion mismatch in 2027-28”

¹ Support for children and young people with special educational needs, Public Accounts Committee, published on 15 January 2025 available at:
<https://committees.parliament.uk/publications/46238/documents/231788/default/>

- 3.12 The local authority is ranked 146 out of 151 local authorities in terms of revenue funding per head (2-18 population). The way that the Department for Education determine how much each local authority receives depends on several factors, including:
- Historic spend factor – this bears no resemblance to the needs of today and means local authorities with similar SEND responsibilities can receive different funding levels
 - Deprivation factors – which do not mirror demand in North Yorkshire
 - To put this into context, North Yorkshire received £797 per pupil in 2025-26; the top-funded local authority gets £1,738 per pupil.

4.0 HIGH NEEDS BUDGETS

- 4.1 The proposed budget for High Needs has been prepared building in provisional estimates for increased numbers of children and young people assessed as requiring Education, Health and Care Plans. This reflects recent trends, known planned movements and best estimates of future demand. The proposed High Needs Budget for 2026-27 is outlined in **Table 2** below:

Table 2: High Needs Budget

	2026-27
	£k
High Needs Commissioning	88,679
Alternative Provision	1,239
Inclusion	1,820
Hubs & SEN Provision	3,362
Financial Support	54
DSG Overheads	420
Estimated Spending	95,574
Estimated Funding	79,038
Estimated 0.5% Block Transfer	2,409
Estimated In-year Deficit	14,127
Projected In-year Deficit	14,127
Projected Accumulated Deficit B/f	27,447
Projected Accumulated Deficit C/f	41,574

- 4.2 In total, anticipated expenditure in 2026-27 amounts to c.£95.6m with a provisional projected shortfall of £14.1m. It should be noted that c.93% of anticipated spend is within High Needs Commissioning. This principally funds special school commissioned places and top-up funding, mainstream Element 3 top-up funding, independent and non-maintained special school commissioned places and special provision institution (SPI) commissioned places. The figures included in section 4.1 reflect the latest estimates and will be closely monitored throughout the year.

- 4.3 For financial planning purposes, the 2026-27 High Needs Commissioning budget supports approximately 6,400 FTE children and young people assessed as requiring Education, Health and Care Plans (EHCPs). In reality, the number of children currently supported is in excess of this. The financial planning assumptions indicate that there will be an increase of approximately 1,000 children and young people financially supported through EHCPs in 2026-27 in different types of provision.
- 4.4 The High Needs Commissioning Budget of £88,679k represents the single largest area of spending; most of the financial pressure in the last three years has been in this area. The budget, outlined in **Table 3**, comprises:

Table 3: High Needs Commissioning Budget 2026-27

	£k	%
North Yorkshire Special Schools	26,867	30.3
Independent and Non-maintained Special Schools	18,876	21.3
North Yorkshire Mainstream School E3 Top-up Funding	15,042	17.0
Other Local Authority provision	4,340	4.8
PRU's	3,878	4.4
Special Provision Institutions	3,620	4.1
Pooled Budget	3,174	3.6
Education Other Than at School (EOTAS)	2,801	3.2
FE Colleges	2,757	3.1
Personalised Learning Pathways	2,495	2.8
Targeted Mainstream Provision	2,196	2.5
Independent Learning Providers (ILP's)	1,569	1.8
Early Years	939	1.0
Other	125	0.1
Total	88,679	100

- 4.5 47.3% of the High Needs Commissioning is spent directly with schools and academies in North Yorkshire, with 30% targeted at supporting the ten special schools in North Yorkshire to develop and deliver provision to meet the needs of children and young people locally. However, c.£20m is spent on approximately 300 places in independent and non-maintained special schools. This represents over 20% of the High Needs Commissioning Budget and represents an increase in absolute cost and an increase in overall share of the total spend compared with 2025-26. This continues to represent a high per pupil cost to the overall budget.

