

Subject:	Special School and Pupil Referral Unit (PRU) Reorganisation Proposals		
Date of Meeting:	6th March 2017		
Report of:	Pinaki Ghoshal		
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Wards affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT**

- 1.1 This report is the latest in a series taking forward wide ranging recommendations resulting from the 2014 review of special educational needs and disability (SEND) provision.
- 1.2 Proposals in this report relate to the planned re-design of special school and Pupil Referral Unit (PRU) provision. These proposals
 - are based on a vision to improve the integrated education, health and care offer for our most vulnerable young people
 - re-design our existing six special schools and two Pupil Referral Units into three 'hubs' offering enhanced education, health support and extended day provision on one site
 - maintain and slightly increase the number of special school and PRU places available
 - consolidate provision so that it runs more efficiently and more sustainably into the future
- 1.3 In order to create the integrated hubs, existing provision needs to merge. In law, this means that for each hub, one school expands and another closes. It is important to stress that the best of all schools will be retained in this process, that the overall number of places will not reduce and that specialist arrangements will continue to meet the needs of different groups of children.
- 1.4 Specifically the report provides
 - (i) feedback on the recent formal representation period following the issue of statutory notices in respect of the proposals to extend the age range of both Hillside Special School and Downs View Special School down to age two, and seeks a final decision approving the change in age range.

(ii) feedback on the Local Authority's formal consultation on the proposal to close Patcham House Special School in August 2018 and seeks approval to proceed to publish statutory notices.

(iii) an update on other areas of the review, including the development of the new early years provision for children with very complex special educational needs within a mainstream nursery to release the current bases of Jeanne Saunders Centre and Easthill Park

2. RECOMMENDATIONS

2.1 That the Children, Young People and Skills Committee should confirm the proposal contained in the statutory notices and make a final decision to:

- i. extend the age range of Hillside School from the existing 4-16 years to 2-16 years with effect from September 2017
- ii. extend the age range of Downs View School from the existing 3-19 years to 2-19 years, with effect from September 2017

2.2 That the outcome of the formal consultation on the proposal to close Patcham House School should be noted and agreement be given to the publication of statutory notices to progress this proposal.

2.3 Formal Consultation – Integrated Hubs East & West

That the Local Authority should agree to proceed to formal consultation on the proposal to:

- i. expand, re-designate and extend the age range up to the age of 18 years for Hillside Community Special School and to close Downs Park Community Special School to form the integrated hub for learning difficulties in the west of the city
- ii. expand and re-designate Downs View Community Special School and close the Cedar Centre Community Special School to form the integrated hub for learning difficulties in the east of the city

2.4 Integrated Hub for Social Emotional Mental Health needs

To agree that the Local Authority should:

- i. consult on the creation of an integrated hub for pupils with social, emotional and mental health needs by merging the two Pupil Referral Units (PRUs) and bringing them together with Homewood College under the oversight of an executive headteacher.
- ii. begin a formal consultation on the expansion of pupil numbers and site of Homewood College and extension of the age range of pupils from 11-16 years to 5-18 years.

3. BACKGROUND INFORMATION

- 3.1 The LA began a wide ranging review of its provision for children with special educational needs in 2014. There have been a number of milestones as the review has progressed towards more specific proposals for change. The review's journey is outlined here:

February 2015

Joint Children & Young People Committee and Health and Wellbeing

Board - The committee approved the recommendations arising from the wide ranging review of special educational needs and disability in the Children's Services Directorate of the Council.

July 2015

Health and Wellbeing Board & Children Young People and Skills

Committee - The Board and Committee approved the proposal to merge the Special Educational Needs and Disabilities (SEND) Review in Children's Service and the Learning Disability (LD) Review in Adult Services.

November 2015

Joint Children & Young People Committee and Health and Wellbeing

Board - The joint meeting of the Health and Wellbeing Board and Children Young People and Skills Committee on 10 November 2015 gave approval for an engagement process with key stakeholders around proposals to integrate education, health and care provision in special schools and Pupil Referral Units.

January 2016

Children Young People and Skills Committee - The Committee approved the proposed timeline for the engagement process and subsequent actions to reorganise special provision for children with complex needs.

June 2016

Children Young People and Skills Committee - The Committee noted the results from the open engagement phase on special provision and approved the governance arrangements and an updated timeline for taking forward proposals.

October 2016

Children Young People and Skills Committee

The Committee agreed that the proposals that are the subject of this report should go out to formal consultation, including lowering the age range of Hillside and Downs View Community special schools and the proposed closure of Patcham House school.

January 2017

Children, Young People and Skills Committee - The Committee agreed to publish statutory notices to extend the age range of Hillside and Downs View Community Special schools. A further period of engagement about the structure of the new hubs began.

3.2 All planned changes are due to be incrementally implemented from September 2018 and will be completed by July 2020. This extended timescale will ensure minimum disruption to pupils already in the system. A revised timeline is attached as **Appendix 1**.

4. THE PROPOSAL TO CLOSE PATCHAM HOUSE SCHOOL AND THE OUTCOME OF THE CONSULTATION

4.1 The local consultation on the proposed closure of Patcham House School ran from 6th October 2016 to 4th December 2016. However, due to the tight timeframe between the close of the consultation period and the date of the Children, Young People and Skills committee, it was agreed that the outcome of the consultation would come to the March 2017 committee rather than the January 2017 committee to allow fuller consideration of the responses.

4.2 Statistically 38% of respondents were in favour of the closure, and 50% were against closure. Many of those against closure were staff, pupils and parents from the school. This is entirely understandable and it is undoubtedly the case that the school has provided well for many children over the years and continues to do so for the small number of current pupils on roll. Those in favour of the proposal tended to be looking at the whole matrix of provision and concerned about value for money in keeping such a small school going. **Appendix 2** gives information about the consultation process, and a more detailed breakdown of the respondents and their views.

4.3 SUMMARY OF THE MAIN ISSUES RAISED, WITH RESPONSES:

4.3.1 Why is Brighton & Hove proposing to close Patcham House?

Historically this school has been a valuable asset to the city’s provision for students with complex needs. However it has now become very small, requiring considerable financial subsidy and this questions its continued viability. The table below shows the past and predicted student numbers until the proposed point of closure.

Year	Commissioned place numbers	Student numbers *
2012	50	47
2013	48	36
2014	40	40
2015	36	38
2016	31	31
2017	22	20
2018	10	10 (estimated)
August 2018		2 (estimated)

**Since the consultation period began, admissions to Key Stage 3 have been restricted pending a decision about the school’s future.*

4.3.2 **To what extent has the city considered keeping the school open?**

Some respondents asked the LA to reinvest in the school to increase it in size and make it financially viable. As the DFE restricts the number of special school places it is prepared to fund within the LA, this would mean removing places from other more popular special schools and would in turn make them smaller. This would conflict with the overall drive of the wider SEND review to transform the city's provision into fewer schools (termed hubs) which are larger in size and can offer a wider range of services and create greater economies of scale. *National statistics: Special educational needs in England: January 2016* (Table 10) shows that the majority of Brighton & Hove current special schools are smaller than the national average.

Neither East nor West Sussex has expressed an interest in collaborating to keep Patcham House open. Both LAs have already made changes to some of their own special provision to create larger more viable schools offering a broader curriculum to match a wider range of pupil need.

4.3.3 **How will current pupils be affected by the closure?**

Under this proposal Patcham House School would close in August 2018 which would enable all the current Key Stage 4 pupils (nearly all pupils are in Key Stage 4) to complete their education at the school. The very small number of pupils at the school who are currently in Year 9 would be found alternative suitable placements as part of a personalised pathway worked out with their families over a carefully managed time scale. Early preparatory work for this has already begun, so that options are explored in advance of any decision to close the school.

4.3.4 **What alternative options will be available in the city in the future for similar secondary aged pupils with complex needs?**

Patcham House historically catered for children and young people deemed 'delicate' i.e. with long term physical health needs. Such schools were once commonplace nationally but over time most have closed as the pattern of children's needs has changed. Most children who need and can benefit from a mainstream curriculum now will be in mainstream schools with varying levels of support.

Locally one of the reasons for the falling roll at Patcham House is that the pattern of parental preference has changed over time in the city, and parent/carers have opted for placements at other provision for their children both special and mainstream.

Many of our secondary schools now have considerable experience and expertise in meeting the needs of those with complex learning difficulties. The Swan Centre at Brighton Aldridge Community Academy specialises in meeting the needs of those with language and social communication needs. In addition existing special provision at Hove Park School was reshaped in 2013 to create the Phoenix Centre Special Facility to cater for vulnerable pupils with social and communication difficulties and associated emotional needs. This has proved a successful addition to the capacity for this complex needs group offering inclusive opportunities as well as a more protected environment. The LA has listened to concerns expressed by parents, particularly those whose children are on the autistic spectrum, and is proposing the following:

- A new special facility catering for pupils with complex needs in a mainstream secondary school offering more capacity
- For those pupils who cannot cope with a protected mainstream environment, places will be available in the three integrated hubs
- For pupils with complex needs including autism/Asperger's Syndrome and challenging behaviour who need a mainstream curriculum, plans are being made to create bespoke provision for them within the SEMH hub

4.3.5 **What will happen to the money saved from the closure of Patcham House?**

The SEND review is not a cost-cutting exercise as all money remains ring-fenced to children with SEN and disabilities. However the review is addressing the way money is spent to ensure best value is gained for all children and this cannot be the case where schools have falling rolls year on year as it requires the LA to provide financial protection to ensure they can remain open. Proposals are to reduce significantly the annual spend on 'financial protection' for schools with falling rolls which are otherwise not financially sustainable. Over the last five years, this 'financial protection' has amounted to just over £1 million across the city's special schools, of which £580,000 has been for Patcham House. In the financial year 2016/7, the budget for the Patcham House School was £604,462, which includes 'financial protection' of £150,000.

4.3.6 **What will happen to the staff?**

The Local Authority very much values the experience and expertise of those working at Patcham House and wishes to retain this within the city as far as possible.

Once the period of consultation is over, all staff will have individual meetings to discuss their futures and any opportunities available. The LA does not have the authority to require all schools to give priority to re-deploying staff at risk, but will seek to use its influence constructively to find suitable opportunities for the valued staff who work at the school.

In the meantime, special school heads have agreed to give priority to Patcham House staff when vacancies arise. In planning the new Special Facility, the LA will be asking the successful school to also give priority to employing Patcham House staff and in informal discussion with schools bidding so far, all have agreed to consider this positively.

In terms of staff wellbeing at a difficult time, Public Health has offered a range of support services to staff and some funding for staff to organise support for themselves.

4.3.7 **What will happen to the site?**

As the school site has had spare room due to the falling roll, space has been used to offer temporary accommodation to the city's developing post 19 provision. In the longer term, the site may become surplus to requirements. However, at present no decision has been made about the site.

4.3.8 How can secondary aged students continue to access an appropriate and creative curriculum to match their needs?

Brighton & Hove is committed to ensuring that the needs of all the city's children and young people are met and can access a curriculum appropriate to their needs. There is a perception amongst some respondents that the creative and varied curriculum offered at Patcham House is only available there, but in fact, every special school in the city offers an array of diverse opportunities matched to the needs of individuals. This is evidenced in the very positive Ofsted reports that the city's special schools have received. The development of the hubs will enable this offer to be extended beyond the school day and to families.

