

**EXPANDING OUR HIGH NEEDS CAPACITY**

Report of the Director of Education, Work, and Skills

**INTRODUCTION AND PURPOSE OF REPORT**

- 1.1 The Council has an enduring statutory responsibility to commission sufficient high quality school places of sufficient type and quantity. We know we need a greater emphasis on local provision meeting local need, connecting and rooting a pupil within their community. This can be achieved through mainstream inclusion and the commissioning of resource provision.
- 1.2 Inclusive education is education that includes everyone, irrespective of SEND, gender or faith, learning together in our schools, and colleges. SEND strategy acknowledges that as well as having inclusion in education, we must also create education and community infrastructure to allow the community a pupil lives in to be inclusive.
- 1.3 To achieve true inclusion and assure resilience in Stockport, the offer of SEN support, resourced, alternative provision, and special school places needs to grow and develop, reflecting the changing dynamic across the Borough. The combination of excellent practice in mainstream schools with a quality and consistent SEN support offer, coupled with the choice of local high needs places and alternative provision, will ensure provide capacity, breadth of provision, and a sufficiency model which reduces our reliance on high-cost independent special school places.
- 1.4 In December 2021 we set ourselves a target to have a minimum of 2 primary resource bases in every neighbourhood and a nearby secondary resource base for all localities. As such Stockport required a further 8 resource bases in the primary phase, and a further 3 resource bases in the secondary phase; 128 primary and 96 secondary places respectively.
- 1.5 We have been hugely successful in delivering our vision and more, creating capacity and breadth of provision in Stockport; We have opened two new resource bases in secondary and expanded a third. We have a fourth secondary resource base opening in September 2025. A new resource base at St Bernadett's Catholic Primary School will open in September 2024 and have commitments from the DfE to expand/formalise two resource bases as part of the school rebuilding programme. We are opening a new secondary alternative provision during the 2024/25 academic year with an expansion of Highfields College's network of alternative provision. This is all on top of the expected delivery of Pear Tree Special School and the expanded Lisburne Special School.
- 1.6 This document continues our work and seeks to formalise plans to create a resource base at Tithe Barn Primary School and St Paul's CE Primary School; to create fit for purpose and specialised areas within these schools that will be capable of meeting more complex need within a mainstream setting.

- 1.7 It considers the findings of the responses to the two rounds of the statutory proposals required by the statutory 'prescribed alteration' process recommending the creation of these bases be approved (see further below).

## BACKGROUND

- 2.1 Stockport must consider the full educational journey of all of its residents and ensure that all learners have the opportunity to access rich, varied and expansive learning experiences to achieve their full potential and prepare for adulthood and independence.
- 2.2 The full scope of delivery spans from early years through to post-16 and up to the age of 25 for those with an Education, Health and Care plan.
- 2.3 Stockport currently has a blend of graduated provision to meet the needs of all its pupils.
- **Mainstream** – pupils are supported in class having their needs met by a class teacher or teaching assistant;
  - **Mainstream (SEN support)** - pupils are supported within mainstream classes and may need additional support with their learning;
  - **Resourced** - pupils attend a mainstream setting but spend some of their time in a support rich environment separate from the mainstream class and receive differentiated learning;
  - **Special School** - pupils for whose needs are so significant and complex that they cannot be met in a mainstream or resourced settings;
  - **Alternative** - This provision offers appropriate placements, therapies and interventions for pupils who would not receive suitable learning otherwise due to exclusion, illness or other reason. This also applies to pupils who struggle to engage with an academic curriculum and would therefore suit vocational based subjects.
- 2.4 Currently approx. 18% of the pupil population has a special education need or disability, of which 4.8% of the pupil population has an Education, Health and Care Plan which has been historically higher than regional and national levels. The number of pupils with SEND is projected to grow (upper limit) by 2.85% (approx.56 pupils) each year for at least the next 3 years.
- 2.5 The profile of types of SEND (primary need) is changing with children with Social, Emotional and Mental Health (SEMH) or Autism accounting for a greater proportion of children each year (increase of 17% and 29% respectively since 2018) whereas Speech, Communication and language Needs (SCLN) is decreasing in relative proportion (decreasing by 2.2% each year) although still a significant driver of intervention and support.
- 2.6 The historic offer within the specialist, alternative and resourced provision has not been sufficient in the context of the significant increases we have seen for those with more complex SEMH and Autism needs and has led to the commissioning of external school places.

