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Proposed Closure of the Special Needs Resource Base at Deri View Primary School

Revised Consultation Document –
November 2015



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Consultation Arrangements

We are consulting on the proposal to close the Special Needs Resource Base (SNRB) at Deri View Primary School for pupils aged 4 to 11 years with moderate learning difficulties and social, emotional and behavioural difficulties.

Before a decision can be made the council are required to undertake statutory consultation with all interested parties. The consultation period commenced on 19th October 2015, and you have been invited to comment on the proposals. The process so far has provided us with some excellent feedback, delivered through our drop in session as well as direct contact with individual consultees. However, some of the feedback has helped us to recognise that additional information concerning the proposal would be beneficial to consultees. In the interest of facilitating an effective, informative consultation, we have produced a revised consultation document that incorporates this feedback.

The period for consultation has also been extended by an additional 42 days and will now close on **24th January 2016**.

Before a decision can be made the council are required to undertake statutory consultation with all interested parties. The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and considered when the council decides on a way forward.

A list of all those being consulted is attached at Appendix 1.

Additional consultation meetings in relation to this proposal have been arranged and will be held as follows:

Day	Date	Time	Venue	Consultee
Monday	14 th December 2015	15:30 – 16:30	Deri View Primary School	Staff
Monday	14 th December 2015	16:30 – 17:30	Deri View Primary School	School Governors

Monday	14 th December 2015	17:30 – 18:30	Deri View Primary School	Parents and any other interested parties
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There will also be an opportunity for individual meetings with staff and their representatives to take up any particular concerns staff may have.

Officers will attend to answer questions and ensure all comments/views made are recorded.

In addition, any views or comments can be made:

- By writing to Stephanie Hawkins, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN.
- By email: strategicreview@monmouthshire.gov.uk.
- By completing a response proforma (attached to this document as an appendix) and returning it to the above address.

Comments must be submitted to the Authority by the **24th January 2016**. Any comments already provided are still valid and there is no need to resubmit them to us.

It is important to note that any unfavorable comments made during the consultation period will not be treated as objections and if you wish to object, you will need to do so in writing during the statutory objection period. If consultees submit a request during the objection period that a response submitted at the consultation stage should be treated as an objection this will be accepted.

The views of children and young people remain important to us and a consultation session will be held with the School Council and pupils currently on roll at the SNRB. The views obtained during this session will be incorporated into the consultation report submitted to cabinet.

Following consultation, Monmouthshire's cabinet will consider the views expressed in the form of a consultation report in their cabinet meeting on 2nd March 2016 and then decide whether to proceed with the proposal. The consultation report will be available at www.monmouthshire.gov.uk/schoolreorganisation . If the decision is taken to proceed, a statutory notice will be published, the statutory notice period will

last 28 days from the date of publication and enables people to express their views in the form of supporting or objecting to the proposals.

Cabinet will then make the final decision as to whether to proceed with the proposal.

The timescales for the statutory consultation process will be as follows:

Statutory Consultation Period	19 th October 2015 – 24 th January 2016
Cabinet consider the results of the consultation	2 nd March 2016
Publication of statutory notice	21 st March 2016
Final decision by cabinet	July 2016

Consultation so Far

Consulting with key parties regarding additional learning needs (ALN) is important to us in determining the future provision for the children of Monmouthshire. Our journey so far has already engaged key parties in a consultation process regarding the future ALN strategy. The first round of consultation was held in May 2014 with further consultation in May and June of 2015. The consultation took the form of:

- A survey technique/small focus group approach was employed to gauge the views of the Children and Young People (CYP) in Monmouthshire regarding Additional learning Needs (ALN). Participants in the study were selected by school staff to participate and came from a range of Monmouthshire mainstream and specialist provision schools/classes.
- Three Parent Engagement Events were held in Monmouthshire during the last week of June and the first week of July 2015. Three Parent Engagement Events were held in Monmouthshire during the last week of June and the first week of July 2015.
- An Online Survey for Parents.
- A survey of school SEN Coordinators and Headteachers.

Introduction

The Council is determined to improve educational attainment through achieving the aspirational objectives contained in the Single Integrated Plan 2015-2018. This document contains three specific high level themes and two of these have a clear focus on improving educational performance of children and young people.