4.4 CONSULTATION RESPONSES

- 4.4.1 All responses to the consultation on the closure of Patcham House School have been carefully reviewed, alongside three other significant elements of consideration:
- The analysis of the current and future budget position
 - The range of special provision that is or will be available for pupils with SEND similar to those whose needs have hitherto attended Patcham House school
 - The wide support for the plan to transform current school based provision into three hubs which provide integrated provision across education, health and care.
- 4.4.2 Taking everything into account, the LA is now recommending to Members that agreement is given to proceed with the publishing of statutory notices in respect of the closure of Patcham House with effect from August 2018. A copy of the proposed statutory information document and statutory notice are attached as **Appendix 3**

5. THE OUTCOME OF THE CONSULTATION ON LOWERING THE AGE RANGE OF HILLSIDE AND DOWNS VIEW COMMUNITY SPECIAL SCHOOLS FOLLOWING THE PUBLICATION OF STATUTORY NOTICES.

- 5.1 The consultation on these changes which ran from 5th October 2016 to 4th December 2016 received largely positive support from respondents. 69% of the respondents agreed with the proposal in respect of Downs View, and 70% in respect of Hillside. This change was intended to ensure
- more children being educated closer to home
 - wider access to an outstanding local maintained special school
 - no need for young children to be transported long distances by taxi
 - parents have a wider range of options for a suitable early educational placement for their very young child
 - more effective use of the council's resources
- 5.2 The outcome of that consultation was reported to Committee in January 2017, when the decision was taken to proceed with the publication of statutory notices on 20th January.

5.3 One response was received during the representation period following the publication of statutory notices, to supplement the views already received during the formal consultation. It is recommended that Members now agree to extend the age range of Hillside and Downs View schools to admit children from the age of 2.

6. THE CREATION OF THE NEW INTEGRATED HUBS FOR PUPILS WITH LEARNING DIFFICULTIES AND WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

6.1 As part of the wider SEND review, the LA proposed a reduction in the number of special schools from six to three through the creation of three 'hubs'. Two of these would be for pupils with complex learning difficulties in the east and the west of the city. The third hub would be to meet social, emotional and mental health needs and would link with the provision currently made in the Pupil Referral units. These proposals received widespread support in earlier consultations to reorganise special provision in the city. It is envisaged that each hub would offer a personalised approach to each child and their family and fully integrated services across education, health and care.

6.2 A table showing the current matrix of provision, with pupil numbers, is attached as **Appendix 4**

6.3 The table below shows the proposed creation of the new provision

Current Provision	Current Designation	New Provision	New Designation
Hillside Special School	SLD/MLD	Integrated Hub West	Learning Difficulties
Downs Park Special School	Complex Needs/LD		
Downs View Special School	SLD/PMLD	Integrated Hub East	Learning Difficulties
Cedar Centre Special School	Complex Needs/LD		
Patcham House Special School	Complex Needs	New Special Facility based in a mainstream Secondary School	Complex Needs
Homewood College	SEMH	Integrated Hub	SEMH
B&H PRU			
The Connected Hub			

Key
 * Merge to form 1 PRU
 SLD/PMLD – Severe/Profound & Multiple Learning Difficulties
 Complex Needs (LD) - Complex needs with Learning Difficulties
 SEMH – Social Emotional and Mental Health
 LD – Learning Difficulties
 SF – Special Facility

6.4 It is proposed that the hub for the west of the city would comprise Downs Park and Hillside special schools, and that for the east would be created from bringing Downs View school and Cedar Centre together. It is envisaged that the proposed extension of the age range of the west hub to 18 would deliver a broader range of opportunities for young people with complex needs, closely linked to local FE provision to complement that already made at Downs View Link College for those with the most severe and profound learning difficulties. The specific arrangements for the SEMH hub are separately referred to in paragraph 6.8

6.5 The vision for the hubs

The creation of the hubs is intended to bring the following benefits:

For the schools as a whole

- Joining up of key agencies in the planning, delivery and integration of services under a unified management approach
- Bringing together the combined strengths of the schools
- Better value for money in commissioning services and managing budgets
- Economies of scale and greater flexibility to make the most effective use of resources
- More flexible use of the sites of both schools
- Being able to offer greater flexibility in meeting the needs of pupils
- Being able to learn from good practice in LAs where similar changes have already happened

For the school leadership

- A larger school would allow recruitment to more attractive posts and help succession planning for high quality staff-particularly at a time of a shortage of specialist qualified staff
- A wealth of outstanding practice across both schools would ensure all pupils achieve their potential
- Increasing access to the curriculum and expertise and specialist staff that would be unaffordable to each school on their own
- A broader range of specialist staff
- One governing body across both schools would reduce the pressure on recruitment to governor vacancies
- Greater flexibility to respond to fluctuations in the numbers of referrals to the hub

For staff

- In future some members of staff could move or work across both sites, as part of their career development or talent sharing
- A broader and more sophisticated staffing structure would provide professional and career opportunities across the schools
- The opportunity to contribute to and learn from working within a more integrated team with professionals from all agencies
- Potentially more flexible working arrangements as what the new hub provides are extended

For the pupils and their parents

- Access to a broader and more exciting range of curriculum opportunities
- Support for families where children have very complex needs and challenging behaviour including in the home
- Wider options for children learning together - classes could be based on ability groupings, on individual personalised learning and on inclusive whole school activities
- A broader more inclusive peer group

- Minimum disruption to teaching and learning
- Access to health, social care and education staff working as one integrated team in one place to address the needs of children holistically
- A range of extended day opportunities based around each hub offering a wider curriculum and short breaks for families

6.6 Consolidation and efficiency

6.6.1 There are significant benefits to creating fewer special schools in the city, reducing the current number from six to three. Research into the limited comparative national data suggests the city has more than the average number of special schools in similar LAs and our special schools are on average smaller (*National statistics: Special educational needs in England: January 2016* (Table 10)). Many other LAs, including our most immediate neighbours, East and West Sussex, have already successfully integrated learning difficulty provision to create larger more sustainable provision. For example, Woodlands Mead in West Sussex opened in 2012 and has 250 places. The newly created South Downs Community Special School in East Sussex has 203 pupils. Currently large sums are being spent protecting the viability of two of the existing schools in Brighton & Hove and at a time when resourcing levels are under considerable scrutiny and pressure, this funding could be better spent differently and more effectively on the provision of services to the same population of children and young people.

6.6.2 There are multiple demands and pressures on the budget for children and young people with SEND which mean we need to find more efficient ways of working if we are to meet the needs of all children and young people with SEND going forward.

As a consequence of a higher than average number of special schools, there are inevitable additional cost associated with infrastructure and leadership and management, which could be managed more efficiently by consolidation of provision.

While some special schools are consistently over-subscribed, others have struggled to admit enough pupils to be financially viable without LA additional support. As a consequence of falling rolls for some special schools, the LA has had to find just over £1m in 'transitional protection' over the past five years effectively to help schools withstand a falling roll and enable them to balance their books. While we need our special provision to be financially viable, 'financial protection' is in reality much needed money that could have been used to meet the needs of children with SEN elsewhere. Under the most recent national funding formula for special schools, funding follows individual pupils in 'real time' and thus it is difficult for schools to be financially viable unless they can fill all their commissioned places and are of a sufficient size to withstand inevitable movements of pupils in and out of the school across the year.

6.6.3 New legislation (Children and Families Act 2014) has extended the age range for the maintenance of Education, Health and Care Plans (formerly Statements of SEN) for our most complex young people from 2-16 years to 0-25 years. There is also a

new requirement to create personal budgets for families and to improve the information, advice and guidance given to them. The new duties above are welcomed by the LA. However there has been no corresponding uplift in SEN national funding to LAs and this is creating an increasing year on year pressure on SEN budgets here and across the country.

Additionally a national rise in emotional and mental health problems for young people, with associated problematic behaviours, is leading to increased pressure on the provision we run for 'social, emotional and mental health' (SEMH) needs (formerly known as BESD – behavioural, emotional and social difficulties)

- 6.6.4 Thus, whilst the principle of this review has not been a cost cutting exercise, the intention has been to make savings from the economies of scale that would be achieved in management and back office costs across the new hubs, alongside savings generated from current funding allocated to transitional protection which would no longer be required. The total overall saving has been estimated at £700,000. It is anticipated that the closure of Patcham House will generate a saving of approximately £140,000 meaning that there would be a balance of approximately £560,000 - this being approximately 5% of the existing total special school budgets. A significant part of this would then be reinvested directly back into the Hubs in the form of increased health and therapy provision to improve the holistic education, health and care offer, family support and extended day activities.
- 6.6.5 There will also be some investment in the hubs for a limited range of additional 16-18 provision to meet complex and SEMH needs in partnership with local colleges.

6.7 **The proposed organisation of hubs for children and young people with learning difficulties**

There are two main ways in which the creation of the integrated hubs in the east and west of the city can be achieved.

- 6.7.1 **Federation:** A federation is a group of schools whose governing bodies decide to agree a formal partnership. Each school retains its own character, budget and performance tables. Federation has been used to describe many different collaborative groups, partnerships and clusters, both formal and informal. The federation can be 'hard' which requires a legal process in which a single governing body is formed for all the schools in the federation, or 'soft' which constitutes an extension of partnership and collaborative working. Under a 'soft' arrangement the governing bodies of all the schools maintain their independence and agree the terms of reference and membership of a joint committee, which meets separately from the governing bodies and acts as a channel for the exchange of idea and opinions. Any decision to federate is one for the individual school governing bodies to take, not the Local Authority.
- 6.7.2 **Merger:** A merger (or 'amalgamation') takes place when two existing maintained schools join together, creating a single school, with one Headteacher and one governing body. The legal process required to achieve a merger is for one of the

schools to close and the other school to enlarge (following the statutory processes as necessary) to accommodate the displaced pupils. It should not be regarded as a takeover, where one is wholly dominant and subsumes the other within it. The remaining school would retain its original school DfE number as it is not regarded as a new school. We recommend however that it should be renamed. This could ideally be led by suggestions from the pupils themselves.

6.7.3 **The options considered**

Informal ongoing consultation with stakeholders has focussed on the following range of options for the structure of the hubs:

6.7.4 *No change*

The option of maintaining the status quo was discounted because it would mean

- not acknowledging the support for change expressed during the consultation process
- not realising the vision for integration of service provision across the city and providing additional services
- a model of provision which does not reflect the current patterns of need or demand for places
- retaining too many small schools which will be financially unsustainable into the future
- difficulties in achieving any economies of scale

6.7.5 *Federation Model*

Creating the hub in the west of the city by the federation of Downs Park and Hillside, and that in the east by the federation of Cedar Centre and Downs View.

The implications of this option were actively considered and discussed with all parties, but also discounted because:

- it would not achieve the economies of scale in the terms of leadership, management and back office consolidation
- no sites would be released for either redevelopment or sale
- federation is a matter for individual governing bodies to decide upon and cannot be imposed by the LA – it also requires the unanimous agreement of the governing bodies concerned and there is not currently a unanimous view across governing bodies

6.7.6 *Merger Model*

Creating the hub in the west of the city by merging Downs Park and Hillside and that in the east by merging Cedar Centre and Downs View.