- 2.7 As well as profiles of size and need changing for pupils with SEND, localities contributing the greatest proportion of pupils have changed. Edgeley, Stockport (centre), Offerton, Brinnington, and Reddish have proportionally higher numbers of children with SEND than other areas of Stockport.
- 2.8 The new resource provision we have created have been a resounding success and have not only provided high quality places to children with complex SEND but they have also created environments and specialisms with the school that have helped children in the wider mainstream population with social, emotional and/or mental health issues.
- 2.9 Consideration is being given to primary schools based on their geographical location and whether it could be a strategic asset should there be high levels of SEND need emerging from that locality. Consideration is also being given to prevalence of children with SEND in their mainstream cohort currently, their ability to meet the needs of these children and achieve good outcomes.

## STATUTORY PROCESS

- 3.1 The creation of new SEND provision at a maintained community school is considered a prescribed alteration and is subject to a statutory change process.
- 3.2 The process that must be followed is as follows:

| Stage   | Description                                | Timescale  | Comments   |
|---------|--|--|--|
| Stage 1 | Publication<br>(statutory proposal/notice) |  | Published on web   |
| Stage 2 | Representation<br>(formal consultation)    | Must be 4 weeks  | Stockport would consult for minimum of 6 weeks   |
| Stage 3 | Decision                                   | Decision made by Cabinet, must be made within 2 months. If no decision the expansion decision would fall to the Office of the School's Adjudicator (OSA) | The OSA can only arbitrate on matters relating to the decision to create a new resource provision and not the implications of that decision. |
| Stage 4 | Implementation                             | No prescribed timescale  | It must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker                         |

## STATUTORY PROPOSALS

- 4.1 Following the statutory change process above and completing a stage 1, pre-proposal consultation (discussed below), the publication of statutory proposals took place on 18<sup>th</sup> March 2024 for St Paul's CE Primary School and on 15<sup>th</sup> April 2024 for Tithe Barn Primary School.
- 4.2 The statutory proposals for both schools can be found in the appendices to this report: St Paul's CE Primary School **Appendix 1**, Tithe Barn Primary School **Appendix 3**.
- 4.3 Statutory proposals outline the type and need for change at a maintained school, they provide indicative timescales, locations and notional costs to implement the change.
- 4.4 Should the Cabinet decide to approve plans to create permanent resource bases at these schools, the Council has two years to act on those plans. If it fails to do so, it must follow the statutory process again and seek new authority from a decision maker.
- 4.5 The Council is in no way bound by the timescales and notional costs stated in the statutory proposals.

## CONSULTATION

- 5.1 A findings report summarising the responses can be found in **Appendix 2 and Appendix 4**.
- 5.2 As a summary to the report, there was an overwhelming majority of respondents in favour of the creation of resource bases at these schools, recognising that mainstream-high needs places are needed both Borough wide and locally.

## EQUALITIES IMPACT

- 6.1 These proposals seek to consider and prioritise the needs of children with special educational needs and disabilities and where possible provide suitable educational provision in their locality.
- 6.2 An equalities impact assessment has been completed (**Appendix 5**)

## ENVIRONMENTAL IMPACT

- 7.1 An environmental impact assessment has been completed (**Appendix 6**).

## FINANCIAL CONSIDERATIONS

- 8.1 Proposals are fully funded from basic need and high needs capital grant and the allocation of funds has been approved by Cabinet within the School Investment Plan.
- 8.2 The capital costs of the proposals are detailed in section 6 of the statutory proposals. Capital costs vary substantially and are impacted by the nature of the works which need to be undertaken in each school and the available space.

## **LEGAL CONSIDERATIONS**

- 9.1 The statutory process referred to above is the process that needs to be adhered to.
- 9.2 The decision is a Key Decision as it affects two or more wards within the borough. This means that the decision will need to be taken by the Cabinet.

## **RECOMMENDATIONS**

### **FOR SCRUTINY**

- 10.1 Note the contents of the report and rationale for the proposals and the contribution these additional SEND places will make sufficiency.

### **FOR CABINET**

- 10.1 The Cabinet be asked to approve the implementation of the statutory proposals and the creation of resource provision at:
- St Paul's CE Primary School, and
  - Tithe Barn Primary School
- 10.2 The Cabinet be asked to approved the allocation of basic need and high needs capital grant (detailed in section 6 of the two statutory proposals) to support the implementation of the proposals. Noting that the individual amounts are reflective of different requirements and available space in each school.

