



## **Statutory Proposal for a Prescribed Alteration at Chantlers Primary School**

### **Proposal**

It is proposed to establish a new 12 place Specialist Resourced Provision for pupils with Social, Emotional and Mental Health (SEMH) needs, with effect from September 2023.

### **School and Local Authority details**

**Name of Local Authority making the proposal:** Bury Council

**Address of Local Authority:** Department for Children & Young People,  
3 Knowsley Place, Duke Street, Bury BL9 0EJ

**Name of school:** Chantlers Primary School

**Address of school:** Foulds Avenue, Bury BL6 2SF

URN: 105291 DfE number: 351/2013

**Category of school:** Community

### **Description of proposed prescribed alteration**

It is proposed to establish a new 12 place Specialist Resourced Provision for pupils with Social, Emotional and Mental Health (SEMH) needs.

The provision will be located in purpose-built accommodation within the main school building. Pupils will be admitted incrementally from September 2023.

It is not anticipated that the proposal will have any impact on other educational facilities within the local area. The proposal has been made to accommodate demand for Resourced Provision (RP) places.

Bury Council is developing a wide range of specialist provision across the borough for children and young people with a range of Special Educational Needs and Disabilities (SEND). To enable the Council to continue to meet current and future demand existing specialist provisions are being expanded/redesignated and new specialist provision, including Resourced Provisions, are being established. The Council has invited schools within the borough to express an interest in developing proposals to establish provision to meet identified needs across the borough.

Resourced Provisions have a wide range of specialist skilled staff who have expertise within the field that the provision caters for.

All pupils accessing a Resourced Provision place will be on roll of the school and have access to both mainstream provision and the Resourced Provision, dependent on their individual needs.

This new Resourced Provision will be part of the school, operationally led and managed by the school.

Department for Education (DfE) Guidance on Resourced Provisions states the following:

- *Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school.*
- *Pupils are on the roll of the mainstream school*
- *Resourced Provision schools will receive additional funding from the local authority specifically for the purpose of the provision.*
- *They cater for a specific type or types of SEN*
- *They are usually for pupils with EHC plans but could include pupils with SEN but without an EHC Plan.*
- *Pupils usually spend most of their time in mainstream classes.*
- *They only attend the RP facilities for individual support, to learn a specific skill, to receive medical or therapeutic support or to access specialist equipment. The facilities can be in a suite or dispersed throughout the school.*
- *The Published Admission Number for the school will remain the same, but an agreed number of 'additional places' will be created, but subject to admission through the Education Health & Care Plan (EHCP) referral process, rather than the schools Admission Arrangements*

The Published Admission Number (PAN) of the school will not increase. The admission of children to the mainstream school will continue be managed by the local authority's Admissions Team. There are no changes to the admission arrangements as part of this proposal.

Pupils placed at the Resourced Provision shall have a range of social, emotional and mental health (SEMH) needs, some of which will be complex and challenging, usually but not limited to those who have an Education, Health and Care Plan. The RP will offer an inclusive provision for pupils who require arrangements over and above that which a mainstream school can provide through an EHC plan.

Pupils will be admitted if their EHCP identifies developmental difficulties of a significant to severe nature but are able to integrate and be part of a mainstream school community.

### **Objectives of the proposal**

When considering any reorganisation or establishment of provision that the LA recognises as reserved for pupils with special educational needs, proposers need to demonstrate how the proposed arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children.

The proposal will build on the good standards for teaching and learning already in place at the school. The development will provide places for children and young people with SEND within the Resourced Provision. This development will not have any negative impact on other schools, academies and educational institutions in the area.

The proposal will provide:

1. local mainstream educational provision for pupils requiring specialist support and intervention to meet their special educational needs.
2. pupils' appropriately planned learning opportunities and activities to address the defined needs of pupils.
3. access to learning for those pupils in the target group. This shall include access:
  - To the appropriate and relevant National Curriculum programmes of study though inclusive Quality First Teaching for part of the school day, differentiated according to individual needs; and
  - To wider opportunities that promote the spiritual, moral, cultural, mental and physical development of pupils at the school e.g. assemblies and out of school activities.
  - To learning and teaching to address identified need as appropriate e.g. emotional resilience.
  - To provide a wide range of professional support across education, health and social care dependent on individual needs, in order to support pupils and remove barriers to learning.
  - To personalise specialist support and appropriate intervention, structured in cycles of Assess, Plan, Do, Review and which are overseen by the school Special Educational Needs Coordinator (SENCo).

### **Pathways into the Provision**

The decision to place a pupil or young person at the Provision shall be made by the Local Authority's SEND Panel, or sub-panel thereof. All admissions will be determined by the Local Authority in accordance with the SEN and Disability Code of Practice. Consultation with the school will be in accordance with these documents before the Local Authority makes a decision about placement. The majority of admissions take place at the start of the academic year. Additional placements may be made throughout the year. The Local Authority will remain responsible for holding an overview of pupils placed at the Provision.

### **Effect on other educational institutions within the area**

The establishment of the resourced provision base will not create an overall increase in the number of places in the primary sector but will provide an additional specialist provision for children with Social, Emotional and Mental Health (SEMH) needs.

The proposed resource base will not replace existing provision but will supplement and improve provision across the borough. The addition of the Special Resource Base to the school will not have a direct impact on admissions or provision at other schools within the area but will have a positive impact in the capacity and quality of outreach support to be offered to other schools.