This is **the preferred option**, because;

- best value would be more easily achieved through streamlining and consolidating management structures, back office support and premises.
- it is similar to newer models of best practice around the country
- some sites could be released for sale or redeveloped in due course

- creating two hubs that have parity of provision in the east and west of the city gives the pupils the best continuity of education from 2-19+ and promotes balance in terms of parental preference and admissions
- there would be greater economies of scale when commissioning health and care services
- each hub will be able to provide a holistic package of support for pupils and their families though closer links with social care provision including local respite and short breaks provision
- the two hubs would be have sufficient pupils to guarantee financial viability in the future

6.7.7 Options for expansion and closure to achieve the merger

The changes to create the hubs would follow the process outlined in paragraph 6.7.2. Given that the LA aspires for all three hubs to offer outstanding provision, it is envisaged that for the proposed merger of Hillside/Downs Park, Hillside would be the school to remain open and be extended. For the hub in the east of the city, the school to remain open and to be extended would be Downs View. These decisions are based on Hillside and Downs View's consistent record of achieving an outstanding judgement in three successive OFSTED inspections. The LA recognises the sensitivity in `closing` any school and wants to reassure the community that the places for their children remain and this is the technical means only to make the changes proposed.

The new hubs would be renamed to create a new identity and signify a new beginning. Both Downs Park and Cedar Centre are well respected, successful schools rated as good by OFSTED, and the process to create the new hubs is in no way any comment on their value, but a way forward which will not result in any reduction in the number of school places and ensures that the needs of pupils continue to be met appropriately with minimum disruption.

6.7.8 The draft consultation paper for the proposed mergers is attached as Appendix 5.

6.8 The integrated hub for pupils with social, emotional and mental health needs

6.8.1 The city's intention has been to reconfigure existing provision made for those pupils with social, emotional and mental health difficulties, founded on the existing Homewood College, the Pupil Referral Unit situated at Lynchet Close and the Connected Hub situated at Tilbury House in order to create the new integrated hub for this vulnerable group.

6.8.2 The review consultation showed that there is a consensus that the principle of an integrated hub for children with SEMH is sound. The challenge for the Local Authority in discussion with stakeholders has been how to achieve this change within an appropriate statutory framework.

- 6.8.3 In order to create the new hub it is proposed that the Local Authority maintains the current provision at Homewood College, merges the two existing PRUs into one, and operates both provisions under the oversight of an executive Headteacher. It is not necessary to follow the same statutory processes set out in school reorganisation legislation to achieve a merger of the two PRUs, as PRUs do not come within the definition of maintained schools, and are not therefore within the scope of the legislation. However the local authority still remains under an obligation to carry out a consultation exercise on the proposed merger of the PRUs with those who are likely to be affected.
- 6.8.4 It will be key to develop or extend care, health and other services as part of the hub's offer, which could be either provided on-site or made available as part of a more coordinated and cohesive package of support planned around the needs of the pupil and family. These will complement the more innovative curriculum to ensure that the needs of every pupil are met and they can achieve their potential.
- 6.8.5 The possibility of a special facility within the SEMH hub is currently being explored, which would be designed to meet the needs of those very vulnerable students whose mental health and social communication needs preclude access to the wider school environment.
- 6.8.6 A proportion of the £5 million capital funding that has been secured to develop the new hubs will be used for a major uplift and refurbishment of the Homewood site to improve the facilities and curriculum offer in the new hub. The plans for development of the site will also explore options to include a more integrated adolescent service including social care, health and possible accommodation all co-located. The Homewood site will need to be supplemented by the use of other sites to enable the full range of SEMH needs to be met.

7. UPDATE ON OTHER AREAS OF THE REVIEW

7.1 Integrated provision

The vision for the three new hubs has at its heart integrated provision for children and young people, where services are planned and delivered by staff working together to help children with the most complex needs achieve their potential. £300,000 has been set aside for the 2018/19 financial year to increase the contribution already made by health, so that an enhanced health and therapy offer can be designed as part of a multi-professional team working within each hub.

7.2 New Special Facility (SF)

The LA has sought expressions of interest from mainstream secondary schools in the city to host a new special facility which would take up to 20 pupils with complex needs. These pupils would have Education, Health and Care plans and would require special arrangements over and above those normally made by a mainstream school but would also be able to access the full range of curriculum and other opportunities available in a mainstream school. The new special facility places would attract funding per place similar to that of a special school and would add to

capacity for inclusive provision to that already provided by the high quality and popular provision at other special facilities in the city.

The expressions of interest received were followed up with a visit to each school. Schools will now be invited to submit a formal bid to host the new SF with a view to a decision being made by the end of June 2017. The LA has drawn up some criteria which will be used in the decision making process to decide the host school for this new provision. It is intended that this new provision will open in September 2018.

7.3 Post 19 provision

7.3.1 Provision has already been developed through Downs View Link College for those students with complex needs beyond the age of 19. This arrangement is to be taken further forward through partnership arrangements with Metropolitan College (comprising the newly merged City and Northbrook College).

7.3.2 Currently all post 16 provision for those with the most complex needs is managed by Downs View. However, it is intended that all three hubs also develops post 16 provision, so that some pupils with complex needs and SEMH can benefit from extended school provision post 16. Downs View Link College would continue to be the provider of education for children from across the city until more severe, profound and multiple learning needs.

7.4. Early years

7.4.1 The review of early years provision for very young children with special educational needs and disabilities proposed that an inclusive integrated nursery with specialist health and care facilities on a mainstream nursery site should replace the current part-time specialist provision based at the Jeanne Saunders Centre and Easthill Park.

7.4.2 An options appraisal was carried out to determine the suitability of the sites available for siting specialist provision for very young children with SEND. This considered their location, access, and building/reprovision costs. Three possible locations were actively pursued. Discussions with senior leaders at each location were followed by a site visit with colleagues from the Property team. However, the challenging issues which surfaced in relation to each of these options are leading to the conclusion that a more creative solution needs to be developed to enable the city to continue to offer specialist support to very young children whose parents opt for a mainstream placement. It is proposed that a feasibility study on the suitability of sites identified for the new integrated nursery be carried out.

7.4.3 The extension of the age range of Hillside and Downs View will also increase the range of options that parents can consider if their child has significant special educational needs or a disability identified at an early age.

- 7.4.4 Negotiations have begun to engage the Charity Commission in the options for the re-provision of the assets currently invested in Penny Gobby House, the base for the Jeanne Saunders Centre.

8. COMMUNITY ENGAGEMENT & CONSULTATION

- 8.1 The ongoing engagement of the community at all levels both informally and formally has been one of the tenets of the review. Feedback from consultations events and other engagement activities has shown widespread support for Brighton & Hove's vision for SEN and Disability in the city.
- 8.2 The vision for the SEND review work was developed in partnership with key stakeholders:

Vision for SEN and Disability in the city

Brighton & Hove is committed to ensuring that all our vulnerable children and young people have the very best start in life and the best possible outcomes as they move into adulthood. Our vision is to provide inclusive fully integrated disability, care, health and education services of high quality to children and young people with special educational needs and disabilities, including behavioural, emotional and mental health difficulties. Services will be personalised to each child and family. Families will have as much choice and control over services and provision as possible. Streamlined well-integrated systems and efficiencies will enable the vision to be achieved within the value for money framework which the council is required to operate

- 8.3 There is wide representation of stakeholders across the governance, management and stakeholder arrangements for the review. A summary of this is attached as **Appendix 6**. A strength of the process has been the wish to use the experience, expertise and skills of wide range of stakeholders, including young people, parent/carers, and professionals from all agencies, including the voluntary sector.

9. CONCLUSION

Following a very extensive process of debate and consultation on the whole area of SEN and disability that began in 2014, changes are proposed in this report which would see our current six special schools and two Pupil Referral Units merge to form three integrated hubs. The vision is for these hubs to be centres of excellence offering education, health, support to families and extended day/ short breaks on site to our most vulnerable young people with SEND and their families.

10. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 10.1 The recommendations included in this report have implications for both revenue and capital funding.
- 10.2 The proposals state that the intention is to retain at least the same number of specialist placements for children with SEN and disabilities but to re-structure and re-organise provision. This approach will safeguard Dedicated Schools Grant (DSG) high needs block funding levels whilst, at the same time, delivering greater economies of scale resulting in reduced unit costs.
- 10.3 In particular, the plan to integrate provision will facilitate savings in revenue budgets relating to management and administration, and premises. Analysis of special school budget plans for 2016/17 has identified approximately £2.9m is currently spent in these areas and the proposals in the report seek to save £700,000 over a multi-year period starting in 2017/18. The reduction in costs and integration of provision will mean that the unit values for top-up funding in special schools will need to be reviewed and applied in accordance with the Government's operational guidance and the Schools and Early Years Finance Regulations.
- 10.4 It is anticipated that the closure of Patcham House will generate a saving of approximately £140,000 meaning that there would be a balance of approximately £560,000 - this represents 5% of the existing total special school budgets. A significant part of this would then be reinvested directly back into the Hubs in the form of increased therapy provision to improve the holistic education, health and care offer.
- 10.5 The proposal to integrate provision for children and young people with an Education Health and Care plan will allow more effective use of resource across the council's general fund, the DSG and joint-commissioning with partners in health. It will be necessary to ensure that the proposals are compliant with the relevant funding regulations, particularly should DSG funding be extended to support provision currently being delivered through core council funding.
- 10.6 In order to facilitate the necessary property changes a sum of £5m has been set aside in the capital programme to support the SEND review. The disposal of any surplus assets identified under this review may potentially generate capital receipts. Those receipts, less any disposal costs, will be ring-fenced to support capital investment through the Council's Capital Investment programme to enable the adaptations and improvements to the new provisions. The balance of receipts after the initial ring-fencing will be used to support the council's future corporate capital strategy.

Finance Officer Consulted:

Steve Williams

Date: 31/01/17

Legal Implications:

- 11.1 In order to achieve any reorganisation of provision the council must comply with School Organisation legislation- the Education and Inspections Act 2006 (EIA), associated regulations, and statutory guidance published by the Department for Education. Both the legislation and guidance set out the steps which the council must take before making any decisions on proposals to reorganise school provision.
- 11.2 **Patcham House School-** A formal consultation exercise has now been carried out with all interested parties. If the decision is taken to proceed with the proposed closure following this consultation, statutory notices must be published. There will then follow a period of four weeks within which any person may comment or object to the proposal. At the end of this representation period a decision on closure will need to be taken by the Children and Young People and Skills Committee within two months.
- 11.3 **Hillside and Downs View Special Schools** –A decision must now be made on the proposal to extend the age range of these two schools. The EIA 2006 sets out who decides proposals for prescribed alterations to schools. In the case of these proposals the decision is to be taken by the LA. The Children, Young People and Skills Committee will act as the Decision Maker for the Local Authority.
- DfE “Guidance for Decision-makers” (April 2016) provides that the decision maker must be satisfied that the appropriate fair and open consultation and representation period has been carried out and that the proposer has given full consideration to the responses received. The decision maker must consider all the views submitted, including all support for, objections and comments on the proposal.
- 11.4 **The Integrated Hubs-** In order to achieve the creation of the Integrated Hubs East and West it will be necessary to close Downs Park and Cedar Centre special schools and expand and redesignate Hillside and Downs View special schools. A formal consultation period must now take place on the proposals. How the consultation is carried out is not prescribed in the legislation, it is for the Local Authority to determine its nature and length. However the DfE Guidance “Opening and Closing maintained schools” (April 2016) recommends that it should last for a minimum of six weeks and if possible should avoid school holidays. The outcome of the consultation will be brought back to CYPS committee for a decision whether to proceed with the proposals and publish statutory notices.
- 11.5 **Integrated Hub for Social Emotional Mental Health needs-** Pupil Referral Units are not covered by the school organisation legislation therefore merger of the two PRU’s does not require the Local Authority to follow the same statutory procedures as required for the reorganisation proposals set out above. The Local Authority does however need to conduct a consultation exercise on the proposed merger, both with local schools and with existing pupils/parents before a decision can be made.