- Theme 2 – People are confident, capable and involved
- Theme 3 – Our County Thrives

The review of education remains a top priority for the Council, as identified in the Council's Capital Programme and our 21st Century School Programme aims to:

- Transform the education provision throughout the county.
- Raise standards of achievement and aspirations for all.
- Reduce the number of surplus places.
- Raise life chances for all within the community.
- Provide an efficient, effective and well managed educational offer that is acceptable to all.

The focus of the ALN review has been to ensure that the provision provided for our children and young people is fit for purpose, meets the needs of our community, is robust, flexible and sustainable both now and in the future.

The vision and strategic direction for children with ALN is to place the child, parent and the school at the centre of a process which will enable us to meet the needs of as many Monmouthshire pupils as possible and ensure all achieve their full potential. Our focus is to ensure:

- An inclusive education as close to the home and the local community as possible.
- An increase in children being educated in mainstream school where they will have access to a wider peer group, which will fulfil the Council's ambition for greater cohesion.

Our annual engagement events with stakeholders have ensured that the child's, parent's and the school's views are understood to shape the direction of education for ALN children going forward. So far the review has resulted in:

- A new strategy, policy and procedure being introduced into schools, which has meant that resources and funding are given directly to schools through a resource assist agreement

- A service level agreement for schools to ensure there is equity and consistency in the delivery of ALN services.
- A review of specialist provision to ensure that it meets the needs of our children. The review of Deri View SNRB is part of the final part of this review.

Options Considered

Reason for Change

The SNRB has not been able to fulfil the original brief for the school or the Local Authority as defined by the “Aims of the SNRB”. The intention of the SNRB was to provide interim support for pupils with social, emotional and behavioural difficulties (SEBD) or moderate learning difficulties (MLD) from across Monmouthshire. This has not materialised and as a result it has supported a small number of children from within the host school only.

Its strategic impact has been minimal and it has neither provided the school or the Local Authority with value for money. The needs of the school are now focused on early intervention within the community to close the gap in attainment between pupils in an area of high deprivation.

The options that the council has considered have been to either maintain the status quo or to close the SNRB at Deri View Primary School.

1. Do Nothing

The authority has considered the Status Quo – to continue to provide a SNRB at Deri View Primary School. The strengths and weaknesses of this option are listed below:

Strengths	Weaknesses
Retention of SNRB in the Abergavenny catchment area.	High level of surplus places within the SNRB
	Inefficient use of the school and authority’s resources
	Restricted social and learning opportunities for pupils accessing the SNRB on a full time basis.
	Inefficient use of space within the school

2. To close the SNRB from December 2016.

Strengths	Weaknesses
Greater opportunities for mainstream inclusion in local community schools for pupils with moderate learning difficulties.	Loss of specialist provision in the Abergavenny area.
Reduction in surplus places in specialist provisions.	
More efficient use of resources for the authority	
Greater opportunities for being within a mixed peer group with social as well as learning opportunities	
In mainstream schools there is a greater range of diversity, culture and opportunities to share experience.	
Allowing Deri View Primary School to focus their resources on the development of Early Years intervention and to use to their best effect the specialist resources within school to support this.	

The Proposal

The proposal is to close the SNRB at Deri View Primary School with effect from 31st December 2016.

Deri View Primary School is an English medium 3-11 community school in the town of Abergavenny, the mainstream school has a maximum capacity of 420. The SNRB has a capacity of 24 and caters for pupils from 4-11 and serves the Abergavenny area. The SNRB is designated to admit pupils with moderate special educational needs (SEN); namely those who are experiencing learning difficulties to a moderate degree (General Cognitive Ability of less than 70) usually with additional SEBD. In addition, placement may be considered at the SNRB for some children who fall outside this strict criteria but for whom the appropriate educational professionals consider its resources and facilities appropriate.

There has been a significant reduction in the number of pupils accessing the SNRB and therefore it does not meet the needs of the Authority or the school and does not fulfil the original brief for the school or the Local Authority as defined by the Aims of the SNRB. This is a reflection of the way that local schools have built their capacity to meet the needs of children with MLD and SEBD ensuring they are able to remain in their local communities and be educated with their peers.