### **Consultation**

The proposal to establish a new Resourced Provision will be subject to a full statutory consultation process.

Following the publication of a Statutory Notice on 27 February 2023, the statutory four week Representation Phase will run from 27 February 2023 to 27 March 2023. All representations will be analysed and considered prior to a report being presented to the Council's Cabinet on 19 April 2023.

### **Project costs and indication of how these will be met, including how long-term value for money will be achieved**

The provision will be located in purpose-built accommodation within the main school building, requiring modest extension to the existing school accommodation. The requisite capital funding has been identified within the Children's Services Capital Programme utilising the additional capital grant allocated by the Department for Education (DfE).

Place funding will be determined as outlined in the High Needs Operational Guidance. The Local Authority, through the High Needs Block of the Dedicated Schools Grant (DSG), will provide Top-Up funding, up to the agreed rate for Occupied places.

There is a requirement that the Governing Body of the School and the Local Authority will enter into an annual Service Level Agreement in relation to the delivery of the Specialist Resourced Provision.

Long-term value for money will be achieved by pupils having their needs met within appropriate mainstream provision with specialist support rather than in special school provision. This will free special school places for pupils with the highest level of needs and provide the opportunity to place high need pupils within the borough, rather than in out of borough provision. Increased capacity for outreach will deliver support for pupils in mainstream settings, leading to fewer pupils being transferred to specialist provisions and improving inclusion opportunities in mainstream schools.

### **Evidence of demand**

The Local Authority has a statutory duty to constantly review the specialist provision available for children and young people with Special Educational Needs and Disabilities (SEND), whilst also ensuring that there are sufficient specialist places available to meet the needs of the growing SEND population.

Bury has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision over the last 10 years. It is projected that demand will continue to grow across all sectors.

Bury Council and the Department for Education (DfE) have entered into a 'Safety Valve' agreement, which includes planning for future provision, working closely with partners to develop a financial plan and forecast model, and identifying measures to increase access to local provision in Bury.

The Council has thus embarked on a SEND transformation programme and one of the key objectives is to reduce the number of out of borough placements by expanding in borough specialist provision, targeted at the right areas of need.

The key aims of the transformation programme will include:

- educating Bury children in their own communities wherever possible
- ensuring most work with families is undertaken in community settings
- empowering communities to act to prevent escalation to statutory services
- reducing dependency on costly and sometimes ineffective provision
- helping people to receive and exit statutory services when needed, as rapidly as possible focusing money where it has most impact
- reducing our financial deficit

The Safety Valve agreement includes an action plan to:

- Strengthen the Special Educational Needs assessment and placements process
- Ensure robust planning for future provision, including reducing the use of independent school placements by increasing the availability and suitability of local provision within Bury. This will include developing a model for forecasting future needs.
- Improve quality and timeliness of management information to enable the evaluation of impact of central services.
- Support and drive schools in Bury to meet a higher level of need in a more cost-effective way within mainstream settings, while maintaining the quality of provision. Develop a culture in which demand is more effectively managed throughout the authority.
- Remodel financial practice to ensure accurate contributions from appropriate funding sources.

Within the Bury school population, the January 2022 census showed that 17% of pupils have SEND (5,026 pupils). This was made up of 12.7% (3,713 pupils) who have their needs met at SEN Support level, and 4.5% of the school population who have an Education, Health and Care plan (EHCP) (1,313 pupils).

There has been a consistently high number and percentage of children in Bury with an EHCP over time and at a level that is significantly higher than national, regional and statistical neighbour benchmarks; and the gap is increasing. Nationally, the percentage of pupils with an EHCP has increased to 3.7%.

Between the January 2021 and January 2022 Census there was an increase in the number of pupils on EHCPs of 91 which equates to 0.4%. However, there was a reduction in pupils on 'SEN Support' whereas nationally there was a 0.1% increase.

The types of primary need that are most common in Bury are social, emotional and mental health needs (SEMH) 23%; speech, language and communication needs (SLCN) 21%; moderate learning difficulties (MLD) 14.2%; specific learning difficulties (SPLD) 11% and autism (ASC) 12%. The increase in the number of EHCPs is mainly in the categories of ASC, SEMH and SLCN, which is in line with national trends. Nationally, the most common primary SEND need is ASC.

The Council has analysed the current and likely future patterns of demand and mapped these against current provision. This includes the likely pressure for specialist placements for children and young people currently in mainstream schools. This is particularly acute for those with Autistic spectrum conditions (ASC), Social, emotional and mental health (SEMH) needs and Speech, language and communication needs (SLCN) and especially in the primary sector.

Bury currently has a significantly lower number of RP places than national and regional averages. The Council wishes to ensure that future provision is targeted at re-balancing its continuum of SEND provision and has expressed its intention to expand Resource Provision (RP) capacity, particularly at the primary stage, and has invited schools within the borough to express an interest in developing proposals to establish provision.

The Council has received additional revenue and capital funding through the Safety Valve agreement.

### **Procedure for making representations (objections and comments)**

Within four weeks from the date of publication of this proposal, 27 February 2023, any person may object to or make comments on the proposal by sending them to Rachael Stirk, Bury Council, Department for Children & Young People, Education Services, 3 Knowsley Place, Duke Street, Bury BL9 0EJ. Tel: 0161 253 5685, Email: [schoolorganisation@bury.gov.uk](mailto:schoolorganisation@bury.gov.uk)

Comments and objections should be sent by no later than Monday 27 March 2023.