Lawyer Consulted: Serena Kynaston

Date: 17/02/16

Equalities Implications:

12. An Equalities Impact Assessment was compiled at an earlier stage of the SEND review and is being updated regularly as the proposals go through consultation.
- 12.1 The key points raised during consultation on the closure of Patcham House have been addressed in Section 4 in the main body of the report above with the summary of consultation responses attached as Appendix 2. These include:
 - Maintaining ratios of class staff to pupils
 - Maintaining or slightly increasing numbers of places
 - Maintaining specialist provision to meet the needs of different groups of people
 - For year 9 students at Patcham House school, working with them and their families to identify alternative provision through a personalised pathway
 - Creating new specialist provision or reshaping existing facilities to better meet needs.

Sustainability Implications:

13. A key driver in these proposals has been the sustainability of special provision. Some schools have become too small to survive financially without year on year additional funding. These proposals consolidate and streamline provision to create a sound and secure leadership and financial model for the future.

Risk and Opportunity Management Implications:

14. Risks have been noted in the directorate plan with mitigating actions.

Public Health Implications:

15. The creation of hubs, offering greater health support and extended day activities, plus more support for families in need, will help improve public health and wellbeing and reduce inequalities.

Corporate / Citywide Implications:

16. These proposals are fully in line with the priorities in the council's corporate plan as they relate to children and young people. Principally they address the development of strong multi-agency integrated partnerships and the provision of the right preventative support to children and families.

SUPPORTING DOCUMENTATION

Appendices:

Appendix 1

Revised timeline

Appendix 2

Feedback on the formal consultation phase re the proposal for the closure of Patcham House School

Appendix 3

Statutory information and statutory notice for the closure of Patcham House

Appendix 4

Table showing Brighton & Hove's current special provision.

Appendix 5

Draft consultation paper on the creation of the new integrated hubs

Appendix 6

Summary of governance and management arrangements for the SEND review

Appendix 7

Glossary of terms

Appendix 1 – Revised timelines

Timeline for lowering the age range of Hillside & Downs View special schools

Timescale	Action
<i>February – 22 April 2016</i>	<i>Phase 1 - Open engagement phase</i>
<i>6 June 2016</i>	<i>Committee asked to approve formal proposals for public consultation</i>
<i>6 October 2016 – 2 December 2016</i>	<i>Phase 2 - Public consultation phase</i>
<i>16 January 2017</i>	<i>CYPS Committee to make decisions on proposed changes and the publication of statutory notices to implement the lower age range for Hillside and Downs View</i>
<i>20 January 2017</i>	<i>Publication of statutory notice for the lowering of age range for Hillside and Downs View</i>
<i>20 January – 17 February 2017</i>	<i>Phase 3 – Representation period on lower age range for Hillside & Downs View</i>
6 March 2017	CYPS Committee to make final decision on the lowering age range of Hillside & Downs View CYPS Committee
<i>1st September 2017</i>	<i>Implementation of lowering the age ranges of Hillside & Downs View</i>

Timeline for proposed closure of Patcham House special school

Timescale	Action
<i>February – 22 April 2016</i>	<i>Phase 1 - Open engagement phase</i>
<i>6 June 2016</i>	<i>Committee asked to approve formal proposals for public consultation</i>
<i>6 October 2016 – 2 December 2016</i>	<i>Phase 2 - Public consultation phase</i>
6 March 2017	CYPS Committee to approve publication of statutory notices for the closure of Patcham House
<i>17 March 2017</i>	<i>Publication of statutory notice for the proposed closure of Patcham House</i>
<i>17 March – 14 April 2017</i>	<i>Representation period for closure of Patcham House</i>
<i>12 June 2017</i>	<i>CYPS Committee to make final decision on the closure of Patcham House</i>
<i>31 August 2018</i>	<i>Closure of Patcham House</i>

Appendix 1 – revised timelines cont.

Timeline for the proposed creation of the two integrated hubs in the east and west of the city for those with learning difficulties and the citywide hub for those for social, emotional and mental health needs

Timescale	Action
<i>February – 22 April 2016</i>	<i>Phase 1 - Open engagement phase</i>
<i>6 June 2016</i>	<i>CYPS committee given feedback from initial open engagement phase</i>
<i>July 16 – February 17</i>	<i>Extended period of consultation on the creation of Integrated Hubs East, West and that for social, emotional mental health needs</i>
6 March 2017	CYPS Committee asked to approve proposals for formal public consultation
13 March – 8 May 2017	Phase 2 - Formal consultation period on creation of Integrated Hubs East, West & that for social, emotional and mental health needs
12 June 2017	CYPS committee given feedback on formal consultation period and make decision whether to publish statutory notices for creation of Integrated Hubs East, West & that for social, emotional and mental health needs
23 June 2017	Publication of statutory notice periods
23 June - 21 July 2017	Phase 3 – Representation period for creation of Integrated Hubs East, West & that for social, emotional and mental health needs
18 September 2017	Final committee decision on creation of Integrated Hubs East, West & that for social, emotional and mental health needs
18 September 2017 – August 2018	Planning for the creation of the Integrated Hubs
September 2018 - July 2020	Implementation phase for the new hubs

Appendix 2

Special educational needs and disability (SEND) review

Feedback on the formal consultation phase re the proposal for the closure of Patcham House school

1. Introduction

The Local Authority conducted a formal consultation in respect of a number of elements of the reorganisation of special provision in Brighton & Hove. The period of consultation ran from 6th October until 4th December. This report provides information about the process of the formal consultation in relation to Patcham House and summarises the feedback on the proposals gathered during that period.

2. Consultation process

- 2.1 This phase consultation began on 6th October 2016, after the Children Young People and Skills Committee approved the process and timeline for this stage. This included:
- Designing a bespoke consultation plan for the proposals, to ensure that stakeholders have the opportunity to participate
 - Publishing a formal consultation paper with key questions to consider
- 2.2 The consultation was promoted through:
- The council website
 - Social media
 - The Local Offer
 - The schools' bulletin
 - The Wave
 - Amaze and Parent Carers' Council communications with parents
 - Patcham House School's communication channels
- 2.3 Feedback was invited:
- via the Council's consultation portal
 - via email,
 - in writing
 - and by leaving a voicemail on a consultation line
 - via personal telephone contact
- 2.4 For all proposals, respondents were asked two questions and were offered the opportunity to add their specific comments at the end of each question and more generally at the end of the consultation questionnaire.
- 2.5 Throughout the consultation we reviewed the number and range of responses in order to make sure that all groups were represented in responses and that everyone was aware of the consultation process.

3. Consultation arrangements for Patcham House

- 3.1 For this period of consultation a consultation plan was agreed with the Interim Executive Head of the CDP Federation. The following actions were agreed;
- A meeting with Patcham House staff, Assistant Director of Health SEN & Disability and HR representative from BHCC
 - Interim Executive Head to collate and submit feedback from staff
 - Consultative meeting with Unions
 - Patcham House Tutors to encourage students to respond via the online portal in tutor time
 - Council officers to call individual parents identified via Patcham House as willing to participate in telephone discussion
 - Patcham House to send text reminders to parents to encourage parents to submit their views via the online consultation portal,
 - A council officer to meet with students at the School Council meeting

4. Process for analysing responses

- 4.1 To analyse results volunteer parent and voluntary sector representatives joined officers to review the feedback from the consultation using an agreed framework to identify themes and record significant issues for further consideration
- 4.2 The information provided as part of this report is both statistical and from comments made by participants in the engagement period. From initial discussions with stakeholder groups it was clear that there was more interest in the comments than the statistical data. As a result this has been revisited and more information provided in the body of the report

5. Feedback

- 5.1 Respondents were encouraged to participate via the council's online portal but were also able to respond via email or a voicemail service. Both the email and the voicemail service were specifically created for SEND Review consultations and will continue to be open for the length of the review
- 5.2 105 responses were submitted via the online portal and the quantitative data in this report reflects these responses. Of the 105 respondents 6 identified as representing an organisation or group and 99 responded as individuals

		Frequency
Valid	No response	
	As yourself	6
	Representative of an organisation or group	99
	Total	105

- 5.3 The Feedback summarised in this document also reflects;
- Any written responses

- Any email responses received additionally were analysed and this was added to the bank of comments in the summary section at the end of this report. Feedback from telephone contact with parents and consultation events has been treated similarly.

5.4 There has been a wide range of respondents and this is demonstrated in the chart below. It is important to note that people could identify with more than one group or choose to not select a group at all. So the chart below should be viewed as the range of respondents.

Yourself: Please tell us in what capacity you are responding by ticking the box that you most identify with.	
	Frequency
Parents and carers	22
School staff	24
Children and young people	19
Special and mainstream schools	14
Residents	6
Local Authority staff	5
Early years providers	2
Sussex Community Trust	2
Further education colleges	1
Public health	1
Governors	1
Sussex Partnership Foundation Trust	1
The Roman Catholic Diocese of Arundel and Brighton	1
Trade Unions	1
No response	7
Other organisation or group: Speech and Language Therapy	1

5.5 The groups represented included; children & young people, parents & carers, special & mainstream schools and Sussex Community Trust.

Please tell us which group or organisation you are representing.		
	Frequency	
Valid	Children and young people	1
	Early Years Providers	1
	Governors	1
	Parents and carers	1
	Special and mainstream schools	1
	Sussex Community Trust	1
	Total	6

5.5 Consultation Portal Feedback

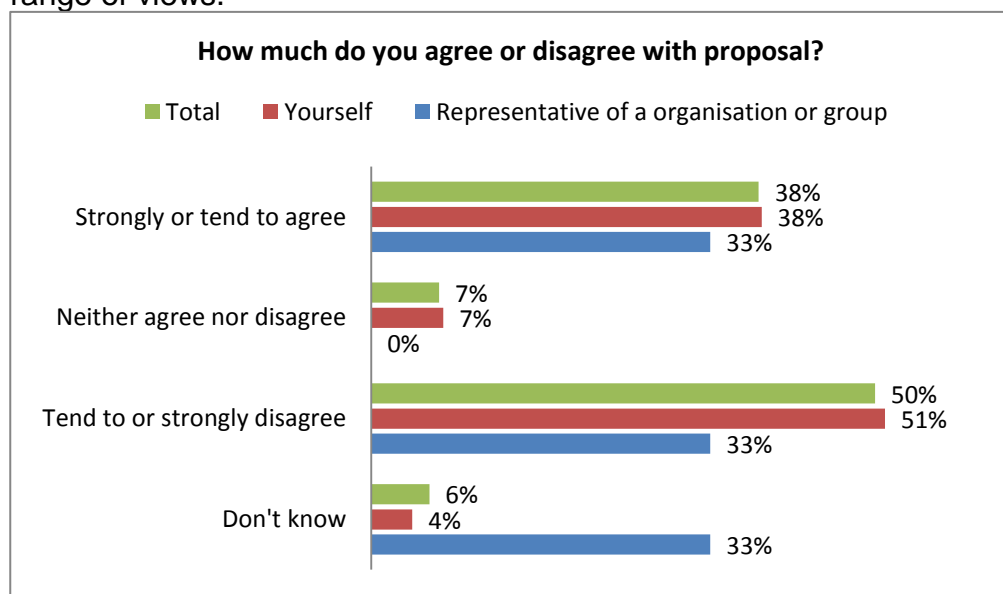
5.5.1 The following question was posed to consultees:

Patcham House has offered good and valued education and support for pupils with complex needs for many years. However in recent years, the number of pupils needing a place at the school has declined significantly. Almost all of the 20 remaining pupils are in their final two years of school. As a result it has become very difficult for the school leaders to balance the books without substantial extra funding from the Local Authority each year. This extra funding is very much needed to support pupils with SEN and disabilities elsewhere in the city. The proposal therefore is that Patcham House School for children with complex needs closes in July 2018. There are currently 20 pupils at the school and by closing the school in July 2018 almost all current pupils would finish their education at the school prior to closure. The small number of pupils in the current year 9 would be found high quality alternative provision following close consultation with their families.