The aims of the SNRB is to successfully return its pupils to their mainstream schools or classes, where this is possible. It aims to achieve this by helping them develop the academic, social and emotional skills to allow independent learning and positive social and emotional functioning.

The majority of pupils accessing the SNRB will be those who have a statement of SEN or those that would meet the criteria for a statutory assessment. The length of stay at the SNRB will depend on the needs of the pupil.

Part time placements are considered where the pattern of a pupil's academic, social, emotional and behavioural responses suggest that there is the need for part-time access to mainstream classes and that the pupil has some ability to learn independently and can cope with a degree of inclusion.

Its strategic impact has been minimal and it has neither provided the school or the Local Authority with value for money. The needs of the school are now focused on early intervention within the community to close the gap in attainment between pupils in an area of high deprivation.

Surplus Places

The issue of excess surplus places is one that requires review to ensure the effective use of facilities and resources. Welsh Government and Estyn have provided evidence that, where there is a high level of surplus places than is necessary, resources are being deployed inefficiently. Where there are more than 10% surplus

places in an area, the Council should review their provision and should make proposals for school reorganisation if this will improve the effectiveness and efficiency of provision. This is especially important where individual schools have significant levels of surplus places. A significant level of surplus provision is defined as 25% or more of a schools capacity (as defined in Welsh Government circular 21/2011) and at least 30 unfilled places.

The table below show numbers on roll and surplus places at Deri View SNRB for the last 5 years.

Year	Jan 2011	Jan 2012	Jan 2013	Jan 2014	Jan 2015
Capacity	24	24	24	24	24
No. on Roll	24	15	12	16	16
Surplus	0	9	12	8	8
Surplus %	0%	37.5%	50%	33.3%	33.3%

It is evident from the above table that the numbers on roll at the SNRB have declined for the last 5 years. As at January 2015 there were 16 pupils on roll at the school, this has since declined to 9, these pupils reside within the Abergavenny area.

It is the vision of the Council that as many pupils as possible will be educated within inclusive mainstream environments that are within their own community, with access to the appropriate level of support to enable their education to be delivered alongside their peers. Therefore no new pupils will be admitted to the SNRB at Deri View Primary School in the future if the proposal proceeds.

Details of Affected Schools

It is the Council's vision for pupils currently on roll at the SNRB as well as those emerging in the future who would meet the criteria for placement at the SNRB and to be educated within the mainstream environment at Deri View Primary School or within neighbouring schools within the Abergavenny area. The impact on schools within the area is not considered to be significant because the numbers of pupils are so low.

School	Category	Location	Language
Deri View Primary School	Community	Llwynu Lane, Abergavenny	English Medium

The table below shows numbers on roll and available places at Deri View Primary School for the last 5 years.

Year	Jan 2011	Jan 2012	Jan 2013	Jan 2014	Jan 2015
Maximum Capacity	420	420	420	420	420
No. on Roll	306	307	278	260	264
Available Places	114	113	142	160	156

The following table provides details of projected numbers on roll at Deri View Primary School.

The projected numbers are based on the numbers on roll as at January 2015 pupil level annual school census (plasc) data and the pupils born within the schools catchment area. They also take into account historical parental preference trends and pupils generated from proposed housing developments within the schools catchment area. The figures below show that there is the capacity within Deri View Primary School to admit additional pupils now and in the future.

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020
Maximum Capacity	420	420	420	420	420
No. on Roll	252	276	290	296	304
Available Places	168	144	130	124	116

Currently the pupils who are receiving support from the SNRB are on roll at Deri View Primary School and will be able to remain at the school if that is parent's preference. For 2 pupils who are in transition, special schools have been identified as they meet the needs of the pupils.

Building Condition

In 2010, the Welsh Government carried out 21st Century schools surveys across the whole of Wales, providing a consistency of approach. The results were categorised A–D, where A is “Best” and D “Worst”. The table below shows the overall condition rating for the school.

School	Overall property condition	Description
Deri View Primary School	A	Good (no deterioration)

Deri View Primary School was constructed circa 2005. The building is a steel framed single storey building with a pitched profiled metal sheet roof. Elevations are of facing block/brick and timber cladding. Windows and doors are aluminium. Floors are of a solid construction. Butterflies Playgroup/Acorns ICC operate out of here. (As recorded in Monmouthshire County Councils most recent condition survey).

