

Cabinet

10 September 2020

Proposal to Establish Specialist Resourced Provision at Paddox Primary School, Rugby

Recommendation

That Cabinet approves the establishment of specialist resourced provision at Paddox Primary School

1. Executive Summary

- 1.1 Over the past five years, the growth in places at special schools in Warwickshire has significantly outstripped that in mainstream schools. There has been significant growth in both generic and specialist special schools. The main growth and investment has been in specialist provision for pupils with communication and interaction needs and social, emotional and mental health (SEMH) difficulties. The demand for specialist educational provision is expected to continue to rise, with the level of demand anticipated to be highest in Nuneaton & Bedworth and Rugby.
- 1.2 Establishing resourced provision is a key project within the SEND & Inclusion Change Programme (part of the SEND & Inclusion Strategy and DSG Recovery Plan). It allows learners with SEND to attend local settings and provides a bridge between mainstream and specialist provision.
- 1.3 There are currently 7 resourced provisions attached to mainstream primary schools in Warwickshire – 2 in North Warwickshire, 2 in Nuneaton & Bedworth, 1 in Rugby, 1 in Warwick and 1 in the Stratford on Avon area. As part of meeting forecast demand and building on the local offer of specialist provision the local authority is continuing the development of resourced provision across the county whereby pupils, who are able to access a mainstream curriculum, can have their needs met and benefit from being located within a mainstream school environment.
- 1.4 Warwickshire County Council is proposing to establish a specialist provision at Paddox Primary School for up to 10 pupils, principally in Reception, Year 1 and Year 2, with an Education, Health, and Care Plan (EHCP) where SEMH is the primary need. If approved the provision would be implemented during academic year 2020/21.
- 1.5 Paddox Primary School is a 3 form entry primary school with 630 places for children aged 4-11 years, with an Ofsted rating of 'Good'.

- 1.6 Pupils in the specialist resourced provision will benefit from accessing education at a mainstream primary school through a flexible approach, tailored and adapted to their needs.
- 1.7 Planning permission has been obtained for a stand-alone, single storey unit in proximity to the mainstream setting so that the children can also access the facilities of the school. The unit will comprise of 2 teaching areas, 2 group rooms, a sensory room, toilets, a social area and a staffroom. An external area will be adapted to the needs of the children, who will be provided with a protected area to play.
- 1.8 The children who will attend the setting will be on a different timetable from the main school, arriving at 9.15am and leaving at 2.15pm (pupils at the main school building arrive at 8.45am and finish at 3.15 and 3.20pm). Therefore, due to the differences in scheduling the additional vehicles generated by the proposal will have limited impact on traffic and parking on and around the site at the start or the end of the main school day.
- 1.9 The establishment of the specialist resourced provision will not impact on the school's current published admission number of 90. Admissions to the specialist resourced provision follow a different procedure from that operating for the rest of the school. Admissions into the specialist resourced provision will be through the Warwickshire County Council process for specialist admissions. The proposal is for the specialist resourced provision to cater for up to 10 pupils initially. This number may be reviewed in the future.
- 1.10 The provision is principally for pupils in reception, year 1 and year 2 with the intention to help pupils in Key Stage 1 gradually increase their time in mainstream lessons until they can attend with lower levels of support. By the end of year 2, a decision will be made as to whether they can successfully transition into mainstream or continue to need to be supported by the resourced provision. Alternatively, it may be decided that their needs can be best met in a different setting such as another mainstream school or special school.
- 1.11 In accordance with statutory guidelines, a public consultation took place between 15th June 2020 and 10th July 2020. Details were published in the local press and on the WCC website. Proposals were sent to the parents and carers of pupils at the school, other schools in Rugby and democratic representatives in the area. Feedback was collated and evaluated. A summary of the responses is attached in Appendix 1. 29 people responded in writing to the consultation, and overall feedback was supportive of proposals with 72% in support and 21% against (7% of respondents neither agreed nor disagreed with the proposal).