5.0 SPECIAL SCHOOLS

- 5.1 The local special schools funding formula for 2026-27 was agreed by Executive on 6 January 2026, taking into account the following specific aspects of the budget allocations:
- The specific operation of the Minimum Funding Guarantee (MFG) for special schools;

- The requirements placed on local authorities by the DfE for the allocation of the additional High Needs funding in 2023-24;
- 5.2 The Minimum Funding Guarantee (MFG) is a protection for special schools against seeing a reduction in funding from year to year assuming that the number and type of places remain the same. The DfE determined that this rate should be set at 0% for Special schools for the 2026-27 financial year.
- 5.3 The Executive confirmed approval for Banded Funding allocations for 2026-27 providing a 2% increase on the 2025-26 financial year funding levels. Allocations for 2026-27 are outlined in **Table 4**.

Table 4: Element 3 Banding Allocations

	Funding Rates 2026-27
Band 3	£0
Band 4	£1,890
Band 5	£4,160
Band 6	£6,000
Band 7	£9,170
Band 8	£10,960
Band 9	£15,200
Band 10*	£20,000*

*actual allocations dependent on Placement Resource Panel evaluation

- 5.4 Executive approval was also provided for a 2% increase on the factor elements within the Special Schools Contextual Funding for 2026-27 compared to the 2025-26 financial year funding levels.
- 5.5 Special school funding statements have been prepared and shared with North Yorkshire special schools reflecting the above decisions, alongside accompanying guidance on how the formula allocations have been determined and incorporating the assessment of the commissioned places for the 2026-27 academic year.
- 5.6 The Special School budget for 2026-27 is based upon a combination of 1,273 North Yorkshire Pupils commissioned places for the 2025-26 academic year and 1,371 commissioned places for the 2026-27 academic year. Due to open in September 2026 is a new Secondary Autism provision in Harrogate - these places are not in the commissioned numbers but are accounted for in the budget. However, there continues to be a need to enhance capacity further, both in terms of the overall level of capacity in the sector and meeting specific gaps in the existing range of provisions. Furthermore, the development of significant additional capacity (through the development of the two free schools in Selby and Northallerton) are a cornerstone of our High Needs programme as forecasts indicate that we will be able to support a significant number of young people in specialist provisions who would otherwise need support through an independent sector placement.
- 6.0 PUPIL REFERRAL SERVICE
- 6.1 The Pupil Referral Service/ Alternative Provision budget for 2026-27 has been constructed on the basis that planned secondary commissioned places at all settings will be at the same level of local authority commissioned places in the 2026-27

academic year as in the 2025-26 academic year (i.e. 168 places). Top-up funding allocations (Element 3 funding) and preventative place funding allocations will be increased in line with the inflationary uplift described in **section 5** above.

- 6.2 The Local Authority has maintained the number of secondary preventative places for the 2026-27 academic year at the same level as in the 2025-26 academic year. The uptake of these preventative places does vary between establishments and whilst some establishments have made significant positive progress in increasing the number of young people through this route, that position is not universal.
- 6.3 The Local Authority has recently consulted on the move to create primary commissioned places to meet our statutory duty for 6th day provision. The 2026-27 budget has provision to potentially allow for this transition during the 2026-27 academic year.

7.0 NEXT STEPS

- 7.1 The local authority has adopted a transformational approach to high needs identifying mitigating actions to reduce the growth of the financial pressure. This includes the co-production of an ordinarily available inclusive mainstream framework to systemically support pupils with additional needs to access local, mainstream provision. Improvements to SEN administration, assessment and co-ordination have been progressed with improvements in timeliness of assessment. During 2026, a digital EHCP will start to be rolled out to support more efficient and streamlined processes. The local authority has, over several years, expanded specialist provision both within special schools and through targeted mainstream provision. New special schools are planned for Selby and Northallerton whilst the local authority has in recent years completed significant capital developments at Welburn Hall School, Skipton, Harrogate and Springwater.
- 7.2 The local authority will carefully consider the White Paper, 'Every child achieving and thriving' and will respond to the associated consultation paper. Local authorities are required to produce a Local SEND Reform Plan – which will need to be approved by DfE prior to the approval of any High Needs Stability Grant payment.

