

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in or provided in relation to proposals

Insert the information asked for in the expandable box below each section.

In respect of a Governing Body Proposal: School and governing body's details

1. The name, address and category of the school for which the governing body are publishing the proposals.

N/A

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school and a contact address for the local education authority who are publishing the proposals.

The school is Ashley School, Cawfield Avenue, Widnes, Cheshire. WA8 7HG. The category of the school is a Community Special School.

The Local Education Authority publishing the proposal is Halton Borough Council, Kingsway, Widnes, WA8 7QF.

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

The proposals are planned to be implemented September 2013 for the re-designation and September 2014 for the commencement of Post-16 provision.

Objections and comments

3. A statement explaining the procedure for making representations, including—
- (a) the date by which objections or comments should be sent to the local education authority; and
 - (b) the address of the authority to which objections or comments should be sent.

Part (a)

The publication date of the statutory notice is 31st January 2013. There will be a six week representation period.

Part (b)

All comments must be put in writing to Mr M Reaney, Operational Director - Legal & Democratic Services, Municipal Building, Kingsway, Widnes WA8 7QF

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

It is proposed to establish provision at Ashley School for 112 children and young people aged 11-19 with complex social communication needs and autism.

- 70 places for ages 11 - 16
- 42 places for ages 16 - 19

The current provision is a 120 place school for children and young people aged 11-16 with Cognition and Learning (MLD) combined with the emotional and social aspects of behaviour, emotional and social development.

School capacity

5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 or paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, the proposals must also include—

- (a) details of the current capacity of the school and where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

Current capacity 120 places for children and young people aged 11-16.

It is proposed to establish provision at Ashley School for 112 children and young people aged 11-19. The school will cater for vulnerable pupils with a diagnosis of Autism and those with identified Social Communication Needs who have a moderate to high learning ability. There will be

- 70 places for ages 11 - 16
- 42 places for ages 16 - 19

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

Based on the October 2012 School Census the pupil numbers at Ashley School were as follows:

Year 7 – 7 Pupils

Year 8 – 13 Pupils

Year 9 – 14 Pupils

Year 10 – 16 Pupils

Year 11 – 18 Pupils

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

It is anticipated the post-16 provision will not be offered until September 2014.

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

As above

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 to 4, and 7 and 8 of Schedule 2 or paragraphs 1, 2, 8, 18 and 19 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 a statement of the number of pupils at the school at the time of the publication of the proposals.

On the October 2012 Pupil School Census, Ashley School had 68 pupils

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

Additional Site

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

N/A

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

Changes in boarding arrangements

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

- (a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

N/A

- (b) the arrangements for safeguarding the welfare of children at the school;

N/A

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision;

N/A

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

N/A

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

- (a) the number of pupils for whom boarding provision will be removed if the proposals are approved;

N/A

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

N/A

- (b) the distance between the proposed and current site;

N/A

- (c) the reason for the choice of proposed site;

N/A

- (d) the accessibility of the proposed site or sites;

N/A

- (e) the proposed arrangements for transport of pupils to the school on its new site;

N/A

- (f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in area will be discouraged.

N/A

Objectives

10. The objectives of the proposals.

To create a secondary Autism specific provision for vulnerable pupils with higher ability diagnosed as having Autism and Social Communication Needs. The age range will be 11-19, within the context of an existing maintained day special school in Halton Borough.

Consultation

11. Evidence of the consultation before the proposals were published including—
- (a) a list of persons who were consulted;
 - (b) minutes of all public consultation meetings;
 - (c) the views of the persons consulted;
 - (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
 - (e) Copies of all consultation documents and a statement on how these documents were made available.

Part (a)

The following people were consulted as part of the consultation:

Staff and Governors

Pupils and parents

Halton Schools

Trade Unions

Local Colleges

Elected Members

Executive Board

Other Neighbouring Authorities

Diocesan Authorities

NHS Merseyside

Public Health - Eileen O'Meara

Powerful Voices – Alison Upham

Adult Services – Dwayne Johnson

Parent Partnership – Jenny Nuttall

Children's Trust Board Members

Voluntary Sector Lead – Norma Horny (Canal Boat Project)

HAFS

CHAPS (Chester Aspergers Parent Support)

Independent Providers

Part (b)

The minutes of the public consultation meetings are available on the website. Three separate meetings were held for Staff, Governors and the public/parents.

Information was posted and distributed to schools, placed on public notices in all schools and key information points such as Children Centres, Direct Links and on the website

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The estimated cost is £500,000 and will be met through the Local Authority Capital allocation.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

N/A

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

11-16 year olds

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

N/A

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

- (c) evidence of parental demand for additional provision of early years provision;

N/A

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school;

N/A

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

N/A

Changes to sixth form provision

16. (1) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (a) improve the educational or training achievements;
- (b) increase participation in education or training; and
- (c) expand the range of educational or training opportunities for 16-19 year olds in the area.