## BACKGROUND PAPERS

Appendix 1 – St Paul’s CE Primary School Statutory Proposal

Appendix 2 – St Paul’s CE Primary School Findings Report

Appendix 3 – Tithe Barn Primary School Statutory Proposal

Appendix 4 – Tithe Barn Primary School Findings Report

Appendix 5 – Equality Impact Assessment

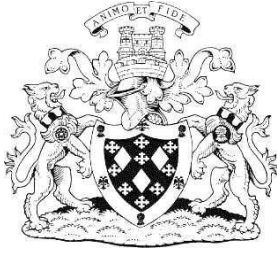
Appendix 6 – Environmental Impact Assessment

Anyone requiring further information should contact Christopher Harland on Tel: 0161 521 1707 or by email on [christopher.harland@stockport.gov.uk](mailto:christopher.harland@stockport.gov.uk)

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# STOCKPORT

METROPOLITAN BOROUGH COUNCIL

## STATUTORY PROPOSAL FOR PRESCRIBED ALTERATION TO ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Establishment of Specialist Resourced Provision (SRP) for pupils with Learning and Cognition or Social, Emotional & Mental Health needs

# **The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013**

## **1. School and LA details**

**School:** St Paul's Church of England Primary School

**Address:** Brinnington Rise, Stockport, SK5 8AA

**Local Authority:** Stockport Metropolitan Borough Council

## **2. Description of alteration**

- 2.1. Stockport Council proposes to establish specialist resourced provision (SRP) for pupils with learning and cognition, or social, emotional and mental health needs at St Paul's Church of England Primary School from September 2024.
- 2.2. The new provision will be based at the current site and will need some remodelling of an existing space within the school building

## **3. Implementation**

- 3.1. If the proposal is agreed, it is planned to undertake design/technical, remodelling and building work during the summer term of 2024.

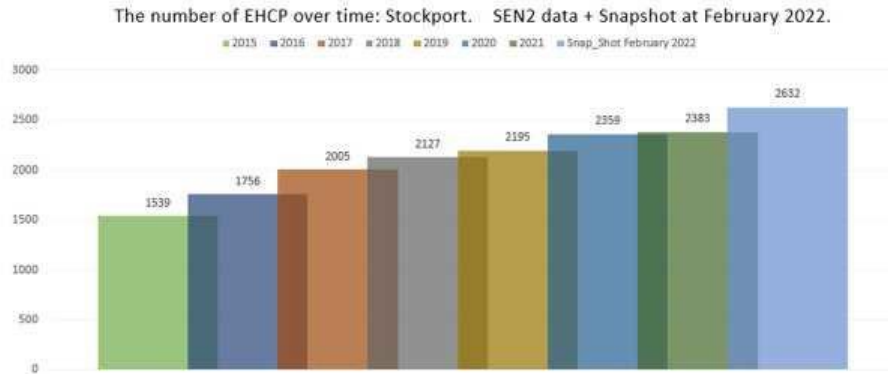
## **4. Evidence of demand**

- 4.1. Pupil numbers in early years and primary phases peaked in 2018 and have since been falling and will continue to fall until 2028. Projections suggest that pupil numbers in the primary phase will not recover to 2018 levels until at least 2037.
- 4.2. High pupil numbers in the primary phase have and will continue to feed into the secondary phase. A peak in pupil numbers in the secondary phase is expected in 2027.
- 4.3. Nationally the Office and National Statistics (ONS) and Department of Education jointly project that demand for high needs places will begin to fall in 2024. Stockport's own projections indicate growth at an upper level of 2.85% per year in the size of the SEND cohort and those requiring high needs places. Early indications suggest this demand will fall away from 2027.
- 4.4. In Stockport we have historically been an outlier in relation to EHCP plans issued and maintained.