8.0 **FINANCIAL IMPLICATIONS**

- 8.1 The financial implications of the High Needs Block budget position are outlined in sections 3 through to section 6. The summary position is that there is a projected in-year deficit of £14.1m. An equivalent mirror LA provision has been established in the Budget agreed by Full Council on 13 February 2026. This will be held until the funding of the entire high needs deficit has been confirmed.
- 8.2 In 2020, the government introduced a statutory override for a period of three years (up to end of March 2023) that meant that local authority DSG deficits could be separated from their wider accounts. The government agreed an extension of the DSG statutory override for a further three years (up to end of March 2026) to provide time to work with local authorities to implement sustainable change, underpinned by (i) wider reform through the publication of the Department for Education's (DfE) SEND and AP Improvement Plan in early 2023, and (ii) Safety Valve and Delivering Better Value in

SEND intervention programmes. The Statutory Instrument (SI): Local Authorities (Capital Finance and Accounting) (England) (Amendment) (No.2) Regulations 2022 came into force in December 2022. The Department for Education confirmed a further extension of the statutory override to 31 March 2028.

- 8.3 On 9th February 2026, as part of the publication of the Final Local Government Finance Settlement, the Department for Education (DfE) published an explanatory note on the government's approach to Dedicated Schools Grant deficits. Support will be provided in phases. The first phase will address historic deficits accrued up to the end of 2025-26. All local authorities with a SEND deficit will be eligible in 2026-27 to receive a High Needs Stability Grant. The DfE will confirm the detail on further support for deficits arising in 2026-27 and 2027-28 before the statutory accounting override set out in Regulation 30L of The Local Authorities (Capital Finance and Accounting) (England) Regulations 2003 ends from 1 April 2028. From 2028-29, SEND spending will be covered by the overall government DEL budget, meaning local authorities will not be expected to fund future SEND costs from general funds, once the Statutory Override ends at the end of 2027-28.
- 8.4 The local authority consulted schools on the transfer of 0.5% funding from the Schools Block to the High Needs Block in recognition of the unprecedented and acute financial pressure on funding SEND services. The majority of responses to the consultation supported a funding transfer and the proposed funding transfer of 0.5% (£2.409m) was supported by the Schools Forum.
- 8.5 Whilst the 2026-27 local authority budget provision for high needs mirrors the projected accumulated high needs deficit, ensuring that there is sufficient LA reserve provision to meet any accumulated high needs deficit is dependent on:
- the final 2025-26 high needs block outturn position;
 - refinement, agreement, and delivery of mitigating actions to reduce the high needs financial pressure;
 - demand remaining in line with budgeted assumptions;
 - close management oversight of demand and cost pressures to ensure that they remain consistent with budgeted assumptions.

9.0 LEGAL IMPLICATIONS

- 9.1 The Council is under statutory duties to deliver special educational provision contained in a pupil's Education, Health and Care Plan for those pupils that live within our area.
- 9.2 The Council is under a statutory duty to ensure that it keeps education and social care provision under review for children and young people who have special educational needs or a disability. The Council must consider the extent to which the provision is sufficient to meet the educational needs, training needs and social care needs of the children and young people concerned.
- 9.3 The Council is also under statutory duties regarding the authority's finances, and how it manages the High Needs Budget.

10.0 EQUALITIES IMPLICATIONS

- 10.1 The Council must demonstrate that it pays due regard in developing budget proposals and in its decision-making processes to eliminate discrimination, advance equality of

opportunity, and foster good relations between different people when carrying out their activities with regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This includes taking account of the additional compounding factors such as the rural nature of the Council's geography and the cumulative impact of proposals on groups with protected characteristics. The impact of proposals and decisions on the Council's activities as a service provider and an employer must be considered.