It is proposed that a new secondary mainstream special facility (SF) would open in September 2018 for a similar number of children with complex needs (location to be agreed). This new Special Facility would complement the SFs already offering popular high quality specialist provision at Brighton Aldridge Community Academy, Longhill School and Hove Park School. Special facilities are units within mainstream schools for children with a variety of complex needs who might otherwise need a special school place. They offer specialist teaching and protected arrangements for more vulnerable pupils but also opportunities for accessing a mainstream curriculum and inclusive opportunities within and beyond the school day.

Summary of responses

This proposal was positively supported by 38% of individuals and 33% of the groups represented. There are a number of people that 50% of individuals and 33% of the groups disagreed with the proposed closure of the school, with the rest of respondents answered undecided/don't know. The chart below demonstrates the range of views.



Comments from positive respondents;

- Reflected an understanding of the school's current unsustainable position
- Supported the move to make provision for children in a bigger setting or to be part of the larger mainstream community.
- Referred to the need for students to access a broader curriculum than a school the size of Patcham House can currently offer
- Commented on the wisdom of recognising the financial realities and acting on them

Comments from negative respondents

- Expressed concern about the size and structure of the alternative provision
- Worried that pupils who struggle in large settings will not be offered a suitable alternative
- Foresaw greater likelihood of bullying and segregation from other pupils
- Stated how much they had valued Patcham House staff and wanted reassurance that their skills and expertise would not be lost to the city.
- Queried why the option of greater investment in the school to make it financially viable had not been the preferred option

Comments reflected an appreciation of the council's general need to use resources wisely, although suspicions remain about the proposal being a cost cutting exercise. A small number sought reassurance that other options had been explored (i.e. collaboration with neighbouring LAs). There was a balance of points related to inclusion- some preferring a small school environment and others feeling that children need to learn to be part of the larger mainstream community.

It is clear from their comments that a large majority of respondents considered the launch of a new Special Facility as the direct alternative to Patcham House. A small number suggested that further information about how the new special facility would work might give them greater confidence in the new provision

Key Quotes

"There are many pupils who for whatever reason cannot attend a large mainstream school, even if in a unit if this still requires them to access large parts of their week in the main body of the school"

"Delighted that you are being bold and are stopping propping up a school which is now not essential in the city. Nice to see that you are thinking about how your decision will affect individual children and making plans for each one"

"The numbers at Patcham do not warrant keeping the school open. However, it is not clear whether the new secondary facility would provide for current Patcham House students and their range of complex needs, or for a different cohort of children."

"When schools are so small, it is really tough to be able to offer every student the range of curriculum options that match their SEN and interests."

“Patcham House has provided outstanding provision for an ever increasing range of complex needs; it has risen to every challenge in a way that might not be possible in a mainstream school with a unit.”

“Think the need for a school like this is still very vital and needed”

“Vulnerable students can find the size of a mainstream school very difficult to cope with”

“there will always be some children that require specialist education delivered by staff with expertise and within a space that is fit for the needs of the children”

“I think the proposed new facility will need to have clear admissions criteria for which students it will be able to support effectively in consultation with the staff who work in the facility”

6. **Feedback from other consultation activity**

- 6.1 Comments that were raised as part of the online portal and analysed above have not been repeated in this section below. The section below summarises additional comments that were noted as part of the wider engagement plan agreed in 3.6.1
- 6.2 The Assistant Director, SEN, health and disability, along with a senior HR business partner met with Patcham House staff, including union representatives) on Wednesday 9th November. A number of issues arising from the meeting were later also clarified by email. This meeting was the commencement of an ongoing consultation with staff. Key points included;
- Concern that Patcham House has not been included in the integrated SEMH Hub
 - Questions on what will happen to pupils who would have attended Patcham House in the future
 - Suggestion on the need to bring back pupils from agency schools
 - Clarity requested on the staff for the new Special Facility
 - Clarity wanted in redeployment opportunities and loss of skills
- 6.3 The school had kept parents informed via their usual communication channels of the proposed changes and the consultation process. As pupils attending Patcham House live across the breadth of the city, discussion with the school’s executive head teacher resulted in the LA taking a more bespoke approach to engaging parents to ensure they had the chance to give their views. The school asked parents to volunteer to take part in a telephone discussion. Parents of 11 of the 22 registered pupils volunteered. During the discussions, it emerged that the majority of parents had already responded via the online portal.
- 6.4 Almost all parents opposed the closure of the school, and had valued the educational experience it had offered to their child. The main points raised centred around:
- The ability of a small school like Patcham House to offer personalised support and a curriculum matched to individual need

- Good staff/pupil ratios, with keyworkers who know the children well
- The impact of the traumatic experience of failure in previous placements had been difficult to manage
- The need in the LA for specialist provision for children on the autistic spectrum
- Anger at the proposed closure, but an appreciation that its timing would enable the vast majority of current pupils to complete their education there.
- The school's challenge to provide effectively for a wide range of competing need within very small classes (those who need stimulation alongside those who need a calm routine)
- The gender imbalance had presented challenges with such small numbers (increasingly fewer over time and currently only one female pupil)
- Understanding of the need for the council to use available resources wisely
- Support for the concept of wider multiagency hubs to be developed in the city, to provide the broader range of support that pupils need and an acknowledgement of the challenge to afford these

Copies of the discussion notes have been made available to Members.

6.5 A meeting of the School Council, open to all pupils, was held on 5th December. Eight pupils from Years 9-11 attended. All pupils present were unhappy about the proposal to close their school. They wanted to highlight the strengths of their school, which can be summarised as:

- The school's ability to flex to accommodate the needs of individual pupils for time out, withdrawal, avoiding sensory overload and relieving anxiety.
- A creative curriculum offer, which they appreciated and helped them achieve their long term goals
- The school's drive to increase their independence (travel training, life skills)
- Positive relationships with staff who know them well
- Specialist expertise of the staff
- A small school, in contrast to large size of mainstream schools where there is less structure

6.6 A note of the meeting has been made available to Members.

Appendix 3

Full statutory proposal information for the closure of Patcham House Community Special School

1. In accordance with section 15 (1) of the Education and Inspections Act 2006 Brighton & Hove City Council proposes to close Patcham House School with effect from 31st August 2018.

Local Authority (LA) details:

Brighton & Hove City Council
Hove Town Hall
Norton Road
Hove BN3 3BQ

School details:

Patcham House Community Special School
7 Old London Road
Patcham
Brighton & Hove City Council BN1 8XR

Patcham House is a registered community special school which currently makes day provision for boys and girls aged 11-16 with complex needs.

- 2. Implementation plan:**

It is proposed to close Patcham House School in August 2018. By this time, nearly all the pupils will have completed their Key Stage 4 education. Discussions will be held with the parent/carers of the very small number of remaining students, who would potentially complete Year 9 in July 2016 to plan their transfer to alternative provision at a time appropriate to their needs and taking into account parental preference.

- 3. Reasons for Closure**

Patcham House is one of the city's six special schools. It makes provision for students with a range of complex needs, including autistic spectrum conditions, speech, language and communication needs, mental health and other medical needs. All students have an Education, Health and Care plan (EHCP). Its students come from across the city. One student from a neighbouring Local Authority has also been placed at the school. It occupies a compact site in a residential area to the north of the city.

The school has in the past been a valuable asset to the city's provision for children and young people with special educational needs and disabilities. It is currently rated as good by OFSTED. However, in the Local Authority's drive to create a better, more holistic and sustainable service for the future, it needs to ensure that it has the right provision in the right place at the right time for all of the city's children with special educational needs and disabilities (SEND), whose needs the Local Authority must

now meet up to the age of 25, to comply with the new Children and Families Act 2014.

Thus there are a number of reasons for making this change within the timeframe given:

The demand for places in the city's special schools has changed over time.

Brighton & Hove is able to commission sufficient special school places across the city as a whole. However, some of the city's special schools are oversubscribed. Others, like Patcham House, struggle to admit sufficient students to be viable. The numbers in recent years have been reducing and it is now struggling to provide a broad and balanced curriculum. Many students who would in the past have attended Patcham House are now attending mainstream schools, either in the main body of the school or within a special facility. The Local Authority has given a commitment to parents that the overall number of places for pupils in special provision across the city will not decrease as a result of this proposed closure.

The Local Authority is also considering developing a new special facility, more inclusive provision which, although not a direct replacement for that provided at Patcham House, will extend the range of options to meet the diverse needs of vulnerable students who academically are able to access a mainstream curriculum, albeit with significant modification, support and intervention. This supports the core principles of the SEND review.

Date	Commissioned place numbers	Actual numbers	Boys	Girls	KS3	KS4
2012	46					
2013	36					
2014	40	36	30	6	17	19
2015	38	32	26	6	12	20
2016	20*	22	20	2	2	20
2017	10	10	9	1		10
July 2018		2	1	1		2

Diagram 1

**Since the consultation period began, admissions to key stage 3 have been restricted*

The Local Authority needs to make best use of its money

Patcham House has become very small and is not financially viable without significant transitional protection from the Local Authority. Over the past five years, the Local Authority has had to allocate an additional £580,000 of transitional protection to the school to enable it to balance its budget. In the current financial year, its core school budget of £604,462 includes £150,000 of subsidy. This subsidy is not sustainable and is not an effective use of resources.

The council is committed to reinvesting any funding which becomes available as a result of the closure of Patcham House into other services to meet the needs of children and young people with special educational needs and disabilities.

The Local Authority wants to develop more integrated services to improve the range of high quality provision available to the city's most vulnerable pupils

Children with complex needs in special provision need additional help from professionals in health and social care. Many parents tell the Local Authority that this is best provided where staff can work better together in a more integrated way. This is also what the new Children and Families Act 2014 expects Local Authorities to do. To be able to achieve this, Brighton & Hove needs to create economies of scale which are not possible at a school with so few students.

