

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

7 June 2022

**REVIEW OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION**

**1.0 PURPOSE OF REPORT**

1.1 To seek Member approval to consult publically on school organisation proposals to add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Caedmon College, Whitby.

**2.0 BACKGROUND**

Targeted Mainstream Provision

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 focus for each being either Communication and Interaction (C&I) or Social and Emotional Mental Health (SEMH). This report seeks approval to consult publically on establishing a new C&I Targeted Mainstream provision at Caedmon College, Whitby.

2.2 The implementation of Targeted Mainstream Provisions is one aspect of the wide ranging Strategic Plan for SEND Education Provision 2018-2023. The implementation will have an impact upon the identified gap between mainstream and special school provision and provide families with an additional option. This is one aspect of the approved strategic plan that will, once fully implemented, enable the LA to better meet needs across the continuum of SEND provision and the county.

2.3 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

2.4 Caedmon College 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 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 FINANCIAL IMPLICATIONS**

#### 3.1 Revenue

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

- The new service will operate with 8 place provisions with each provision attracting planned place funding of £6,000 plus per pupil funding allocations where pupils are on roll in the unit, or £4,000 where places are empty at the point of the October census. This guarantees resources of circa £10,000 per place – in line with Special school funding arrangements
- Schools will receive “top-up funding” allocations in line with the assessment of need defined in the individual pupils EHCP using the banded funding methodology, introduced in April 2019.
- It is assumed that the “top-up funding” allocations are expenditure that the authority would have incurred regardless of this development because the EHCPs are already in place
- Start-up costs up to a maximum of £10,000 earmarked for each new provision to cover learning resources, IT Revenue costs and a provision for staff learning and development

#### 3.2 Capital

It is anticipated, from the information provided by school, that costs of works needing to adapt existing spaces within the school would be between £20,000 and £40,000. Further work is now being conducted to verify these costs with each school subject to approval from Executive.

- 3.3 The local authority has been allocated £3.9m in High Needs Provision Capital Allocation from the DfE and a proportion of this will be used to the delivery of this aspect of the Strategic Plan. This resource can be used for both academies and maintained schools.

### **4.0 LEGAL IMPLICATIONS**

- 4.1 Adding provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Caedmon College Whitby constitutes a prescribed alteration to a maintained school.
- 4.2 These proposals would follow the DfE’s statutory guidance for proposers and decision makers.<sup>1</sup>

### **5.0 PROPOSED CONSULTATION PROCESSES AND TIMESCALES**

- 6.1 This proposal represents a strand of the SEND Strategic Plan.
- 5.2 Draft consultation documents for the proposal are attached in Appendix 1.
- 5.3 The proposed timescales are set out below:

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

Consultation opens	16 June 2022
Public meeting	5 <sup>th</sup> July (Caedmon College)
Consultation closes	29 July 2022
County Council's Executive considers consultation response	23 August 2022
Statutory Proposals published (4 weeks for representations to be made)	1 Sept - 29 Sept 2022
Final decision by County Council's Executive (or the Executive Member for Education and Skills, if there are no objections to the statutory proposals)	18 October 2022
Implementation	1 Jan 2023

## 6.0 RECOMMENDATIONS

6.1 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 Special Resourced provision in the form of Targeted Provision at Caedmon College.

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

Report prepared by Wendy Butterfield

### Appendices

Draft consultation document

Equalities Impact Assessment

# Consultation on the of Establishment of Targeted Mainstream Provision for Children and Young People with SEND at Caedmon College

## **Purpose of this Consultation Document:**

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

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

## **What will the Target Mainstream Provision look like?**

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

- Provide 8 full time places for 6 children and young people with an Education, Health and Care Plan and 2 'flexible' places for children needing to access the provision for short term assessment and support.
- Specialise in meeting the needs of children and young people with Communication and Interaction.
- 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 County Council has a duty to keep its special education provision under review and ensure there is the right type of provision and enough places to meet the needs of children and young people with special educational needs and/or disabilities (SEND).