To provide an Autism specific provision for vulnerable pupils with higher ability as well as Autism and Social Communication Needs. Age range 11-19, within the context of an existing maintained day special school in Halton Borough. This will fulfil an unmet need and parental preference within the Borough.

(2) Where the proposals are to alter the upper age limit of the school so that the school will provide sixth form education, the proposed number of sixth form places to be provided.

42

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

The provision will meet the needs of vulnerable children & young people with a diagnosis of Autism and Social Communications needs. These children and young people will be unable to access the existing provision because they will be deemed as too vulnerable to be supported within the context of mainstream resource based provision and too able to access the existing 11-19 Special School provision

- (b) any additional specialist features will be provided;

Workshops and life skills block

(c) the proposed numbers of pupils for which the provision is to be made;

112

(d) details of how the provision will be funded;

Local Authority Capital allocation and schools own budget

(e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

Opportunities for partnership working with the local FE college and 6th forms will be explored.

(f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

The provision will be funded through the DSG high needs block.

(g) the location of the provision if it is not to be established on the existing site of the school;

N/A

(h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children;

Provision for children & young people with Cognition & Learning and BESD can be met from within the context of mainstream secondary provision within Halton

(i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

The school capacity will change from 120 to 112.

19. Where the proposals are to discontinue provision for special educational needs—

- (a) details of alternative provision for pupils for whom the provision is currently made;

Mainstream secondary high schools with additional resources via place plus and enhanced provision where appropriate

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

January 2012 - 76
January 2011 - 78
January 2010 - 83
January 2009 - 93

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision;

N/A

- (d) a statement as to how the authority believe that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

The proposal would ensure small group teaching, Autism specific and accredited provision, with a curriculum and environment differentiated to address the learning style and needs of vulnerable children and young people with a diagnosis of Autism and specific needs in the area of social communication.

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

- a) The numbers of pupils with Cognition & BESD attending the provision are

diminishing as greater opportunities are made for them within mainstream provision. Wider social opportunities as well as a wider curriculum choice made available leading to greater opportunities for independence within appropriately differentiated learning environment

- b) Local Authority maintained support staff will continue to be made available to support and guide staff as well as the opportunity for assessment and monitoring through statutory processes.
- c) Mainstream High Schools currently provide support and accommodation to meet this category of need for many other young people within the Borough
- d) Places currently available

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex education in the area;

N/A

- (b) evidence of local demand for single-sex education;

N/A

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area;

N/A

- (b) evidence of local demand for single-sex education.

N/A

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Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

N/A

Need or demand for additional places

24. If the proposals involve adding places—

- (a) a statement and supporting evidence of the need or demand for the particular places in the area;

N/A

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

N/A

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

25. If the proposals involve removing places—

- (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice;

N/A

- (b) a statement on the local capacity to accommodate displaced pupils.

N/A

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraphs 1 and 2 of Part 1 to Schedule 2 and paragraphs 12 and 13 of Part 2 to Schedule 2; ;

(b) (for proposals published by the LA) paragraphs 1 and 2 of Part 1 to Schedule 4.

of the Prescribed Alteration regulations.

(3) Whilst not required by regulations to provide this information for any LA proposals to expand a voluntary or foundation school, it is desirable to provide this below.

Additional information in the case of special schools

26. Where the proposals relate to a special school the following information must also be provided—

(a) information as to the numbers, age range, sex and special educational needs of the pupils (distinguishing boarding and day pupils) for whom provision is made at the school;

Currently 120 co-educational 11-16 day special school

(b) information on the predicted rise or fall (as the case may be) in the number of children with particular types of special educational needs requiring specific types of special educational provision;

(c)

There is currently an increase in children & young people in Halton being assessed as having needs along the continuum of Autism and Social Communication. In the recent review of Special Educational Needs in Halton specialist provision has been re-designated to respond to this trend.

There has been a significant reduction in the number of children & young people diagnosed with Moderate Learning Difficulties and an increase in the diagnosis of Autism and Social Communication Needs

Halton has developed a multi-agency pathway approach to the diagnosis of Autism and Social Communication disorders. There are currently 91 children referred to this pathway and we anticipate that a percentage of these will fall into the vulnerable higher ability bracket.

- (d) a statement about the alternative provision for pupils who may be displaced as a result of the alteration;

Pupils will be accommodated alongside age appropriate peers within the context of maintained secondary provision in Halton.

- (e) where the proposals would result in the school being organised to make provision for pupils with a different type or types of special educational needs with the result that the provision which would be made for pupils currently at the school would be inappropriate to their needs, details of the other schools which such pupils may attend including any interim arrangements and transport arrangements to such schools;

Existing pupils will remain at the provision until 16. From 2014 the most appropriate post 16 provision will be determined at the Annual Review of the statement of SEN.

- (f) where the proposals relate to a foundation special school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A