4. Patcham House in the context of wider review and change within the city

All Local Authorities have a statutory responsibility to keep SEND provision under review in order to be able to respond to the changes in need amongst the population of children and young people with these needs.

In 2014, Brighton & Hove City Council conducted a wide ranging review of its services for children with special educational needs and disabilities. The integrity of this review was overseen by a high level strategic Governance Board, and included parent/carers and young people, in line with the Local Authority's commitment to engage parents and young people effectively at all levels of strategic and decision making forums.

The process of consultation included a range of events for young people, parent/carers, education, social care and health staff, voluntary organisations alongside the opportunity, alongside the wider public, for them to submit views via the council's online consultation portal.

The outcome of that consultation was reported to the Children, Young People and Skills Committee and the Health and Wellbeing Board in February 2015. (Appendix 1 gives the link to this document) Recommendations emerging from the review centred around securing improvements in:

- Joint commissioning
- Integrated service delivery
- Support for families with disabled children
- Learning Support for children with SEN
- Transition to adulthood
- Emotional and mental health

Three project groups were established for each of the three areas of the proposals, notably provision for
Learning difficulties (LD)
Social emotional and mental health (SEMH)
Early years (EY)

(At a later date a parallel group was created for post 16 provision)

Each group consisted of a broad range of stakeholders who would be affected by the changes in some way and who together had a breadth of expertise and experience to support the LA in its intention to co-produce specific options for change on which to formally consult. The range of membership is can be found in the link at Appendix 2

In November 2015, a joint meeting of the Children, Young People and Skills Committee and the Health and Wellbeing Board (Appendix 3 gives the link to this document) gave approval to an engagement process with key stakeholders (the link to these minutes can be found at Appendix 4). The focus for this informal consultation was to reorganise special provision and Pupil Referral Units (PRUs) and to integrate education, health and care provision in special schools. The purpose of this was specifically to make the system more efficient and financially viable into the future, by the consolidation of the city's six special schools, one of which is Patcham House School, and two PRUs to form three integrated special provisions (hubs) across the city.

This engagement phase included:

- a consultation paper with key questions to consider
- public meetings and individual meetings as requested
- all meetings being recorded

The engagement exercise was promoted through:

- The council website and the Local Offer
- The schools' bulletin
- The Wave
- Health services' own internal communication channels
- Amaze communications with parents
- School newsletters

Direct communication with voluntary and community groups working with children and young people with specialist educational needs and their families

Feedback was also invited:

- via the Council's consultation portal
- via email,
- in writing
- and by leaving a voicemail on a consultation line

Members of the project groups were also able to maintain a link between stakeholder groups and the Local Authority's thinking.

The report on the outcome of the open engagement phase to Children, Young People and Skills Committee in June 2016 (the link to this document can be found at Appendix 5), showed that those who had been consulted included:

- Children and young people
- Parents and carers

- Special and mainstream schools
- Further education colleges
- Early years providers
- Teachers and other staff at the schools
- Local Authority staff
- Public Health
- The Clinical Commissioning Group
- Sussex Community Trust
- Sussex Partnership Foundation Trust
- Governors
- Trade Unions
- Local Community groups
- Neighbouring Local Authorities
- The Anglican Diocese of Chichester
- The Roman Catholic Diocese of Arundel and Brighton
- The Police Authority
- Neighbouring Local Authorities or any which maintain a statement of special educational needs or Education, Health and Care Plan (EHCP) in respect of a registered pupil at the school
- Local Members of Parliament

Feedback from the consultation is included in the document at Appendix 5.

At their meeting in June 2016, the Children, Young People and Skills Committee reviewed the feedback from the engagement phase, which showed strong support from all stakeholders on the principles behind the review

At the committee meeting on 3rd October 2016 (the link to this paper is in Appendix 6), a number of different options were considered to help achieve the Local Authority's vision of integrated provision in the light of the feedback from the consultation:

One of the options considered was to continue with the status quo of maintaining six small special schools and two Pupil Referral Units. This option was rejected as the matrix of needs has changed over time and there is no longer sufficient demand for some settings while other schools are oversubscribed. This leads to some schools becoming too small to run a full curriculum and to the Local Authority needing to provide significant amounts of 'protection' funding to keep schools afloat when this money is urgently needed for children with SEND elsewhere in the system.

This is particularly the case with Patcham House School, which has historically provided a good education to vulnerable pupils, but which has had a falling roll over a number of years as shown in diagram 1. The pupils that Patcham House School caters for have similar needs to those who are now successfully placed in the special facilities such as the Swan Centre at Brighton Aldridge Community Academy (BACA) and Phoenix Centre at Hove Park School. Greater inclusion has meant that schools like Patcham House School (whose original designation was to cater for 'delicate' pupils) have generally closed over time across the country.

There was a consensus that the principle of integrated hubs for children with learning difficulties, including those with SEMH was sound. To that end the Local Authority decided to explore further the appropriate model to achieve this integration, whether by merging the special schools or recommending that they federate under a single governing body. Thus at their meeting on 3rd October 2016 (minutes can be accessed via Appendix 7), Members agreed that that should be the subject of further consultation before formal proposals are presented. However, for children with social, emotional and mental health difficulties, Homewood College and the two pupil referral units would progress with the setting up of a single institution under unified leadership and governance, this to become the SEMH hub.

Patcham House School as a whole would not naturally fit within any of the hub arrangements and given its diminishing roll, financial unviability, and the intention to develop further a new special facility within a mainstream school, Members agreed to proceed with formal consultation to close the school in August 2018.

5. Formal consultation on the closure of Patcham House school

A formal consultation document was prepared, advertised and posted on the council's consultation portal. The online consultation was open from 5th October to 4th December 2016.

The formal consultation was widely publicised via:

- The council's website
- Social media
- Amaze- the local parent partnership organisation for SEND.
- School newsletters and their other usual communication channels (parenttext etc)
- Local multiagency SEND forums (ie SEND Partnership Board, PRU management committees)
- Regular meetings where SEND is the focus (ie special headteachers' forum, cross LA senior leadership groups)

Meetings were held with unions, Patcham House School staff, and the School Council. The LA employed a consultant to work with the governing body to explore the implications of the range of options for change.

Following discussion with the school, it was agreed that the Local Authority should offer to conduct a personalised telephone consultation for parents of registered pupils at Patcham House. The parent/carers of 50% of the current school population participated in this. Students at Patcham House completed the online consultation with the support of their tutor as a familiar adult.

Consultation letters were written to the three Local MPs and both East and West Sussex, as the neighbouring Local Authorities, although only West Sussex has a student currently at Patcham House school.

Analysis of the consultation feedback can be found via Appendix 8.

6. SUMMARY OF THE MAIN ISSUES RAISED, WITH RESPONSES:

Why is Brighton & Hove proposing to close Patcham House?

Historically this school has been a valuable asset to the city's provision for students with complex needs. However it has now become very small, requiring considerable financial subsidy and this has questioned its continued viability. Diagram 1 shows the past and predicted student numbers until the proposed point of closure. In order to come to a decision, all responses to the local consultation on the closure of Patcham House School have now been carefully reviewed, alongside three other significant elements of consideration:

- The analysis of the current and future budget position
- The range of special provision that is or will be available for pupils with SEND similar to those whose needs have hitherto attended Patcham House school
- The widely supported plan to transform current special school based provision into three hubs which provide integrated provision across education, health and care.

To what extent has the city considered keeping the school open?

Some respondents to the consultation asked the LA to reinvest in the school to increase it in size and make it financially viable. As the DFE restricts the number of special school places it is prepared to fund within the LA, this would mean removing places from other special schools and would in turn make them smaller. This would conflict with the overall drive of the wider SEND review to transform the city's provision into fewer schools (termed hubs) which are larger in size and can offer a wider range of services and create greater economies of scale. *National statistics: Special educational needs in England: January 2016* (Table 10) shows that the majority of Brighton & Hove current special schools are smaller than the national average.

Only one pupil attends Patcham House from a neighbouring LA at parental request. Neither East nor West Sussex has expressed an interest in collaborating to keep Patcham House open. Both LAs have already made changes to some of their own special provision to create larger more viable schools offering a broad curriculum to match a wider range of pupil need.

How will current pupils be affected by the closure?

Under this proposal Patcham House School would close in August 2018 which would enable all the current Key Stage 4 pupils (nearly all pupils are in Key Stage 4) to complete their education at the school. The very small number of pupils at the school who are currently in Year 9 would be found alternative suitable placements as part of a personalised pathway worked out with their families over a carefully managed time scale. Early preparatory work for this has already begun, so that options are explored in advance of any decision to close the school.

What alternative options will be available in the city in the future for similar secondary aged pupils with complex needs?

Patcham House historically catered for children and young people deemed 'delicate' with origins in children with long term physical health needs. Such schools were once commonplace nationally but over time most have closed as the pattern of children's needs has changed. Most children who need and can benefit from a mainstream curriculum now will be in mainstream schools with varying levels of support.

Locally one of the reasons for the falling roll at Patcham House is that the pattern of parental preference has changed over time in the city also, and parent/carers have opted for placements at other provision for their children. Many of our secondary schools now have considerable experience and expertise in meeting the needs of those with complex learning difficulties. The Swan Centre at Brighton Aldridge Community Academy specialises in meeting the needs of those with language and social communication needs. In addition existing special provision at Hove Park School was reshaped in 2013 to create the Phoenix Centre Special Facility to cater for vulnerable pupils with social and communication difficulties and associated emotional needs.

This has proved a successful addition to the capacity for this complex needs group offering inclusive opportunities as well as a more protected environment. The LA has listened to concerns expressed by parents, particularly those whose children are on the autistic spectrum, and is proposing the following:

- A new special facility catering for pupils with complex needs in a mainstream secondary school offering more capacity
- For those pupils who cannot cope with a protected mainstream environment, places will be available in the three integrated hubs
- For pupils with complex needs including autism/Asperger's Syndrome and challenging behaviour who need a mainstream curriculum, plans are being made to create bespoke provision for them within the SEMH hub

What will happen to the money saved from the closure of Patcham House?

The SEND review is not a cost-cutting exercise as all money remains ring-fenced to children with SEN and disabilities. However the review is addressing the way money is spent to ensure best value is gained for all children and this cannot be the case where schools have falling rolls year on year as it requires the LA to provide financial protection to ensure they can remain open. Proposals are to significantly reduce the annual spend on financial protection for schools with falling rolls who are otherwise not financially sustainable. Over the last five years, this financial protection (which in effect 'buys up' empty places at a school) has amounted to just over £1 million across the city's special schools, of which £580,000 was for Patcham House alone. In the financial year 2016/17, the budget for Patcham House School was £604,462, which included transitional protection of £150,000.

What will happen to the staff currently working at Patcham House?

The Local Authority very much values the experience and expertise of those working at Patcham House and wishes to retain this within the city as far as possible.

Once the period of consultation is over, all staff will have individual meetings to discuss their futures and any opportunities available. The LA does not have the authority to require all schools to give priority to re-deploying staff at risk, but will seek to use its influence constructively to find suitable opportunities for staff who work at the school.

In the meantime, special school headteachers have agreed to give priority to Patcham House staff when vacancies arise. In planning the new Special Facility, the LA will be asking the successful school to also give priority to employing Patcham House staff and in informal discussion with schools bidding so far, all have agreed to consider this positively.

In terms of staff wellbeing at a difficult time, Public Health have offered a range of support services to staff and some funding for staff to organise support for themselves.

