ROCHDALE BOROUGH COUNCIL

PRESCRIBED ALTERATION TO NEWLANDS SPECIAL SCHOOL, ROCHDALE.

PRESCRIBED INFORMATION TO BE PROVIDED UNDER The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

1. The name and contact address of the local authority or governing body publishing the

 proposals:

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| Local Authority: *Rochdale Borough Council*Address: *School Organisation and Development Team, Early Help & Schools, Rochdale Borough Council, Number One Riverside, Smith Street, ROCHDALE, OL16 1XU*Date of Publication of Proposals for Representation: *13th June 2015* |

1. The name, address and category of the school that is proposed to be altered:

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| Address: *Newlands School, Waverley Road, Middleton, Manchester M24 6JG*Category of school: *Community Special School* |

1. The date on which the proposed changes will take effect :

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| --- |
| *September 2016* |

1. The place to which representations can be made, and by when:

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| *Any person can make representations on the proposals by using the following link to the council consultation website at:* <http://consultations.rochdale.gov.uk/research/additionalspecialschoolplaces> *or by sending them in writing, by midnight on Friday 10th July 2015, to: Robert Aspinall, by e-mail at* *robert.aspinall@rochdale.gov.uk* *, or in writing to this address: Robert Aspinall, School Organisation & Development Team, Early Help and Schools, Rochdale Borough Council, Number One Riverside, Smith Street, ROCHDALE OL16 1XU.* |

1. What is proposed?

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| The proposed alteration is to enlarge the school to admit a further 16 children in total. The current capacity of the school is 100 places and the proposed capacity will be 116. The current number of children registered at the school is 81. |

1. School capacity and places - current pupil numbers and admissions- the numbers (distinguishing between compulsory and non-compulsory school age pupils), age range, sex, and special educational needs (distinguishing between boarding and day pupils) for whom provision is currently made:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *There are two primary special schools in the borough, each with a 100 place capacity and designated as generic special schools (200 places in all). The current number on Roll (at January 2015 census) was as follows:*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **Places** | **N1** | **N2** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Total** |
| Newlands | 100 | 0 | 5 | 12 | 13 | 12 | 13 | 5 | 8 | 13 | 81 |

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1. Why do we want to make the change(s)?

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| Reasons for the expansion of places*7.1 There has been an increase in the number of children born in the borough, and this will reflect an increase in demand for special school places, as it has for mainstream school places. There has been an annual increase in the number of Statements of Special Educational Needs maintained by the Local Authority of 2.4% between 2012 to 2013, and a further growth of 3.8% between 2013 and 2014.*Admission arrangements for Newlands School*7.3 There is no change to the designation of Newlands Special School, and the current admission arrangements will continue.* |

1. The SEN Improvement Test. (promoters need to show how the proposals will lead to improvements in SEN provision)

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| --- | --- |
| How do the proposals take account of parental preference*8.1 Increasing the number of primary special school places will enable more children to access the specialised provision at the school. There has been an increase in the number of parents who want their children to attend Newlands.*What is the range of provision currently available for children and young people with SEN and disabilities? How do the proposals take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it:*8.2 There are two primary special schools in the Borough and both cater for pupils with a wide range of disabilities and special educational needs. The schools provide for pupils with moderate, severe or profound and multiple learning difficulties. Some pupils also have additional health complications. In addition to their learning difficulties, a significant proportion of pupils have autistic spectrum conditions.***Do the proposals offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children’s Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision:** *8.3 The Rochdale Borough’s special schools are co-located with mainstream schools to encourage sharing of resources. Because of parental demand, places are primarily for Rochdale Borough residents whose children have a statement of special educational needs or an Education, Health and Social Care Plan naming the school naming the school.*How do the proposals t**ake full account of educational considerations, in particular the need to****ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe:**

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| *8.4 The school’s OfSTED report shows that the school provides a high quality learning environment, with a broad and balanced curriculum. “The excellent curriculum provides a breadth of experiences which are very relevant to pupils’ needs and preparation for the future. Pupils find great enjoyment in their work and activities. Their spiritual, moral, social and cultural development is promoted exceptionally well.**The school’s atmosphere is one of calm and there is a sense of purpose in how pupils conduct themselves. Many very well-planned opportunities throughout the day encourage pupils to take responsibility and be independent. They learn rules and behaviour that lead to good attitudes to learning.*  |