- 10.2 The Council has carried out an equality impact assessment (EIA) to highlight which protected groups may be affected by the proposed High Needs Budget in 2026-27, to identify any emerging themes and cumulative impacts, and to consider them within evidence gathering and more detailed EIAs. Executive Members are required to read the EIA to inform their decision-making and ensure legal compliance with the public sector equality duty under the Equality Act 2010. There must be conscientious consideration by Executive Members, as decision-makers, of the impact of the proposed High Needs Budget on the relevant groups. This duty cannot simply be discharged by officers and due regard must be paid by Executive Members.
- 10.3 Pursuant to Section 149 Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:
- (a) eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 10.4 An Equality Impact Assessment has been completed in respect of the proposed High Needs Block Budget for 2026-27 and it can be found at **Appendix 1**. It is anticipated that there will be no impact on any persons with protected characteristics as defined by the Equality Act 2010. Any potential adverse impacts will be mitigated by the fact that the Council has statutory duties to deliver all special educational provision in a pupils Education, Health and Care Plan. Any further proposals brought forward will be reviewed and assessed and individual EIAs will be undertaken as appropriate.

11.0 CLIMATE CHANGE IMPLICATIONS

- 11.1 No climate change or environmental implications have been identified, through the completion of a Climate Change Impact Assessment (CCIA) (Initial Screening Form), with the High Needs Block Budget 2026-27 proposals outlined in this report. The CCIA can be found at **Appendix 2**.

12.0 REASONS FOR RECOMMENDATIONS

- 12.1 As outlined in **section 2**, it is the responsibility of the Corporate Director – CYPS, in conjunction with the Corporate Director, Resources and the Executive Members for Finance and Schools to take a decision on the High Needs Budget for 2026-27. Recommendation 7.1f in a Joint Report of the Chief Executive and Corporate Director,

Resources which was approved by Full Council on 13 February 2026 sets out the delegated authority for this decision.

13.0 RECOMMENDATIONS

The Corporate Director – CYPS, in conjunction with the Corporate Director, Resources and the Executive Members for Finance and Schools are asked to:

- i) note the financial position and financial projections within the High Needs Block for 2026-27
- ii) approve the High Needs Block budget set out in **Table 2** and **Table 3**

APPENDICES:

Appendix 1 – Equalities Impact Assessment

Appendix 2 – Climate Change Impact Assessment

BACKGROUND DOCUMENTS:

Full Council (13 February 2026): Revenue Budget for 2026-27 & Medium Term Financial Strategy to 2028-29 (Joint Report of the Chief Executive and the Corporate Director, Resources: [MTFS 26-27 Revenue Report For Full Council - Final.pdf](#)

Executive (6 January 2026): Mainstream Schools and Special Schools Budget (Report of the Corporate Director – Children and Young People's Services): [20260106 - Report - 2026-27 Mainstream School and Special School Budgets.pdf](#)

El Mayhew
Corporate Director, CYPS
County Hall
Northallerton

Gary Fielding
Corporate Director, Resources
County Hall
Northallerton

17th March 2026

Report Author – Howard Emmett, Assistant Director, Resources (CYPS)
Presenter of Report - Howard Emmett, Assistant Director – Resources (CYPS)

Note: Members are invited to contact the author in advance of the meeting with any detailed queries or questions.

Initial Climate Change Impact Assessment

The intention of this document is to help the council to gain an initial understanding of the impact of a project or decision on the environment. This document should be completed in consultation with the supporting guidance. Dependent on this initial assessment you may need to go on to complete a full Climate Change Impact Assessment. The final document will be published as part of the decision-making process.

If you have any additional queries, which are not covered by the guidance please email climatechange@northyorks.gov.uk

Title of proposal	2026-27 High Needs Budget
Brief description of proposal	The proposal relates to the setting and approval of the High Needs budget for the 2026-27 financial year. Under the Children and Families Act 2014, the Council has a statutory responsibility to support the assessed needs of the children & young people with special education needs & disabilities (SEND). Under the School Standards & Framework Act 1998 and School Early Years Finance England Regulations 2020 the Council has statutory duties to set the non-schools education budget (including the High Needs Budget). The wider budget setting by County Council members on 13 th February 2026 delegated the decision to set the High Needs Budget to the Corporate Director - Children & Young Peoples Service, in conjunction with the Corporate Director, Resources and Executive Members for Finance and Schools.
Directorate	Children and Young People's Services Directorate
Service area	Inclusion
Lead officer	Howard Emmett, Assistant Director, Resources (CYPS)
Names and roles of other people involved in carrying out the impact assessment	Sally Dunn – Head of Finance – Schools, Early Years & High Needs

The chart below contains the main environmental factors to consider in your initial assessment – choose the appropriate option from the drop-down list for each one.