2. Financial Implications

- 2.1 Pupil places in the resourced provisions are funded (from the Dedicated Schools Grant (DSG) High Needs Block) at an appropriate rate so that a

pupil's additional learning needs can be met. The level of funding will be broadly in line with how pupils are funded in the County's special schools. A service level agreement between WCC and the school will confirm the exact arrangements and expectations.

- 2.2 Education capital funding would be used to fund the required capital works. Cabinet approval on 9th July 2020 increased the funding available to provide the single storey modular accommodation to £696,819.
- 2.3 The establishment of resourced provision is part of the DSG Recovery & Sustainability Plan (Intervention 1) allowing learners to be placed in more cost effective provision, reducing the pressure on in county specialist provision and reducing the need to place learners in more expensive independent specialist provision.. The establishment of resourced provision across the county increases the range of SEND provision available to meet the needs of children, particularly those children with significant additional needs but able to access a mainstream curriculum.

3. Environmental Implications

- 3.1 Increasing development of resourced provision aims to provide more 'local' education provision and reduce journey times for the learner.
- 3.2 The additional accommodation requirements of a small modular building of a modern method of construction are anticipated to have minimal environmental implications.

4. Supporting Information

- 4.1 The July 9th Cabinet paper – [DSG Recovery & Sustainability Plan](#)

5. Timescales associated with the decision and next steps

- 5.1 Approval by Cabinet will enable the provision to be implemented during academic year 2020/21

6. Background Papers

Equality Impact Assessment

7. Appendix

Summary of responses to consultation

| | Name | Contact Information |
|--------------------|---|---|
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The report was circulated to the following members prior to publication:

Local Member: Councillor Jerry Roodhouse

Appendix: Summary of Consultation Responses

Table 1: Summary of support or opposition for the proposal

| Response | Number | % |
|----------------------------|---------------|----------|
| Agree/Strongly Agree | 21 | 72% |
| Disagree/Strongly Disagree | 6 | 21% |
| Neither Agree nor Disagree | 2 | 7% |
| Total | 29 | 100% |

Table 2: Summary of comments/concerns

| Agree/Strongly Agreed/Neither Agree nor Disagree | |
|--|--|
| Comment | WCC Response |
| Excellent Idea | |
| The provision is strongly needed in Rugby | |
| Interaction of specialist provision with the mainstream school will need to be managed without causing disruption or upset to the children in either facilities. | |
| What are the plans for Key Stage 2? | When pupils approach the end of year 2 a decision will be made as to whether they should stay in the school or move to different provision |
| How are the benefits of integration and inclusion realised using a separate building | The separate building is a safe base where children can be supported to feel safe before venturing into the main school |

| Disagree/Strongly Disagree | |
|---|--|
| Comment | WCC Response |
| Paddox primary is the wrong location. Schools catering for children with semh needs need to be small. If the aim is for provision for years R -2 surely this would be better in an infant school? | The provision is for 10 pupils. Pupils in an infant school would need to make a transition at the end of Y2 pupils which may hamper their progress |
| Concern that the school will not be able to meet the needs of the SEND children | The school is fully committed to this work and will be supported to develop all the skills required to meet the children's needs |
| Concern regarding the safety/wellbeing of existing children and take away from the resources allocated to them | The provision is sufficiently funded so that no resources will need to be diverted from main school budgets. The allocated funding ensures that the learners, their needs and any behaviours that may challenge can be managed by high staffing ratios within the dedicated accommodation. Risk assessment is undertaken by the school with respect to the new provision on the school site and the pupils from the resourced provision accessing facilities in the main school. |
| The new accommodation will take over some playground space utilised by current children | There is adequate playground space for all pupils |
| School site and area over developed lending itself to further increase in traffic | Planning permission has been given to the development. The provision is for a small number of additional pupils and staff. The traffic impact will be minimised with the resourced provision having different start and finish times to the rest of the school. |