## Education Health & Care Plans

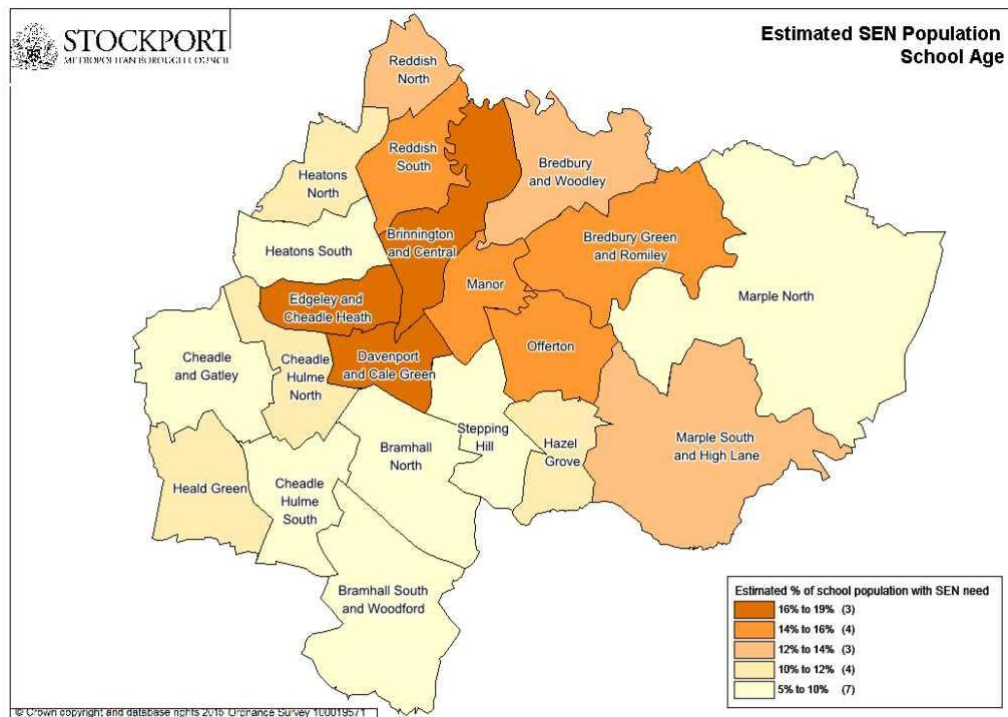
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- 2632 children and young people had an EHCP at the 18<sup>th</sup> February 2022. This includes all ages and will include some children attending independent and out of area schools.
- The number of EHCPs across 2020 and 2021 remained relatively static due to the Covid\_19 pandemic.



[Education, health and care plans, Reporting Year 2021 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](#)  
[February 2022 snapshot: SEND Monitoring v0.6: EHCP population profile - Tableau Server](#)

- 4.5. Stockport has above average EHCP rates. This corresponds to historically lower SEN support numbers.
- 4.6. There is evidence to suggest that levels of SEND need are in part linked to deprivation, particularly in respect of lower-level SEN support. The proportion of children and young people with an EHC Plan or receiving SEN support in Stockport are more than twice as high in the most deprived areas compared to the least deprived.



- 4.7. In terms of types of primary need of our SEND pupils these can be seen below. In most categories of need the numbers have been in line with the population projections. However there has been a specific rise in Autism Spectrum Disorders (ASD) and Social Emotional and Mental Health (SEMH), up 26% and 17% respectively since 2018/19. Speech, Language and Communication Needs figures are also high, increasing 17% since 2018/19.
- 4.8. We have recognised the need to commission further resource bases so that each neighbourhood is served by at least two primary resource bases and a commitment to have a secondary school resource base nearby. In total an additional 8 primary and 3 secondary resource bases will be commissioned over 21/22 and 22/23 academic years. This will create 96 new places in primary phase and 90 places in the secondary phase.

## 5. Objectives

### 5.1. Special Education Needs and Disability (SEND) provision

- 5.1.1. The SRP will be physically designed to be flexible and able to meet the needs of children with learning and cognition needs or have social, emotional and mental health needs. It is likely that as the local profile of need changes over time that the use of the resource base may change to ensure it meets local need.
- 5.1.2. Pupils that are allocated a place at the SRP will benefit from an individualised nurture group-type programme with a regularly reviewed support package. Staff will deliver a differentiated curriculum and use materials and approaches which promote the best possible academic, social and emotional outcomes for pupils.
- 5.1.3. The allocation of places to the SRP will be decided by the Stockport Council's SEND service. There will be no priority to the SRP for existing St Paul's Church of England Primary School pupils applying for a place at the SRP, as is the case for other children on roll at mainstream schools with autism resource bases.

### 5.2. School Organisation Principles

- 5.2.1. Stockport Council has an enduring statutory duty to provide sufficient school places for Stockport resident children. In recommending this proposal to establish an SRP at St Paul's Church of England Primary School, Stockport Council should have regard to the borough's School Organisation Principles. The principles relevant to this proposal are outlined below.
- **School Changes.** Stockport Council will support viable expansions of popular and successful schools in line with Department for Education (DfE) policy wherever possible. In planning for changes to school organisation such as expansion, amalgamation, federation and closure, Stockport Council will take into account the factors such as popularity, Ofsted rating, condition issues, surplus places, the schools finances, other factors such as ability to withstand significant change focussing on leadership.
  - **Quality and diversity.** Stockport Council will seek to ensure that sufficient, attractive, high-quality state-funded school provision is available within the borough to meet the needs of all children. As outlined in One Stockport Borough Plan.