Remember to think about the following;

- Travel
- Construction
- Data storage
- Use of buildings
- Change of land use
- Opportunities for recycling and reuse

Environmental factor to consider	For the county council	For the county	Overall
Greenhouse gas emissions	No effect on emissions	No Effect on emissions	No effect on emissions
Waste	No effect on waste	No effect on waste	No effect on waste
Water use	No effect on water usage	No effect on water usage	No effect on water usage
Pollution (air, land, water, noise, light)	No effect on pollution	No effect on pollution	No effect on pollution
Resilience to adverse weather/climate events (flooding, drought etc)	No effect on resilience	No effect on resilience	No effect on resilience
Ecological effects (biodiversity, loss of habitat etc)	No effect on ecology	No effect on ecology	No effect on ecology
Heritage and landscape	No effect on heritage and landscape	No effect on heritage and landscape	No effect on heritage and landscape

If any of these factors are likely to result in a negative or positive environmental impact, then a full climate change impact assessment will be required. It is important that we capture information about both positive and negative impacts to aid the council in calculating its carbon footprint and environmental impact.

Decision (Please tick one option)	Full CCIA not relevant or proportionate:	✓	Continue to full CCIA:	
Reason for decision	No environmental factor effects have been identified with the 2026-27 High Needs budget proposals.			
Signed (Assistant Director or equivalent)	Howard Emmett			
Date	5 th March 2026			

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

(Form updated May 2015)

High Needs Block Budget 2026-27

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	North Yorkshire Council: Central Services
Lead Officer and contact details	Howard Emmett - Assistant Director, Resources (CYPS)
Names and roles of other people involved in carrying out the EIA	Amanda Newbold, Assistant Director – Inclusion Sally Dunn – Head of Schools, High Needs and Early Years Finance Leanne Stables – Head of Finance (CYPS)

How will you pay due regard? e.g. working group, individual officer	This work has been overseen by the High Needs Funding Officer Group. Monitoring takes place via the Children and Young People's Leadership Team. The High Needs Funding Subgroup of the Schools Forum and the Schools Forum itself have advisory roles. Changes in budget are informed by anticipated demand pressures and known changes and DfE High Needs funding policy. The decision on the allocation of the High Needs Block Budget has been delegated to the Corporate Director – Children and Young People's Service in consultation with the Corporate Director, Resources and Executive Members for Finance and Schools.
When did the due regard process start?	Work on the High Needs Budget 2026-27 has been ongoing since Summer 2025 but has been informed by high needs funding policy over a number of years

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?)

Under the Children and Families Act 2014, the Council has a statutory responsibility to support the assessed needs of the children & young people with special education needs & disabilities (SEND). Under the School Standards & Framework Act 1998 and School Early Years Finance England Regulations 2020 the Council has statutory duties to set the non-schools education budget (including the High Needs Budget). This EIA considers the cumulative impact of changes in High Needs Budget informed by the wider budget setting by County Council members on 13th February 2026 where the decision to set the High Needs Budget was delegated to the Corporate Director - Children & Young Peoples Service in conjunction with the Corporate Director, Resources and Executive Members for Finance and Schools.

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.)

High Needs Funding provided by central government to local authorities has remained insufficient to meet the increase in the number of children and young people assessed as requiring Education, Health and Care Plans as a result of changes in the Council's statutory duty introduced through the Children and Families Act 2014. This means the Council is now facing difficult decisions on how to ensure sufficient funding is allocated to meet the needs of every child and young person with special educational needs and disabilities (SEND), while at the same time setting a balanced budget. At this stage, the full detail on the operation of the recently

announced High Needs Stability Grant is still to be provided by the DfE along with the level of funding support to be provided to North Yorkshire Council.