Nursery Provision

The SNRB does not cater for nursery aged pupils. Should pupils within the nursery need additional support the Council will work in partnership with parents, teachers, coordinators of ALN and Head teachers to identify and meet the needs of the children. The ALN and Inclusion Services include the following supporting teams for Nursery provision:

- Educational Psychology Service
- Educational Welfare Service
- Pupil Referral Service
- Support for Vulnerable Groups such as LAC, Gypsy Traveller Pupils and Ethnic Minority Pupils
- Sensory Service: Hearing Impaired Service, Visual Impaired Service and the Communication Intervention Team.

Quality and Standards of Education

Outcomes

Standards in Deri View are good and compare well with similar schools at the expected level in the Foundation Phase. Outcomes at the end of KS2 are comparable with similar schools for the majority of indicators. There is a strong emphasis on high expectations and standards of both teaching and learning across the school. Clear policies and practices are in place within the school, and have a positive impact on raising standards across a range of performance indicators. Pupils' wellbeing is a strong feature of the school.

As the pupils currently in the SNRB are within the school and are already included in overall outcomes and provision, the proposal would not have an impact on standards and wellbeing.

Provision

The curriculum in Deri View provides a good range of learning experiences that fulfil statutory requirements and meet the needs of pupils. Teachers and staff work effectively together to ensure they support pupils effectively in classes. The teaching for pupils with ALN and SEN is effectively co-ordinated and individual learning plans are used well to ensure progress.

The school places a high priority on supporting the wellbeing of its pupils. There are well established policies and procedures in place for healthy living, wellbeing, health and safety and attendance. The identification of pupils with ALN and the provision they receive are strengths of the school. The current provision ensures that resources are effectively targeted to support pupils with ALN and that they integrate fully into mainstream.

The school is a fully inclusive community where all pupils have good access to the range of provision on offer. The school accommodation is of a high standard.

Given the effective and embedded arrangements in place within the school, the impact of the proposal is expected to be minimal on the quality of provision at Deri View.

Leadership and Management

Leadership in Deri View is strong and has been effective in raising standards across all subjects at Foundation Phase and KS2. The school uses its Pupil Deprivation grant well to improve standards of eFSM groups. Target setting procedures are robust and pupil tracking is a particularly strong feature of the school. Intervention strategies and the identification of pupils who need the additional support has been reviewed and now provides good support for targeted pupils.

The school has established very good links with other schools and partners to improve practice and outcomes. Excellent practice is shared both within school and across other schools. Opportunities are actively sought to offer pupils access to a range of challenge and enrichment. The school engages with a range of experts and consultants and trials initiatives and evaluates their impact on learning.

As leadership at all levels in the school is strong and processes and procedures are embedded and effective, the impact of the proposal across the school is expected to be minimal.

Contribution to the quality of ALN provision in Monmouthshire

The Council is two thirds of the way through reviewing provision for all learners, including those with ALN, in all schools. The proposal is a key element of that process and will support the Council to ensure all learners within the county are able to achieve their full potential through a fully inclusive approach.

This means that all children and young people will make progress along a common continuum, regardless of any ALN they may have. To support the Council in achieving our aim, the proposal includes a programme of training and support to build the capacity of our workforce so that they can effectively meet the needs of all learners including those with SEN/LDD. In doing so, we will be supporting schools to embrace and meet the challenge of a new statutory framework for supporting children and young people with additional learning needs (ALN).

This proposal will enhance the effectiveness of inclusion and the quality of education support for children with SEN in Monmouthshire by enabling them to experience a diversity and range of peer engagement which would currently not be experienced in a small class provision.

Delivery of the Full Curriculum

There will be no impact of the proposals on the ability of Deri View Primary School to deliver the full curriculum at the Foundation Phase or Key Stage 2.

Pupils within mainstream school will be supported appropriately to meet their needs and access the curriculum in full. This will be done by ensuring that the identification of need and review of progress is carried out regularly; initially on a termly basis through Individual Learning Plans and then annually through review of Statement of

SEN. These pupils' outcomes will be tracked by the school and the authority to ensure that the pupils' achieve their potential and that the intervention delivered to them is providing an effective and efficient use of resources.