*The school’s work to keep pupils safe and secure is good. The school has a comprehensive range of policies and procedures which provide meticulous detail about supporting pupils and keeping them safe.**From early years onwards pupils are taught the attitudes and skills they need to learn effectively, such as communication and independence. Pupils gain the skills of working and learning together constructively. They develop self-confidence and grow to value learning and making progress.**Children’s behaviour is outstanding and their attitudes to learning develop rapidly as a result of the high expectation of staff and the success with which children learn to listen well, contribute and cooperate with each other and staff. Children are kept safe and are extremely well supervised at all times.***How do the proposals support the LA’s strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people:***8.5 The proposed increase in places will extend the opportunity for parental preference and for children to access appropriate provision suited to their needs within the Borough.***How do the proposals provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community:***8.6 The OfSTED report identifies that “Staff know pupils extremely well, have very good relationships with them and maintain clear daily routines. All of this contributes significantly to pupils staying safe and feeling safe. The enormous investment made in developing and adapting pupils’ work and activities means the curriculum is finely tailored to meeting pupils’ needs in the widest sense. It prepares them well for the future and, as far as their capabilities permit, for life in modern Britain.***How are the proposals are likely to lead to improvements in the standard, quality and/or range of the educational provision for these children**:*8.7 Careful consideration has been given to the additional teaching spaces required to ensure that an increase of pupils on roll does not negatively impact on the teaching and learning of existing pupils or new admissions. Adequate space for specialist equipment such as standing frames, maintaining small adult to pupil ratios and ensuring pupils have dedicated teaching bases has been taken into account.* |

1. Additional places required - a statement and supporting evidence about the need for school places in the area including whether there is sufficient capacity to accommodate additional pupils in the current SEN schools:

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| *There has been an annual increase in the number of Statements of Special Educational Needs maintained by the Local Authority of 2.4% between 2012 to 2013, and a further growth of 3.8% between 2013 and 2014. More children are transferring within year from mainstream to special schools- 25 in 2011, and 35 in 2013.**There are currently 100 places at the school, and the number on roll has grown over recent years as follows:*

|  |  |
| --- | --- |
| *Year* | *Number on roll* |
| *2010-11* | *53* |
| *2011-12* | *62* |
| *2012-13* | *64* |
| *2013-14* | *75* |
| *2014-15* | *81* |
| *2015-16 (estimate)* | *80* |

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1. Interim arrangements - details of the schools or further education colleges, taking the following into consideration:

- any temporary arrangements;

- the provision that is to be made for those pupils who receive educational provision

 recognised by the local authority as reserved for children with special educational

 needs; and

- in the case of special schools, the alternative provision made by local authorities other

 than the local authority which maintain the school:

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| *Not applicable.* |

1. Details of any other measures to be taken to increase the number of school or further

education college places available in consequence of the proposed alterations:

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| *Not applicable.* |

1. Impact on the community- a statement and supporting evidence about the impact on the community and any measures proposed to mitigate any adverse impact, e.g during the build period:

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| *Not applicable.* |

1. Rural primary schools- where proposals relate to a rural primary school designated as

such by an order made for the purposes of Section 15, a statement that the Local

Authority or the governing body (as the case may be) has considered section 15(4):

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| *Not applicable.* |

1. Balance of denominational provision- where the school has a religious character, a

 statement about the impact of the proposed alterations on the balance of denominational

 provision in the area and the impact on parental choice:

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| *Not applicable.* |

1. Sixth form provision- where the school proposed to be altered to provide more post 16 SEN places in order to provide education, the effect for 16-19 year olds in the area that the alterations will have in respect of:

 (a) their educational or training achievements;

 (b) their participation in education or training; and

 (c) the range of educational or training opportunities open to them:

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| *Not applicable.* |

1. Travel requirements and provision of travel costs- details of the length and journeys to alternative provision and the proposed arrangements for travel for pupils to other schools including how the proposed arrangements will mitigate against increased car use:

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| *Transport for increased pupil numbers will be managed through the existing arrangements from special schools.* |

1. Capital

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| *The capital cost of the proposals will be met by the Local Authority from capital grant resources already available. Approval for expenditure was given by Cabinet on 23rd March 2015 and because contracts for the work have not been agreed the amount available is commercial in confidence. This will help secure value for money in procurement of the project. Newland school site is subject to a project agreement with Axiom Education (Rochdale) Ltd, under a Private Finance Initiative scheme.* |