Following continued unprecedented increases in the number of financially supported Education, Health and Care Plans (EHCPs), financial pressure on SEND and High Needs has continued to increase in 2025-26 with a projected accumulated deficit of c.£27.4m as at 31 March 2026. In 2026-27, the financial pressure is expected to continue. Following regulation changes in early 2020, the local authority is effectively prohibited from using core council funding towards costs which should be properly funded from Dedicated Schools Grant. However, the local authority has made provision within the LA budget to mirror any High Needs deficit as part of prudent budget setting arrangements. This provision will continue to be held in place until clarity has been provided on how the full high needs deficit will be funded. The High Needs Block Budget reflects the SEND Strategic Plan which aims to improve the service offer for children & young people with SEND.

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

The local authority sought a 0.5% Block Transfer from the Schools Block to the High Needs Block for 2025-26. This was supported by a majority of schools who responded to the local authority's consultation on high needs and by Schools Forum. The 0.5% Block Transfer was approved by the Council's Executive on 6 January 2026. Element 3 top-up funding values will increase by 2% for the 2026-27 financial year compared to 2025-26 values. The planned roll-out of further Targeted Mainstream Provision (TMP) will deliver local specialist provision and may avoid some higher cost placements as a result. The local authority will also continue with the SEN Inclusion Fund (SENI) within the Early Years Block which will mitigate the overall cost applied to the High Needs Block.

A number of reviews or further developments consistent with the Strategic Plan for SEND may commence during the year and this may deliver additional 'stretch' mitigations (i.e. delivering on statutory responsibilities in a more cost-effective way.). Where that is the case, any savings proposal will be accompanied by an individual Equalities Impact Assessment where appropriate and changes reflected in future year budgets.

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?)

This assessment is based on a process of consultation and equality impact assessment built into the Council's overall High Needs Block budget development process. This has included:

- Equality impact assessments (EIAs) for previous specific budget proposals where a potential equality impact has been identified;
- On-going discussions between colleagues, the High Needs Funding subgroup of North Yorkshire Schools Forum, and special school headteachers meetings;
- Additional consideration of cumulative equality and wider community impact of proposals;
- Responses to public consultation through our website, through public meetings

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

The proposed High Needs Block Budget results in planned spending of c.£95.6m which is c.£14.1m in excess of available funding. An equivalent local authority budget provision has been established to mirror this deficit (approved by Full Council on 13th February 2026). This provision will continue to be held in place until clarity has been provided on the operation of the DfE High Needs Stability Grant and on how the full high needs deficit will be funded.

The Council expects to receive £79.0m million in High Needs Block cash funding, with an addition of a further £2.4m from the 0.5% Block Transfer, to deliver provision for children and young people with SEND and to fulfil our statutory duty under the Children and Families Act 2014.

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	✓	✓		Things will improve as follows: • A revised continuum of special education provision and a wider AP offer for North Yorkshire for secondary aged pupils will in the longer term mean a strengthened offer with improved early identification and intervention. This should result in a reduction in the numbers of pupils being excluded. • Lower numbers of permanent exclusion and negative impact of such in terms of attainment and life chances • The development of targeted mainstream provision will increase provision for secondary pupils with SEMH and capacity of schools to support children with SEMH • Local approaches and funding will allow for tailored approaches to meet needs for the secondary age group. There will be further mitigation in that for young people with an EHCP, the LA have a statutory duty to make the provision contained in that plan and for those young people who are permanently excluded it is statutory duty upon the LA to provide education. Age is not a factor in determining needs in the banded approach to top-up funding. The statutory obligations only apply to children aged 0-25. However, age is not a factor in this budget as all children aged 0-25 with SEND will be able to access the funding equally according to assessed need.