Estyn Inspection Reports

Details of the most recent Estyn Inspection is shown below:

1. How good are the outcomes?
2. How good is provision?
3. How good is leadership & management?
4. Overall judgement on the school.
5. Prospects for improvement.

School	Date of Inspection	1	2	3	4	5
Deri View Primary School	January 2013	Adequate	Adequate	Adequate	Adequate	Adequate

Key

Excellent- Many strengths, including significant examples of sector leading practice
 Good - Many strengths and no important areas requiring significant improvement
 Adequate - Strengths outweigh areas for improvement
 Unsatisfactory - Important areas for improvement outweigh strengths

Summary

The school's performance is adequate because:

- standards in literacy, particularly in speaking, listening and reading, are improving;
- most pupils show steady progress in developing good numerical skills;
- many pupils with additional learning needs attain the expected level at the end of the key stage;
- pupils' wellbeing, including behaviour and attendance rates, is an excellent feature of the school;
- pupils with complex, special and additional learning needs are very well supported; and

- the support pupils receive to overcome any difficulties in their personal backgrounds and circumstance very effective.

However:

- standards in English, mathematics and science are weak overall;
- pupils' skills in thinking, independent working and information and communication technology skills (ICT) are weak; and
- pupils' Welsh language skills and knowledge about Wales are limited.

Prospects for improvement are adequate because:

- the headteacher has a clear strategy to improve provision and raise pupil standards;
- the school's self-evaluation report is honest, analytical and accurate;
- the school improvement plan has clear objectives derived from the self-evaluation plan and it has clear targets which the headteacher and the senior leadership team monitor regularly;
- performance management for all staff, including teaching assistants, is clearly linked to pupil outcomes; there is a clear focus on the national priorities of literacy and numeracy and, in particular in the context of the school, to tackling social disadvantage.

However:

- the long-term budget deficit has yet to be resolved.

Risks and Counter Measures

	Risk Description	Counter Measures
1	The inclusion of pupils into mainstream may have a distracting influence in the classroom for other pupils	We believe this potential impact is minimal due to the small number of children and in order to mitigate against this we will ensure that the support provided is of a specialist nature and that training is provided to mainstream staff at the school if required.
2	There will be an element of disruption to staff and pupils	A transition plan will be put in place and progress will be measured against the plan. There will be a review of effectiveness following integration. (in line with agreed outcomes)
3	Potential of not being able to provide appropriate and cost effective educational placements for children and young people with a range of SEN.	To carry out Stage 3 of the ALN Review to ensure that provision in Monmouthshire meets the needs of the community.
4	Potential that the number of statements will increase as schools request higher levels of funding to meet need as a result of shortfall in base budget.	Introduction of School Action Plus Resource Assist to support and resource pupils with SEN in the classroom without resort to statutory assessment.
5	Potential that the number of tribunals will increase.	Continue to hold Engagement Events and Drop In Sessions for all stakeholders.

Finance

The budget for the SNRB is held centrally by the Council and devolved to the school. Staff are employed by the Governing Body of the school and as such are subject to the employment policy of the authority. The total budget for the SNRB for the current year (2015/6) is £174,560, however, the saving in the first year would be reduced to 3/12 of that sum at £43,640. This is because it is not anticipated that the SNRB would close until December 2016. The savings will not be redeployed as they are identified in 2015/16 as not for reinvestment.

Should there be the need for staff redundancy then the costs are estimated to be £55,000 and therefore would reduce this saving in year 1.

The classroom space remains and therefore the formula for heating, lighting and maintenance, etc, would still distribute funding for energy, maintenance etc. would remain the same for the school.

Land and Buildings

The SNRB is located on the same site as Deri View Primary School. As the mainstream school will remain there will be no transfer or disposal of land necessary and no capital receipts as a result of this proposal.

If the proposal is agreed the occupied space will continue to be used by the school and the resources will either be used by the school or shared within Monmouthshire schools.