1. Implementation of the Proposals

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| *Rochdale Borough Council as promoter has responsibility for implementing the proposals.* |

1. Public Sector Equality Duty

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| *The proposals are aimed at improving access to special school provision for those pupils and students who need it. They will improve scope for parental preference with more special school places being available. An Equality Impact Assessment has been prepared and this is attached as Appendix One.* |

**APPENDIX ONE: Equality Impact Assessment-**

 **Significant Alteration to Special Schools**

**What are you assessing? Please tick the appropriate box below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Function** | **Strategy** | **Policy** | **Project** | **Other, please specify below** |
| **X** |  |  |  |  |

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| --- | --- |
| **Service: Early Help and Schools** | **Section: Schools Organisation & Development Team** |
| **Responsible Officer:****Chris Swift** | **Name of function/strategy/ policy/ project assessed:****The Need for Additional Special School Places**  |
| **Date of Assessment: 8th June 2015****Officers Involved: Chris Swift** |
| **1.What is the purpose of the function/strategy/policy/project assessed?***(Briefly describe the aims, objectives and purpose of the function/strategy/policy/project)* |
| To provide an additional 16 places at both Newlands and Springside Primary Special Schools, and 32 new 11-16 places and 30 new 16-19 places at Redwood Secondary Special School. |
| **2.Who are the key stakeholders?** |
| Newlands and Springside Primary Special Schools, Redwood Secondary Special School – including existing pupils and their parents/carers, teachers and governors of the schools. Residents of the Borough, elected members and local MPs. |
| **3. What is the scope of this equality impact assessment? That is, what is included in this assessment.**  |
| This Equality Impact Assessment covers only the need to provide the additional places described above. |
| **4.Which needs is this function/strategy/ policy/ project designed to meet?** |
| This function will increase the number of Special School places available and so will increase the scope to meet parental preference and allow the LA to meet its statutory duty to provide sufficient school places.   |
| **5.Has a needs analysis been undertaken?** |
| Yes. The Local Authority undertook a review of Special School provision in the Borough which was reported to Cabinet on 23rd March 2015. The proposal was to consult on the provision of extra special school places. Cabinet considered the responses to that consultation and has now published statutory proposals. |
| **6.Who is affected by this function/strategy/ policy/ project?** |
| Residents of the Borough, staff and governors at the schools, other schools in the Borough, Rochdale Sixth Form College, Hopwood Hall College, Diocesan Authorities, Health Authorities, Secretaries of recognised Trades Unions, elected members and local MPs.  |
| **7.Who has been involved in the review or development of this function/strategy/ policy/ project and who has been consulted? State your consultation/involvement methodology.** |
| The Local Authority has identified the need for extra special school places in the future, and on 23rd March 2015 Cabinet authorised public consultation. The consultation must comply with the statutory guidance set out in the DfE publication “School Organisation- Maintained Schools”. This guidance identifies the groups and interested parties that must be consulted and what information must be provided.  |
| **8.What data have you considered for this assessment and have any gaps in the data been identified. What action will be taken to close any data gaps?** |
| Projecting Special School numbers is not as straightforward as for mainstream school place demand because of the way in which places are commissioned. However between 2008/09 and 2017/18 birth cohorts in the Borough increased by about 13%, and it is expected that the secondary age cohorts will increase by about 12% between now and 2020/21. This and other factors will have an impact on the need for extra special school places. There are two primary special schools in the borough, each with a 100 place capacity and designated as generic special schools (200 places in all). There is one secondary special school, with 225 places (11-19) and again is designated as generic special school places. The current number on Roll (at January 2015 census) was as follows:

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| **School** | **Places** | **N1** | **N2** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Y7** | **Y8** | **Y9** | **Y10** | **Y11** | **Y12** | **Y13** | **Y14** | **Total** |
| Newlands | 100 | 0 | 5 | 12 | 13 | 12 | 13 | 5 | 8 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 |
| Springside | 100 | 1 | 4 | 18 | 14 | 10 | 12 | 11 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 94 |
| Redwood | 225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 29 | 31 | 33 | 23 | 32 | 23 | 24 | 235 |
| Totals | 425 | 1 | 9 | 30 | 27 | 22 | 25 | 16 | 17 | 28 | 40 | 29 | 31 | 33 | 23 | 32 | 23 | 24 | 410 |

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| **9.Are there any other documents or strategies which are linked to this assessment? If so, please include hyperlinks to these documents below, where available.**No. |