				A further mitigation for age, disability and gender is that for those with an EHCP, the LA have a statutory duty to meet the needs contained within the plan and this over-ride any other considerations, policies or resources.
Disability	✓	✓		For children and young people with a disability and special educational needs there will be a strengthened offer of special education provision which will increase the number of children and young people educated in North Yorkshire and improve their outcomes. Requests for assessment will be accompanied by clear evidence of need, interventions and provision, making it more clear what provision is required to meet needs. This will ensure that the young person receives exactly the provision they require. A further mitigation for age, disability and gender is that for those with an EHCP, the LA have a statutory duty to meet the needs contained within the plan and this over-ride any other considerations, policies or resources.
Sex (Gender)	✓	✓		A revised continuum of special education provision and a wider AP offer for North Yorkshire for secondary aged pupils of both genders will in the longer term mean a strengthened offer with improved early identification and intervention. This should reduce the numbers of pupils that are excluded. It is anticipated there would be no identifiable impact on gender as a result of setting the High Needs Budget. The SEND population of young people with EHCPs is higher among boys however as the LA have a statutory duty to meet the needs contained within the plan, this overrides any other considerations, policies or resources.
Race	✓			It is anticipated there would be no identifiable impact on specific ethnic groups as a result of setting the High Needs Budget.
Gender reassignment	✓			It is anticipated there would be no identifiable impact in relation to gender reassignment as a result of setting the High Needs Budget.
Sexual orientation	✓			It is anticipated there would be no identifiable impact in relation to sexual orientation as a result of setting the High Needs Budget.
Religion or belief	✓			It is anticipated there would be no identifiable impact on specific religious groups or beliefs as a result of setting the High Needs Budget.

Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact as a result of setting the High Needs Budget.
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact as a result of setting the High Needs Budget.

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?	✓	✓		There may be a beneficial impact on those living in rural areas as a greater range of Targeted Mainstream Provision is developed. It is anticipated this will increase the range of options and the understanding of what is available in rural areas with a clear package into adulthood within the local rural community.
...have a low income?	✓	✓		The proposals should have no or even a positive impact on low-income families. Children in AP will be overseen by a central officer who will monitor participation and progress and can intervene if any difficulties arise and are impacting on outcomes. It is anticipated there would be no identifiable impact as a result of setting the High Needs Budget

Section 8. 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. It is anticipated the proposed budget will impact more on the following: <i>Young people with special educational needs and disabilities.</i> These groups are more likely to find change challenging if changes are made to current services, they will need support to make the transition. For each child, there is a statutory process of annual reviews, which ensures that their needs are reviewed annually, and the provision is reviewed to ensure it meets their special educational needs.
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Section 9. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	✓
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or	

remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (Include any advice given by Legal Services.) The Council must set a budget for High Needs within the funding envelope available including the Council's resources approved as part of the Budget/ Medium Term Financial Strategy (MTFS) on 13 February 2026. The High Needs Budget proposal enables funding to meet projected demand, alongside provision against any deficit approved as part of the Council's Budget/ MTFS on 13 February 2026. There is a projected in-year shortfall of up to £14.1m and the proposals acknowledge that this represents a savings gap which will require further work to identify remedial budget action. Equalities impact and consultation will be developed alongside any further proposals as appropriate.	

Section 10. 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?) In addition to the regular monitoring and reporting of finances to the Schools Forum, the Strategic SEND Plan sets out a comprehensive countywide North Yorkshire Inclusion Partnership model which will provide a strategic vision across North Yorkshire. We will review performance across North Yorkshire Special Schools through regular discussions with Headteachers, Inclusion and Finance staff from special schools. Whilst this proposal incorporates decisions made by the Council on 13 February 2026 and the Executive on 6 January 2026, the proposal is principally about setting the totality of the budget available for High Needs/ SEN. The proposal has been developed with due regard to the funding made available through the High Needs Block of the DSG, and the budget provision made available through the Council. Therefore, the budget performance and system-wide performance will be reviewed by the Executive through the Quarterly performance monitoring regime.
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Section 11. 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
1. Review of implementation / impact	Howard Emmett/ Amanda Newbold	March 2027		Quarterly Performance and Finance Monitoring Arrangements CYPS SEND Programme Board
2. Consideration of further mitigating actions	Howard Emmett/Amanda Newbold	September 2026		Schools Forum

				CYPS SEND Programme Board
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Section 12. 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.

At this stage of the EIA there is no evidence to suggest that the 2026-27 High Needs Budget proposals will significantly disadvantage one or more protected characteristics

Section 13. Sign off section.

This full EIA was completed by:

Name: Sally Dunn
Job title: Head of Finance – Schools, Early Years & High Needs
Directorate: Resources Directorate
Signature: Sally Dunn

Completion date: 05/03/2026

Authorised by relevant Assistant Director (signature): Howard Emmett

Date: 09/03/2026