Human Resources

The Local Authority will seek to minimise, as far as practicable, any hardship that may be suffered by the employees concerned and it is hoped to achieve this by working in close partnership with Governing Bodies, employees and trade unions.

The Local Authority recognises that the effect on employees of potential and actual redundancy and/or redeployment is not an easy one and it is therefore our intention to operate procedures which are fair, transparent and open to scrutiny, and which can be applied with due consideration and empathy for the employees concerned.

All employees, with over one years' continuous local government service, are identified as being 'at risk' of redundancy in any of the following situations:-

1. on publication of a statutory notice to close the SNRB
2. following a Cabinet decision where there have been no statutory objections

Letters will be provided to all employees, from the local authority, giving notice that posts are 'at risk' of redundancy and informing of the right of representation and appeal.

The Head teacher and a representative from the local authority (normally HR) will meet with all employees on an individual basis ('at risk' interview). Employees are informed of their right to be accompanied by a Trades Union representative or work place colleague.

Employees are able to make representations to their existing Governing Body. Employees are able to exercise their right to appeal to the existing Governing Body and to the local authority (as ultimate employer) and have the appeal concluded by 31st December 2016.

Redeployment opportunities will be explored for all staff in line with the protection of employment policy.

Admission Arrangements

Where a child's needs have been identified by Statement of SEN and it is documented that the child will need specialist provision then placement will be provided by the authority with parental agreement.

Pupils currently on roll at the SNRB will subject to a review of statement process which will identify in agreement with parents, the most appropriate placement for the child.

Admissions to mainstream schools will be considered under the school admissions policy, the current arrangements can be found on the following link.

<https://www.monmouthshire.gov.uk/admission-criteria>.

Home to School Transport

Home to school transport will be provided in line with the current policy for pupils with ALN which states:

Some students with an impairment or disability, or with SEN may require specific transport arrangements for the following reasons:

- The student has an impairment or disability that means that specially adapted transport has to be provided; or
- The student's SEN mean that the nearest suitable school is not within 1.5 or 2 miles of their home.

In such circumstances, transport will be provided following an assessment of the student's individual needs.

- Special transport will be provided to take a student to their local school or nearest suitable school if they have major mobility problems;
- Special transport will be provided if a student attends a special needs school or unit that is not attached to their local school.

Under the 1996 Education Act, Monmouthshire County Council has a duty to consider whether supervision on special transport is necessary. The Council will carry out an assessment of the individual student's needs and this will determine whether a passenger escort is needed. Additional supervision may also be provided where there is evidence of a significant risk to a student's health and safety on the transport.

Future Generations Evaluation

There are a number of pieces of legislation that Monmouthshire County Council is subject to, which require us to carefully consider how we make decisions:

- Equality Act 2010
- Wellbeing of Future Generations Bill
- Welsh Language (Wales) Measure 2011

The future generations evaluation process has been followed which demonstrates that the decisions we make have taken equality and sustainable development into account. The completed form can be found at appendix 2.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. are listened to, treated with respect, and have their race and cultural identity recognised;
6. have a safe home and a community which supports physical and emotional wellbeing;
7. are not disadvantaged by poverty.

We consider that this proposal benefits the children in accordance with the seven core aims set out above.

Community Impact Assessment

The following points have been considered as part of the community impact assessment:

- Because this proposal relates to the closure of the SNRB it will not have an impact on any other facilities or activities provided by the mainstream school.
- The SNRB does not have any specific community activities linked to it.
- The SNRB currently admits pupils from the Abergavenny area as a whole, the proposal is suggesting that pupils will be educated within mainstream environments, therefore this could be more locally within their community than currently provided.
- There would not be any wider community safety issues or any implications on public transport.

- All extra circular activities will be accessible to all children at the school and we will encourage as many as possible to participate fully. There will not be a requirement for pupils to travel longer distances to school because it is anticipated that pupils currently attending mainstream provision will be educated in Mainstream schools.