- **School budgets/finances.** Stockport Council will consult with schools prior to the implementation of any changes to funding of maintained schools. The funding will be allocated in line with the Operational Guidance, School Funding Regulations and endorsed by Schools Forum.
- **Education estate.** Stockport Council will seek to ensure that school premises are well maintained, fit for purpose and meet all relevant national standards for space and health and safety.

## **6. Project costs and funding**

6.1. The approximate budget (pending design and technical works) for the capital works at St Paul's Church of England Primary School to accommodate the SRP is £100,000 and will be funded through the High Needs Provision Capital Allocation. Funding will be allocated as outlined in the Council's School Investment Plan. The SRP will not remove funding from the mainstream school, as it will be fully independently resourced.

## **7. Consultation**

7.1. A round of public consultation is required as part of the statutory 'representation' stage of the statutory change process. This consultation and supporting documents are available here [www.stockport.gov.uk/schools-consultations-and-statutory-proposals](http://www.stockport.gov.uk/schools-consultations-and-statutory-proposals)

## **8. Decision-making**

8.1. The decision-maker for this proposal is the Cabinet, in the event that no objections are received. A decision must be made within a period of two months of the end of this consultation period.

## **9. Objections and comments**

9.1. Any person or organisation wishing to submit any comments either in support of, or objecting to, the proposal is encouraged to engage with the consultation as referenced in section 7. However, you may also do so by sending them to:

School Organisation Team, [school.organisation@stockport.gov.uk](mailto:school.organisation@stockport.gov.uk)

9.2. Comments must be received before 11:59pm Tuesday 30<sup>th</sup> April 2024

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## **Expanding SEND provision in mainstream school consultation – findings report**

### **Matter for consideration:**

To note the findings outlining the proposal to create a specifically resourced provision (SPR) at St Paul’s CE Primary School:

### **Background:**

Stockport faces significant challenges due to a growing population and a growing cohort of children with specialised and complex needs. Funding pressures means there is a need to focus on maximising the benefits from investment plans by developing our educational establishments, including adding social value and economic well-being across our communities.

This consultation set out how we plan to carry out our responsibility in respect to the creation of new mainstream provision targeted to meet the needs of children with special education needs or disability (SEND), in line with the commitments made in the One Stockport Borough Plan to ensure there are sufficient places in good and improving local inclusive schools at the heart of the community that children and families want to go to.

It is important that families have the option to allow their child to attend their local mainstream school and by creating this new provision it will mean the majority of children can have their needs met locally.

The consultation period ran from 18<sup>th</sup> March 2024 to 30<sup>th</sup> April 2024.

The consultation was published on the Council’s dedicated consultations web page and relevant stakeholders including parents/carers, school staff, governors and other interested parties were invited to respond.

### **Profile of Respondents:**

There was a total of 72 responses were collected in total. Respondents were asked to provide their name, email address and the type of respondent they were or their affiliated school. The profile of respondents were:

|                 |    |
|-----------------|----|
| Parent/ Carers  | 46 |
| Staff           | 3  |
| Local Community | 9  |
| None/ Other     | 14 |

## Consultation findings:

*Do you support the proposal to create resource provision at St Paul's CE Primary School?*

| Responses |    |
|-----------|----|
| Yes       | 69 |
| No        | 3  |
| No view   | 0  |

### Comments:

- This proposal is just what St Paul's needs. With a daughter who is on the SEN register and many friends with children needing extra help and guidance I fully support the proposal and its much needed for St Paul's*
- We desperately need more of these places in Stockport, St. Paul's is a brilliant school for children with additional needs and this will only compliment it further. The school is well served for public transport, so will cut down on transport costs for families needing to travel distances across the borough. This idea should have come about sooner!*
- St Paul's is an amazing school that already does it best to cater to all pupils from various backgrounds. St Paul's as a school are very inclusive and always puts the needs of its students in the for front to ensure a good education is available for all. Having this provision would be very beneficial to the school and local community.*
- The school already supports SEND pupils who would greatly benefit from the Resource provision. The school has a lot of experience with SEND needs and it has a strong and positive ethos around the support of SEND pupils and their integration with mainstream pupils. I believe the Resource provision will greatly benefit the community.*

### Local Authority comment:

It is clear from the above responses that the need to provide local school places for children with complex SEND needs is supported by the communities they are impacting. As well as a school's track record for supporting pupils with SEND it has been highlighted that the ethos of the school is important and their reputation within the community. This should be exhibited by leadership at the school in order to gain community support.