What will happen to the site?

As the school site has had spare room due to the falling roll, space has been used to offer temporary accommodation to the city's developing post 19 provision. In the longer term, the site may become surplus to requirements. However, at present no decision has been made about the site.

How can secondary aged students continue to access an appropriate and creative curriculum to match their needs?

Brighton & Hove is committed to ensuring that the needs of all the city's children and young people are met and can access a curriculum appropriate to their needs. There is a perception amongst some respondents that the creative and varied curriculum offered at Patcham House is only available there, but in fact, every special school in the city offers an array of diverse opportunities matched to the needs of individuals. This is evidenced in the very positive Ofsted reports that the city's special schools have received. The development of the hubs will enable this offer to be extended beyond the school day and to families.

What impact will the proposed closure have on current Patcham House students?

The proposed school closure timeframe (closure in August 2018) will mean that all except two students will have completed their secondary education. For the two students who may remain on the school roll in July 2018, alternative suitable placements will be found as part of a personalised pathway worked out with their families over a carefully managed time scale, to allow them to successfully complete their KS4 curriculum to achieve the outcomes they deserve. Discussions with students at the School Council showed that they were generally unhappy about the prospect of the school closing, particularly as it would be unavailable to other students in the future.. The LA recognises the potential impact of the proposals on the stability of the students and will work with the parents /carers to develop a personalised plan for each individual student on roll to ensure that they get the services they need to be able to complete their education successfully.

What impact will the school's closure have on the community?

The school has been an integral part of the Patcham community over the years and it is acknowledged that it has served its community well. Few of the students live in the immediate locality and most travel to school independently from other parts of the city. There will continue to be travel across the Local Authority area for those with SEND, as the Local Authority is obliged to offer a school place appropriate to a child's need, when the most local provision is deemed unsuitable. Very occasionally neighbouring LAs have sought a place for particular students following parental request. However, this necessitates a long home to school journey for them.

The Local Authority has given a commitment that the overall number of places in special provision in the city will not diminish as a result of the proposed changes. Thus there will be sufficient capacity within other special provision in the city to accommodate students with similar needs to those currently attending Patcham House. These will be distributed across other special schools, the new or existing special facilities, or in exceptional cases, one of several independent providers in the area.

7. WHERE AND WHEN THE STATUTORY NOTICE AND FULL PROPOSAL INFORMATION WILL BE AVAILABLE

Brighton & Hove City Council will publish the statutory notice for this proposal on Friday 17 March 2017. The notice will remain in force for a period of four weeks i.e. until Friday 14 April 2017. Copies of the notice will be placed:

- at the entrance to the school
- in other places in the community; namely Patcham Village Post Office, Patcham Library and the Jubilee Library.

It will also be published in The Brighton & Hove Independent newspaper on Friday 17 March 2017.

A copy of the statutory notice is attached to this document.

On Friday 17 March 2017 the full proposal information (this document plus appendices) will be sent to the following recipients:

- The Secretary of State for Education
- The governing body of the school
- The Diocese of Chichester
- The Diocese of Arundel & Brighton
- Members of the Children and Young People Committee
- Local Ward Councillors
- The Members of Parliament for Brighton & Hove
- The parents/ carers of every registered pupil at the school

It will also be published on the council's website at the following address www.brighton-hove.gov.uk/school-statutory-notice.

Any person may request a copy of the full proposal information either by writing to

Edd Yeo at Brighton & Hove City Council, Room 116 Hove Town Hall, Norton Road, Hove BN3 3BQ or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk.

8. HOW TO MAKE REPRESENTATIONS OR COMMENT ON THE PROPOSAL

Any person may object or make a representation or comment on the proposal. This can be done by writing to Regan Delf, Assistant Director Health, SEN and Disability Brighton & Hove City Council, 2nd Floor, Hove Town Hall, Norton Road, Hove BN3 3BQ before the closing date of 14 April 2017 or via email to her at regan.delf@brighton-hove.gov.uk

Following the closing date for representations, comments and objections, a report will be prepared for the Children and Young People's Committee to decide the proposal within two months i.e. no later than 14 June 2017. At the present time it is anticipated that the report will be considered at their meeting scheduled for 12 June 2017.

Appendix 1 Consultation Feedback February 2015

[Appendix 1 Link](#)

Appendix 2 Membership of group paper June 2016

[Appendix 2 Link](#)

Appendix 3 Joint HWB & CYPS Committee paper Nov 2015

[Appendix 3 Link](#)

Appendix 4 Minutes of HWB & CYPS Committee paper Nov 2015

[Appendix 4 Link](#)

Appendix 5 Consultation Feedback June 2016

[Appendix 5 Link](#)

Appendix 6 October 3rd CYPS Committee paper

[Appendix 6 Link](#)

Appendix 7 October 3rd CYPS minutes

[Appendix 7 Link](#)

Appendix 8 Feedback analysis of PH consultation

Brighton & Hove City Council
Statutory Notice: Proposal to close Patcham House Community Special School

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006 that Brighton & Hove City Council intends to discontinue (close) Patcham House Community Special School, 7 Old London Road, Brighton & Hove, BN1 8XR , from 31 August 2018.

The current age range of the school is 11 to 16. The Local Authority proposes to close the school from 31 August 2018. At this time nearly all of the pupils will have completed their Key Stage 4 education. Suitable alternative provision will be agreed for the very small number of pupils prior to the proposed closure at a time appropriate to their needs.

All applicable statutory requirements to consult in connection with this proposal have been complied with. Brighton & Hove City Council will implement the proposal.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Edd Yeo at Brighton & Hove City Council, Hove Town Hall Norton Road, Hove BN3 3BQ or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk. The Full Proposal is also on the council's website and can be found at http://www.brighton-hove.gov.uk/statutory_notices

Within four weeks from the date of publication of this proposal (i.e. by 14 April 2017), any person may object to or make comments on the proposal by sending them to Regan Delf, Assistant Director Health, SEN and Disability, Brighton & Hove City Council, Hove Town Hall Norton Road Hove BN3 3BQ before the closing date of 14 April 2017 or via email to regan.delf@brighton-hove.gov.uk

Signed: Pinaki Ghoshal

Publication Date: 17 March 2017



Appendix 4

Current (as at March 2017) special school and PRU provision in Brighton & Hove

Establishment	Caters for pupils with	Pupil Places 2016/17	Age Range	Costs
Hillside Special School (Portslade)	Severe and profound multiple learning difficulties	73	4-16	£1,735,329
Downs Park School CDP Federation (inc ASC units) (Portslade)	Moderate learning difficulties and complex needs	98 +18*	4-16	£1,807,954
Downs View Special School (Woodingdean) and Downs View Link College (Fiveways)	Severe and profound multiple learning difficulties	124	3-19	£3,009,227
Cedar Centre CDP Federation (Hollingdean)	Moderate learning difficulties and complex needs	65	11-16	£1,063,983
Patcham House School CDP Federation (Patcham)	Academically more able pupils with a range of additional complex needs	22	11-16	£604,462
Homewood College (Moulsecoomb)	Social, Emotional and Mental Health needs	45	11-16	£1,170,471
The Connected Hub - Alternative Provision (Fiveways)	Social, Emotional and Mental Health needs	34	Year 11	£476,000
B&H Pupil Referral Unit (Hollingdean and Dyke Road)	Social, Emotional and Mental health needs	54	Primary & Secondary	£977,000
Establishment – Post 19 Provision		Commissioned Numbers		
Post 19 Provision in Independent Sector	Severe learning difficulties	26	19+	£1,206,000
Establishment – Early Years		Commissioned Numbers		
Jeanne Saunders/Easthill Park (Hove and Portslade)	Complex needs, severe learning difficulties and disabilities	18	R-1	£271,000
TOTAL				12,321,426

*These 18 pupils are on roll at West Blatchington Community Primary school in the ASC unit, which is currently managed by Downs Park school.

Questions for the Formal Consultation – Creation of Integrated Hubs in Brighton & Hove

1. The creation of the Integrated Hub East

Downs View is a registered community special school which currently makes day provision for boys and girls aged 3-16 with severe and profound and multiple learning difficulties/complex needs. The school serves mainly, but not exclusively, the east of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan. The school also manages city wide provision for young people 16-19 with similar needs on a separate site at Downs View Link College.

Cedar Centre is a registered community special school which currently makes day provision for boys and girls with complex needs aged 4-16. The school serves mainly, but not exclusively the east of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

The proposal is to merge Downs View School, and Cedar Centre to create the new integrated hub in the east of the city.

Question

1 a) Do you agree in principle to the creation of an integrated hub in the East of Brighton & Hove that will accommodate pupils aged 2-19 with complex needs and learning difficulties?

Do you:	<u>Strongly agree</u> _____	please tick ✓
	<u>Tend to agree</u> _____	
	<u>Neither agree nor disagree</u> _____	
	<u>Tend to disagree</u> _____	
	<u>Strongly disagree</u> _____	
	<u>Don't know</u> _____	

If there is anything you want to tell us about the reason for your answer, you can write this here:

1 b) In order to achieve the new integrated hub, do you agree that we should close the Cedar Centre Community Special School and expand and re-designate Downs View Community Special School to form the integrated hub for children and young people aged 2-19 with complex needs and learning difficulties in the east of the city?

Do you:	<u>Strongly agree</u> _____	please tick ✓
	<u>Tend to agree</u> _____	
	<u>Neither agree nor disagree</u> _____	

Tend to disagree

Strongly disagree

Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

2. Integrated Hub West

Hillside is a registered community special school which currently makes day provision for boys and girls aged 4-16 with severe and profound and multiple learning difficulties/complex needs. The school serves mainly, but not exclusively, the west of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

Downs Park is a registered community special school which currently makes day provision for boys and girls aged 4-16 with complex needs. The school serves mainly, but not exclusively the west of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

The proposal is to merge Downs Park School, and Hillside to create the new integrated hub in the west of the city.

Question

2 a) Do you agree in principle to the creation of an Integrated Hub in the West of Brighton & Hove that will accommodate pupils aged 2-18 with complex needs and learning difficulties?

Do you:

Strongly agree

please tick ✓

Tend to agree

Neither agree nor disagree

Tend to disagree

Strongly disagree

Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

Question

2 b) In order to achieve the new integrated hub, do you agree that we should close Downs Park Community Special School and expand and re-designate Hillside Community Special School, and retain both sites to form the integrated hub for children and young people aged 2-18 with complex needs and learning difficulties in the west of the city?

Do you: Strongly agree _____ please tick ✓
 Tend to agree _____
 Neither agree nor disagree _____
 Tend to disagree _____
 Strongly disagree _____
 Don't know _____

If there is anything you want to tell us about the reason for your answers, you can write this here:

3. Integrated hub SEMH (Social emotional and mental health needs)

Homewood College is the city's special school for children and young people aged 11-16 with social, emotional and mental health needs. All pupils have a Statement of special educational need or an Education, Health and Care Plan.

The Pupil Referral unit is provision for those students who have been excluded from school or who are at risk of exclusion. It is based on the Lynchet Road site.

The Connected Hub is also Pupil Referral Unit provision specifically for those Y11 students who find it difficult to engage with a mainstream school's regular curriculum.

3a) Do you agree in principle with the creation of a new city wide hub for children and young people aged 5-18 with a range of social, emotional and mental health needs?