What happens next

The following table explains what will happen next and sets out the statutory process:

19 th October – 24 th January 2016	Statutory consultation on the proposal
2 nd March 2016	Cabinet receive a report on the outcome of the consultation and consider the next steps. If cabinet agree to proceed a statutory notice will be published
21 st March 2016	Statutory notice published, there will be a 28 day objection period
July 2016	Cabinet receive report to determine the proposal. A report detailing any objections received will be submitted.
31 st December 2016	If cabinet agree to the proposal the SNRB will officially close



PROPOSAL – To Close Deri View Special Needs Resource Base
DATE OF CONSULTATION EVENT – 14th December 2015

YOUR VIEWS

We would like your views on the above proposal. Please complete this proforma and return it to the address at the bottom, alternatively it can be handed in at the consultation event.

Stephanie Hawkins, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN or email strategicreview@monmouthshire.gov.uk

Please tick the box if you wish to be notified of the publication of the consultation report.

Other Information

Further Information and regular up-dates on this and any other proposal can be found on www.monmouthshire.gov.uk/schoolreorganisation

Frequently asked questions regarding the proposal will be up-loaded regularly and put onto the Monmouthshire County Council Website.

Appendix 1 - List of Consultees

- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Parents of Pupils attending primary schools from which pupils normally transfer
- Headteacher, staff and governors of schools directly affected by the proposal including out of county schools.
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Careers Wales
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Language Commissioner
- Welsh Government – Schools & Post-16 Divisions
- ESTYN
- RHAG
- Mudiad Meithrin
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- South East Wales Transport Alliance (SEWTA)
- Gwent Police and Crime Commissioner
- Early Years & Childcare Partnership
- Local Community First Partnership
- SNAP Cymru Parent Partnership Service
- Local Health Board

Appendix 2 – Future Generations Form



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Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p>Name of the Officer completing the evaluation Stephanie Hawkins</p> <p>Phone no: 01633 644486 E-mail:</p>	<p>Please give a brief description of the aims of the proposal.</p> <p>Mandate B20</p> <p>The objective of the proposal is to review the current specialist provision Monmouthshire provides for children with special educational needs both within Monmouthshire and outside of the Local Authority. We need to ensure that the provision provided for our children and young people is fit for purpose, meets the needs of our community, is robust, flexible and sustainable both now and in the future.</p> <p>The proposal is as described below: 2016-2017</p> <ul style="list-style-type: none"> To close the Special Needs Resource Base at Deri View Primary School for pupils aged 4 to 11 years with moderate learning difficulties and social, emotional and behavioral difficulties.
<p>Name of Service</p> <p>Additional Learning Needs - CYP</p>	<p>Date Future Generations Evaluation form completed</p> <p>14 September 2015</p>

1. Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>The proposal will offer an inclusive education as close to home and the local community as possible.</p> <p>There may be some staff redundancies as the skill set and expertise for teaching staff may be different.</p>	<p>No negative actions</p> <p>All staff will be subject to Monmouthshire Staff protection of Employment Policy and will be supported with re-deployment.</p>
<p>A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>N/A</p>	
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Children being educated in mainstream school will have access to a wider peer group, which will fulfill Authorities ambition for greater cohesion.</p>	<p>All extra circular activities will accessible to all children at the school and we will encourage as many as possible to participate fully.</p>

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	N/A	
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	N/A	
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	There are great opportunities for children to access sport, art and recreation within a fully inclusive mainstream setting.	All sport, art, & recreation activities will be accessible to all children at the school and we will encourage as many as possible to participate fully.
A more equal Wales People can fulfil their potential no matter what their background or circumstances	<i>Positive: As more of our children will be educated in mainstream schools in Wales our children will benefit from our culture where children and young people meet their potential via our teaching standards. In our mainstream school there is a greater range of diversity, culture and opportunities to share experience.</i>	

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Long-term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>This proposal will enhance the inclusion agenda and ensure it meets Monmouthshire and Welsh Government long term strategic aims for full inclusion.</p>	<p>We are ensuring we plan and take into account any changes, by being flexible and actively listening to our communities. This is stage 3 of the ALN review therefore we already have completed extensive consultation and we will continue to consult during the development of stage 3.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>We'll continue to collaborate with children's services and work in line with their strategy of educating Monmouthshire children in mainstream schools within their own communities.</p>	<p>We continue to work with our partners in Health and Social Care to plan the education of our most vulnerable pupils.</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>In line with the statutory consultation we will carry out extensive engagement and statutory consultation. (See timetable for statutory consultation)</p>	<p>We continue to work with schools and the community as well as counsellors to ensure all have a voice and are able to feed back to us. We will continue to listen and shape our services following the consultation.</p>
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Monmouthshire schools have a delegated budget to utilize to support special needs pupils at 'school action' and 'school action plus' of the SEN Code of Practice. (Wales),</p>	<p>We will be planning to work even closer with schools and clusters to support schools make best use of their resources. The Local Authority has a responsibility to support all schools with budget planning and managing change.</p>