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| **10.What impact will this function/strategy/policy/project have on all the protected groups? This includes both positive and potentially negative impacts.**  |
| **Race Equality**  |
| Across the Borough 37% of children in local authority maintained schools (3-19) are from ethnic minorities. There is no data held by the Authority which would give an accurate representation of the Refugee and Asylum seeker community. Data was not available at the time of writing this report on the numbers of asylum seeker families in the Township. There is a higher proportion of children from ethnic minority backgrounds in each of the special schools.The proposed changes do not have an adverse impact on race equality considerations. |
| **Disabled People** |
| In the 2011 census 21% of the population of the Borough indicated that they were disabled or had their activities were limited due to health related issues. The number and distribution of alternative providers in the Township means that the proposed change would not have an adverse impact on disabled people. |
| **Carers** |
| The addition of new Special School places will increase the provision available and so will increase the scope to meet parental preference. |
| **Gender** |
| The scheme as proposed would not particularly impact on residents and their gender in either a positive or negative way. |
| **Age** |
| The proposed changes will increase the number of Special School places available, and so will increase the scope to meet parental preference.  |
| **Armed Forces and Ex-Armed Forces Personnel** |
| The proposed changes will increase the provision available and so will increase the scope to meet parental preference for returning armed services personnel with children requiring a Special School place.  |
| **Sexual Orientation** |
| The proposed changes do not particularly impact on the sexual orientation of residents in either a positive or negative way. |
| **Gender Reassignment** |
| The proposed changes do not particularly impact on residents undergoing gender re-assignment in either a positive or negative way.  |
| **Religion or Belief** |
| As the Borough’s Special Schools are all non-denominational, the proposed changes do not particularly impact on the religion or belief of residents in either a positive or negative way. |
| **Pregnant Women or Those on Maternity Leave** |
| The proposed changes will increase the number of Special School places available, and so will increase the scope to meet parental preference.  |
| **Marriage or Civil Partnership** |
| The proposed changes do not particularly impact on marriage or civil partnership considerations in either a positive or negative way. |
| **11.What are your main conclusions from this analysis?** |
| The addition of new Special School places will increase the provision available and so will increase the scope to meet parental preference and allow the LA to meet its statutory duty to provide sufficient school places.   |
| **12.What are your recommendations?** |
| To provide an additional 16 places at both Newlands and Springside Primary Special Schools, 32 new 11-16 places and 30 new 16-19 places at Redwood Secondary Special School. |
| **13.What actions are you going to take to address the findings of this assessment? Please attach an action plan including details of designated officers responsible for completing these actions.** |
| Statutory consultation process to be followed with a view to providing additional places at the three schools.  |

Signed (Completing Officer):\_\_\_\_\_\_\_Chris Swift\_\_\_\_\_\_\_\_\_\_\_\_ Date: 8th June 2015

Signed (Head of Service): \_\_\_\_\_Sandra Bowness\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_8th June 2015\_\_\_

**Equality Impact Assessment Action Plan 2015-16**

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| --- | --- | --- | --- | --- |
| **Action** | **Outcome** | **Target Date for Completion** | **Resource Implications** | **Lead Officer** |
| Public consultation starts 30th March 2015 | Consultees and interested parties able to express their views about the proposals | 10th May 2015 | Preparation, distribution & dissemination of consultation documents. Attendance at Township Committee meetings  | C.Swift |
| Consideration of outcomes of consultation, and decisions on whether to publish statutory proposals | Report to Cabinet with recommendation on whether to proceed to publish statutory proposals. Consideration of proposals by Health Schools and care OSC | 8th June 201525th June 2015 | Preparation of Report for Cabinet and Health Schools and Care Overview & Scrutiny Committee | C.Swift |
| Public Representation on statutory proposals starts 13th June 2015 | Interested parties able to make representation on proposals | 10th July 2015  | Preparation, distribution & dissemination of consultation documents. Attendance at Township Committee meetings | C.Swift |
| Determination of proposals | Cabinet considers representations and determines proposals | Mid July 2015 | Preparation of Report for Cabinet and Overview & Scrutiny Committee | C.Swift |
| Implementation of Proposals | Commissioning of construction work to facilitate provision of new places | End July 2015 |  | C.Swift |
| Completion of construction work  | Schools to occupy new accommodation | September 2016 |  | Head Teachers |