# STOCKPORT

METROPOLITAN BOROUGH COUNCIL

## STATUTORY PROPOSAL FOR PRESCRIBED ALTERATION TO TITHE BARN PRIMARY SCHOOL

Establishment of Specialist Resourced Provision (SRP) for pupils with Learning and Cognition or Social, Emotional & Mental Health needs

# The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013

## 1. School and LA details

**School:** Tithe Barn Primary School

**Address:** Mauldeth Road, Stockport, SK4 3NG

**Local Authority:** Stockport Metropolitan Borough Council

## 2. Description of alteration

- 2.1. Stockport Council proposes to establish specialist resourced provision (SRP) for pupils with learning and cognition, or social, emotional and mental health needs at Tithe Barn Primary School from September 2025.
- 2.2. The new provision will be based at the current site and will need some additional space adding to the school site to formally establish the base

## 3. Implementation

- 3.1. If the proposal is agreed, it is planned to undertake design/technical, and building work during the 2024/25 academic year.

## 4. Evidence of demand

### 4.1. Headlines

- SEND Population: 8,993 children and young people aged 0 to 25 years have SEND in Stockport. This consists of 67.3% receiving SEN support and 32.7% with an EHC plan. The SEND population predominantly comprises males (63.9%).
- Growth Over Time: The SEND population (including those with an EHC plan) has seen a significant increase, with an overall growth of 28.8% across all age bands from 2019 to 2023.
- Educational Settings: The majority of school-age children with SEND in Stockport attend state-funded primary schools, followed by state-funded secondary schools and independent schools.

### 4.2. Key Statistics

- SEND Prevalence: Approximately 10.7% of the 0 to 25-year-olds in Stockport have a SEND need, higher than both the national average (8.5%) and CIPFA neighbours (9.4%).
- Distribution of Needs: Autism is the most common identified need among the EHCP cohort, accounting for 36.5% of all primary needs.
- Educational Outcomes: Children and young people with SEND in Stockport have outperformed national, Greater Manchester, and statistical neighbour groups in terms of Early Years attainment.
- Home Education: Approximately 1.5% of the school-aged SEND population in Stockport are educated at home, with rates increasing by around 50% since 2019/20.

### 4.3. Considerations

- Increasing Demand: The rise in SEND identification, especially for Autism and Social, Emotional, and Mental Health needs, presents a challenge in meeting service demands.

- Educational Provision: The growth in the number of children requiring SEN support, particularly in mainstream school settings, underscores the need for enhanced educational support and resources.
- Deprivation and SEND: There's a clear association between deprivation and rates of SEN identification, with higher proportions of children and young people with SEND living in more deprived areas of Stockport.

4.4. We have recognised the need to commission further resource bases so that each neighbourhood is served by at least two primary resource bases and a commitment to have a secondary school resource base nearby.

## 5. Objectives

### 5.1. Special Education Needs and Disability (SEND) provision

- 5.1.1. The SRP will be physically designed to be flexible and able to meet the needs of children with learning and cognition needs or have social, emotional and mental health needs. It is likely that as the local profile of need changes over time that the use of the resource base may change to ensure it meets local need.
- 5.1.2. Pupils that are allocated a place at the SRP will benefit from an individualised nurture group-type programme with a regularly reviewed support package. Staff will deliver a differentiated curriculum and use materials and approaches which promote the best possible academic, social and emotional outcomes for pupils.
- 5.1.3. The allocation of places to the SRP will be decided by the Stockport Council's SEND service. There will be no priority to the SRP for existing Tithe Barn Primary School pupils applying for a place at the SRP, as is the case for other children on roll at mainstream schools with autism resource bases.

### 5.2. School Organisation Principles

- 5.2.1. Stockport Council has an enduring statutory duty to provide sufficient school places for Stockport resident children. In recommending this proposal to establish an SRP at Tithe Barn Primary School, Stockport Council should have regard to the borough's School Organisation Principles. The principles relevant to this proposal are outlined below.
- **School Changes.** Stockport Council will support viable expansions of popular and successful schools in line with Department for Education (DfE) policy wherever possible. In planning for changes to school organisation such as expansion, amalgamation, federation and closure, Stockport Council will take into account the factors such as popularity, Ofsted rating, condition issues, surplus places, the schools finances, other factors such as ability to withstand significant change focussing on leadership.
  - **Quality and diversity.** Stockport Council will seek to ensure that sufficient, attractive, high-quality state-funded school provision is available within the borough to meet the needs of all children. As outlined in One Stockport Borough Plan.
  - **School budgets/finances.** Stockport Council will consult with schools prior to the implementation of any changes to funding of maintained schools. The funding will

be allocated in line with the Operational Guidance, School Funding Regulations and endorsed by Schools Forum.