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

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

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

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

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

## **How are we consulting?**

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 to 28th June 2018 and then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. 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.

## **What is the timescale?**

The closing date for responses is 29 July 2022. All responses to the consultation received by this date will be considered by our Executive on 23 August 2022. If the County Council's Executive decides to proceed with the proposal, then statutory notices would be published in the local press on 1 September 2022. These notices provide a further four weeks for representations to be made. A final decision would then be made by our Executive on 18 October 2022.

## **Information about our equalities impact assessment**

We have carried out an equalities impact assessment (EIA) which can be found here <https://www.northyorks.gov.uk/sites/default/files/fileroot/Children%20and%20families/SEND%20-%20local%20offer/EMS%20EIA%20reviewed%20Appendix%203.pdf>.

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

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

# Caedmon College

**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 Caedmon College Whitby.**

Observations and/or suggestions:

*Please do not disclose any personal data in your response*

DRAFT

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

Caedmon College

Strategic Planning

North Yorkshire County Council

County Hall

NORTHALLERTON

DL7 8AE

**To be received by no later than 29 July 2022**

*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](http://www.northyorks.gov.uk/privacy-notices)*



North

Yorkshire County Council

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

(Form updated May 2015)

### Targeted Mainstream Provision – Caedmon College

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](mailto: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 Chris Reynolds, Head of SEND Provision and Resources
How will you pay due regard? e.g. working group, individual officer	Consultation with stakeholders
When did the due regard process start?	May 2022

**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 the addition of a targeted mainstream provision to Caedmon College, Whitby.

**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 more support for children and young people with EHC Plans in a mainstream school in the Whitby area.

This proposal will allow the creation of an additional 8 supported places in a mainstream school for children and young people with SEND.

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

Children with SEND will have a greater opportunity to remain in mainstream school in the Whitby 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 new 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 targeted mainstream provision at Caedmon College, Whitby.

**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 Whitby 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.

<b>Section 6. How will this proposal affect people with protected characteristics?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
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 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.

<b>Section 7. How will this proposal affect people who...</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
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.

**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.**

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.

<b>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)</b>	<b>Tick option chosen</b>
<b>1. No adverse impact - no major change needed to the proposal.</b> There is no potential for discrimination or adverse impact identified.	✓
<b>2. Adverse impact - adjust the proposal -</b> 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.	
<b>3. Adverse impact - continue the proposal</b> - 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)	
<b>4. Actual or potential unlawful discrimination - stop and remove the proposal</b> – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<b>Explanation of why option has been chosen.</b> (Include any advice given by Legal Services.)	
<p>Since the roll out of the targeted mainstream provisions in 2020 there are now seven TMPs open across NY with another 3 due in the Autumn term.</p> <p>These have already shown to have a positive impact on the development of the young people attending.</p> <p>This TMP will provide much needed provision in the Whitby area for secondary age pupils with SEND.</p>	

<b>Section 10. If the proposal is to be implemented how will you find out how it is really affecting people?</b> (How will you monitor and review the changes?)
<p>The local authority will be working closely with the school to ensure that the targeted provision is set up effectively and the school will receive high levels of advice and guidance. The targeted provision staff will receive support from the C&amp;I SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified.</p> <p>Termly monitoring visits will take place detailing the progress in development of the provision.</p> <p>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.</p>

<b>Section 11. Action plan.</b> 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 school	C&I lead	October half term		Inclusion Management Team
SLA sign off	LA	October		Contract management by LA
Termly monitoring visits	C&I lead	Termly from Autumn 2022		Inclusion Management Team
HT annual report	HT	Sept 2023		Inclusion Management Team

### **Section 12. Summary**

The new targeted provision will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school in the Whitby area.

Caedmon College 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 13. 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: 24.5.22**

**Authorised by relevant Assistant Director (signature):**

**Date:**