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Positively impacting on people, economy and environment and trying to benefit all three</p>	<p>More children will be included in mainstream education.</p>	<p>During our monitoring and evaluation it is even more evident that children will benefit from being educated in their local school. Less children will be travelling round the county, this will also have social and financial benefits.</p>

3. Are your proposals going to affect any people or groups of people with protected characteristics? Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	n/a	No	
Disability	Monmouthshire will continue to meet the needs of all children with disabilities.	n/a	n/a
Gender reassignment	n/a	n/a	n/a
Marriage or civil partnership	n/a	n/a	n/a
Race	n/a	n/a	n/a
Religion or Belief	n/a	n/a	n/a
Sex	n/a	n/a	n/a
Sexual Orientation	n/a	N/a	n/a

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Welsh Language	<i>We will continue to follow our policy to teach Welsh in all Monmouthshire schools.</i>	n/a	n/a

- 4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?** For more information please see the guidance note <http://hub/corporatedocs/Democratic%20Services/Equality%20impact%20assessment%20and%20safeguarding.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	<i>Staff will deliver specific safeguarding duties and ensure the school's systems and processes that need to be in place to keep learners safe are robust and resilient. School staff have the knowledge and understanding of statutory guidance in Wales which applies to all educational settings. All school staff will understand their responsibility in regards to abuse and neglect.</i>	To our knowledge there are no negative impacts that would affect safeguarding.	We positively promote safeguarding as everyone's responsibility. We provide regular training, regular updates and audits to ensure all of our provision is as safe as can be. Systems will be regularly reviewed by the school and Estyn.
Corporate Parenting	<i>The council has a corporate duty to consider Looked After Children especially and promote their welfare (as though those children were their own).</i>	To our knowledge there are no negative impacts that would affect corporate parenting.	We continue to review the impact of all our decisions that may affect Looked After Children. We will highlight any negative impacts should they be evident.

5. What evidence and data has informed the development of your proposal?

We engaged (2014 and 2015) with children and young people, parents and staff regarding their views on how the Local Authority should continue to meet the needs of children with learning disabilities.

We have used Estyn and School data to shape our proposal.

6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The main positive of this proposal is that Monmouthshire will close a special needs resource base which does not meet the needs of children and young people within the County as is evidenced by the decline in pupils who attend the base. Due to all the evidence gathering, information, outcome data and consultation the impact on this decision will be limited and the evidence suggests this solution meets the needs of Monmouthshire Children.

We recognise that the inclusion of this small number of pupils into mainstream may have a distracting influence in the classroom for other pupils. We believe this potential impact is minimal due to the small number of children and in order to mitigate against this we will ensure that the support provided is of a specialist nature and that training is provided to mainstream staff the school if required. This will only potentially impact one school in Monmouthshire (Deri View) where there is significant experience and skills available to fully support this transition. There will be minimal disruption for the pupils as they are already familiar with the building, teaching & support staff and other pupils

7. Actions. As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible	Progress
Ensure the LA follows the Statutory guidelines covering school closure.(2 classes SNRB)	Within the attached timeline, Appendix 1	Stephanie Hawkins	Progress will be measured by pupil attainment against teacher targets.
Ensure that the transition plan is carried out to minimize any potential disruption to all pupils and staff.	Plan will be developed with the team once the statutory consultation is completed and well in advance of start of the transition process.	Stephanie Hawkins	Progress measured against the plan. Review of effectiveness following integration. (in line with agreed outcomes)
To ensure any identified training needs are delivered	This will be developed as part of the transition plan and in line with the time scales above		As above. This will be continuously reviewed and monitored in line with current performance management processes.

8. Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	Regularly, in line with the Service Improvement Plan
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