- **Education estate.** Stockport Council will seek to ensure that school premises are well maintained, fit for purpose and meet all relevant national standards for space and health and safety.

## **6. Project costs and funding**

6.1. The approximate budget (pending design and technical works) for the capital works at Tithe Barn Primary School to accommodate the SRP is approx. £1m and will be funded through the Basic Need funding allocation and will be allocated as outlined in the Council's School Investment Plan. The SRP will not remove funding from the mainstream school, as it will be fully independently resourced.

## **7. Consultation**

7.1. A round of public consultation is required as part of the statutory 'representation' stage of the statutory change process. This consultation and supporting documents are available here [www.stockport.gov.uk/schools-consultations-and-statutory-proposals](http://www.stockport.gov.uk/schools-consultations-and-statutory-proposals)

## **8. Decision-making**

8.1. The decision-maker for this proposal is the Cabinet, in the event that no objections are received. A decision must be made within a period of two months of the end of this consultation period.

## **9. Objections and comments**

9.1. Any person or organisation wishing to submit any comments either in support of, or objecting to, the proposal is encouraged to engage with the consultation as referenced in section 7. However, you may also do so by sending them to:

School Organisation Team, [school.organisation@stockport.gov.uk](mailto:school.organisation@stockport.gov.uk)

9.2. Comments must be received before 11:59pm Sunday 12<sup>th</sup> May 2024

# **Creating SEND Resource Provision at Tithe Barn Primary School**

## **Consultation – Findings Report**

### **Matter for consideration:**

To note the findings outlining the proposal to create a specifically resourced provision (SPR) at Tithe Barn Primary School:

### **Background:**

Stockport faces significant challenges due to a growing population and a growing cohort of children with specialised and complex needs. Funding pressures means there is a need to focus on maximising the benefits from investment plans by developing our educational establishments, including adding social value and economic well-being across our communities.

This consultation set out how we plan to carry out our responsibility in respect to the creation of new mainstream provision targeted to meet the needs of children with special education needs or disability (SEND), in line with the commitments made in the One Stockport Borough Plan to ensure there are sufficient places in good and improving local inclusive schools at the heart of the community that children and families want to go to.

It is important that families have the option to allow their child to attend their local mainstream school and by creating this new provision it will mean the majority of children can have their needs met locally.

The consultation period ran from 15<sup>th</sup> April 2024 to 12<sup>th</sup> May 2024.

The consultation was published on the Council's dedicated consultations web page and relevant stakeholders including parents/carers, school staff, governors and other interested parties were invited to respond.

### **Profile of Respondents:**

There was a total of 41 responses were collected in total. Respondents were asked to provide their name, email address and the type of respondent they were or their affiliated school. The profile of respondents were:

|                 |    |
|-----------------|----|
| Parent/ Carers  | 25 |
| Staff           | 2  |
| Governor        | 4  |
| Local Community | 2  |
| None/ Other     | 7  |

## Consultation findings:

*Do you support the proposal to create resource provision at Tithe Barn Primary School?*

| Responses |    |
|-----------|----|
| Yes       | 37 |
| No        | 3  |
| No view   | 1  |

### Comments:

- Tithe Barn School is known for its inclusive learning environment where all pupils are given the opportunity to thrive. The addition of a resource base will further support the community, our SEND pupils and provide specialist resources for the pupils who will attend. It will be a positive opportunity for all.
- My daughter has Down's syndrome and have flourished tremendously in Tithe Barn. The school goes above and beyond for children with SEN, through their own initiative. It's about time that a specific resource provision is given so more children can benefit from this.
- I would love to have specialist provision at Tithe Barn so that any children who need it can access the support they need to access primary education near by to their home. I also think it's brilliant for all the children who are part of the school community to have the opportunity to be alongside children who happen to have additional needs - as it makes school a much more inclusive space and more reflective of the real world.
- "As long as there is sufficient funding, sufficient, quality training for staff and a significant increase in staff. It would have been useful for this information to be detailed as part of the consultation as it is difficult to provide an informed response.
- I firmly believe that a school who can meet the needs of children with complex SEN can meet the needs of mainstream children better than a school who cannot. However, there absolutely must be well trained, specialist staff and improved access to external agencies such as SALT, OT and Physio."
- Tithe barn is at full capacity and really don't want any building work to disrupt my 3 children. Already have a child in year 1 who is behind in maths and English and not being supported.
- It's a great idea to give a smaller school some gravitas and secure its future. My only issue would be the parking which is already not very good. My thoughts are for disabled pupils who would need manoeuvring from a specialist car etc. where this would occur.