Do you: Strongly agree _____ please tick ✓
 Tend to agree _____
 Neither agree nor disagree _____
 Tend to disagree _____
 Strongly disagree _____

Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

3b) In order to form the new integrated hub for children and young people aged 5-18 with social, emotional and mental health needs, do you agree that we should

(i) merge the Pupil Referral Unit and the Connected Hub?

Do you: Strongly agree please tick ✓
 Tend to agree
 Neither agree nor disagree
 Tend to disagree
 Strongly disagree
 Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

(ii) extend the age range of Homewood College from 11-16 to 5-18

Do you: Strongly agree please tick ✓
 Tend to agree
 Neither agree nor disagree
 Tend to disagree
 Strongly disagree
 Don't know

If there is anything you want to tell us about the reason for your answers, you can write this here:

- (iii) Bring together Homewood College and the new PRU under the oversight of an executive headteacher?

Do you:

<u>Strongly agree</u>	<input type="checkbox"/>	please tick ✓
<u>Tend to agree</u>	<input type="checkbox"/>	
<u>Neither agree nor disagree</u>	<input type="checkbox"/>	
<u>Tend to disagree</u>	<input type="checkbox"/>	
<u>Strongly disagree</u>	<input type="checkbox"/>	
<u>Don't know</u>	<input type="checkbox"/>	

If there is anything you want to tell us about the reason for your answers, you can write this here:

Appendix 6 - Special Educational Needs and Disability (SEND) Review – Arrangements for Governance and Management

1 Purpose

- 1.1 This document shows the governance and operational arrangements that are in place for the Special Educational Needs and Disability (SEND) review – Special Provision Reorganisation.

2 Strategic Groups

2.1 Cross Party Members and Stakeholders Steering Group

2.1.1 The work of the Special Educational Needs/Adults LD review and re-organisation crosses the Children, Young People and Skills Committee and the Health and Wellbeing Board. As a consequence two extraordinary joint Health and Wellbeing Board and Children Young People & Skills Committee have been held so far (February and October 2015) to consider reports and recommendations. One decision made as a consequence has been to have a cross party members' and stakeholder's reference group spanning the whole remit of the review which is able to meet between committee meetings during the intensive consultation and implementation phases.

2.1.2 The purpose of this group is to steer and oversee the implementation of all elements of the Special Educational Needs/Adults LD review in Children's Services including the parallel review in Adult Services. This cross party group will provide a valuable place for reflection and discussion prior to further reporting. It would also ensure engagement of councillors (and other partners) through the lifetime of these reviews to delivery.

2.1.3 This strategic governance group will work closely with the review and monitor the proposals as they progress to implementation.

2.1.4 The group is made of Councillors representing each party who are also members of either the Health and Wellbeing Board or the Children Young Person and Skills Committee. Additional members have been invited to represent Health, parents/carers as well as all relevant Local Authority officers in both children's and adult services.

2.1.5 It was agreed that the cross party reference group should merge with the Special Educational Needs and Disability Governance board. This means the new group includes parent representatives and young people. Meetings are scheduled at quarterly intervals until April 2017 and this group is likely to continue for the lifecycle of the review.

2.2 Special Educational Needs and Disability Partnership board

2.2.1 This board is a strategic partnership of representatives drawn from the statutory and voluntary sectors, parents and schools, which is tasked to develop, publish, implement and review a strategy for change and improvement for children and young people with SEN.

3 Operational Groups

3.1 We have divided the programme into three separate specialist areas each with a project group focussing on a specific part of the review:

3.2 Learning Difficulties Project Group

The purpose of the group is to enable wide participation of stakeholders and to make best use of their skills, expertise and experience to help the local authority develop further the proposals put forward in the November 2015 committee report (section 2.28).

- Integrate special provision across education, health and care for all children with complex special needs
- Offer an improved and innovative curriculum
- Make the system more efficient and financial viable into the future, by consolidation of the current six special schools and two PRUs to form three integrated special provisions across the city.

3.2.1 This group is made up of key specialists in the area of Learning Disability in Special Schools within Brighton & Hove including; Special School Head Teachers, Special School Governor representatives, Clinical Commissioning Group, Head of Children's Disability, Educational Psychologists, Voluntary Organisation representatives and Therapy Services representatives

3.3 Social Emotional and Mental Health Project Group

3.3.1 The purpose of the group is to enable wide participation of stakeholders and to make best use of their skills, expertise and experience to help the local authority develop further the proposals put forward in November 2015 committee report (section 2.28)

- Integrate special provision across education, health and care for all children with Social Emotional Mental Health needs.
- Offer an improved and innovative curriculum
- Make the system more efficient and financial viable into the future, by consolidation of the current six special schools and two PRUs to form three integrated special provisions across the city.

3.3.2 This group is made up of key specialists in the area of Social Emotional and Mental Health (SEMH) needs within Brighton & Hove including; Special School Head teachers, Pupil Referral Unit (PRU) Head Teachers, Chair of Governors, Social Work Service Manager, Representatives from; Clinical Commissioning Group, Community Child and Adolescent Mental Health Service (CAMHS), Parents, City College and Mainstream Governors.

3.4 Early Years Project Group

3.4.1 The purpose of the group is to enable wide participation of stakeholders and to make best use of their skills, expertise and experience to help the local authority develop further the proposals put forward in November 2015 committee report (section 3.4.2)

- That an inclusive integrated nursery with specialist health and care facilities on a mainstream nursery site shall replace the current part-time specialist nursery provision at the Jeanne Saunders/Easthill Park nursery.
- 3.4.2 This group is made up of key specialists in early years provision for special educational needs including representatives from parents, the Pre-School Special Education Needs Service, Education Psychology, the Child and Adolescent Mental Health Service, Special Education Needs Team, Sussex Community NHS Foundation Trust (Child Development Centre and health visiting), children's centres, early years providers including nursery schools, a school with a nursery class, a voluntary childcare provider and the Early Years and Childcare Team.
- 3.4.3 The scope of the Group has been expanded to consider the future of the specialist speech and language nursery which is based at Carden Primary School.

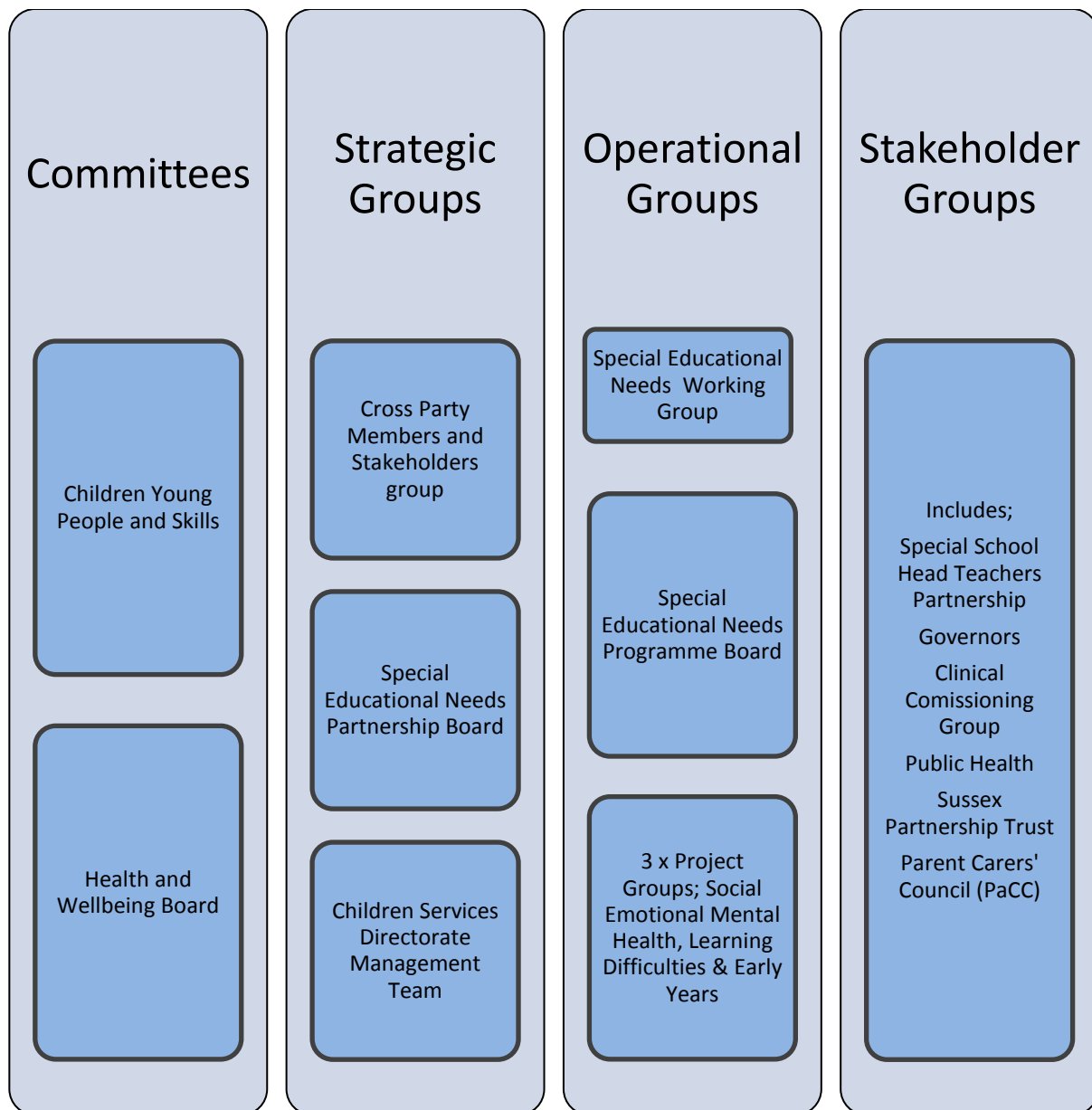
3.5 Special Educational Needs Programme Board

- 3.5.1 This group is made up of key representatives from internal departments (HR, Finance, Legal and Property) that will all be required to work together to make sure the changes are implemented successfully.
- 3.5.2 This group has met for the first time on 12 April 2016 and will meet every six weeks. Regularity of meetings is likely to increase at crucial stages of the review.

3.6 Special Educational Needs/Adults LD review Working Group

- 3.6.1 This small operational group is led by the Assistant Director responsible for the review. The purpose of this group is to review, plan and take forward the implementation of changes to special provision. This group will be informed by the work of the other groups associated with the review.

Diagram to show established Special Educational Needs/Adults LD review Governance arrangements



Appendix 7:

Summary of acronyms

ASC	Adult Social Care
BHPRU	Brighton & Hove Pupil Referral Unit
CAMHS	Child and Adolescent Mental Health Service
CCG	Clinical Commissioning Group
DSG	Dedicated Schools Grant (DfE grant to provide funding for schools)
DOLS	Deprivation of Liberty assessment
DVLC	Downs View Link College
EIA	Equality Impact Assessment
HNB	High Needs Block (LA funding for pupils with 'high needs')
LA	Local Authority
LD	Learning Disabilities
MLD	Moderate Learning Difficulties
OT	Occupational Therapy
PRU	Pupil Referral Unit
RAS	Resource Allocation System
SEMH	Social emotional and mental health
SEND	Special Educational Needs and Disabilities