### Local Authority comment:

It is clear from the above responses that the need to provide local school places for children with complex SEND needs is supported by the communities they are impacting. As well as a school's track record for supporting pupils with SEND it has been highlighted that the ethos of the school is important and their reputation within the community.



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# Equality Impact Assessment

|   |           |                       |            |
|---|-----------|-----------------------|------------|
| <b>Version</b>  | Version 1 | <b>Date Completed</b> | 03/05/2024 |
| <b>Description of what is being impact assessed</b>   |           |                       |            |
| <p>The Council is the Strategic Commissioner of Education Provision in Stockport. The Council intends to carry out its responsibility, in line with the commitments made in the One Stockport Borough Plan to ensure there are sufficient places in good and improving local inclusive schools at the heart of the community that children and families want to go to. This means having the right number of school places, in the right place, at the right time to meet demand.</p> <p>Statutory proposals have been published for the creation of resource provision at :<br/>St Paul's CE Primary School, and<br/>Tithe Barn Primary School</p> |           |                       |            |
| <b>Evidence</b>   |           |                       |            |
| <b>What data/information have you used to assess how this policy/service might impact on protected groups?</b>  |           |                       |            |
| <p>Data from:</p> <ul style="list-style-type: none"> <li>• Office of National Statistics,</li> <li>• Stockport Business Intelligence (Projections, demography and spatial intelligence),</li> <li>• Stockport's Joint Strategic Needs Analysis (JSNA).</li> </ul>   |           |                       |            |
| <p>The Council has an enduring statutory responsibility to commission sufficient high quality school places of sufficient type and quantity. This document sets out how we are realising our vision for local, inclusive mainstream provision, in line with the commitments made in the One Stockport Borough Plan to ensure there are sufficient places in good and improving local inclusive schools at the heart of the community that children and families want to go to. This means having the right number and type of school places, in the right place, at the right time to meet demand.</p>  |           |                       |            |

Currently approx. 12% of the pupil population has a special education need or disability, of which 4% of the pupil population has an Education, Health and Care Plan which has been historically higher than regional and national levels. The number of pupils with SEND is projected to grow (upper limit) by 2.85% (approx.56 pupils) each year for at least the next 5 years.

A greater emphasis on local provision meeting local need is required, connecting and rooting a pupil within their community. This can be achieved through mainstream inclusion and the commissioning of resource provision.

Inclusive education is education that includes everyone, irrespective of SEND, gender or faith, learning together in our schools, and colleges. The work on the inclusion strategy acknowledges that as well as having inclusion in education, we must also create education and community infrastructure to allow the community a pupil lives in to be inclusive. There is a need to align sufficiency into the wider corporate inclusion agenda.

To achieve true inclusion and assure resilience in Stockport, the offer of SEN support, resourced, alternative and specialised places needs to grow and develop, reflecting the changing dynamic across the Borough but also protecting the use of Special School places for the most complex pupils.

In December 2021 we set ourselves this target; As a minimum, Stockport requires a further 8 resourced bases in the primary phase, attached to existing schools, and a further 3 resource bases in the secondary phase; 128 primary and 96 secondary places.

This document seeks to formalise our plans to create a resource bases at St Paul's CE Primary School, and Tithe Barn Primary School; to create fit for purpose and specialised areas within these schools that will be capable of meeting more complex need within a mainstream setting.

It considers the findings of two rounds of consultation as well as the statutory proposals required by the statutory 'prescribed alteration' process with a view to recommending to Cabinet that they approve recommendations to formalise the creation of these bases.

The Public Sector Equality Duty requires us to eliminate discrimination, advance equality of opportunity and foster good relations with protected groups. Consider how this policy/service will achieve these aims. In the table below, using the evidence outlined above and your own understanding, detail what considerations and potential impacts against each of the three aims of the Public Sector Equality Duty. Based on this information, make an assessment of the likely outcome, before you have implemented any mitigation.

| Protected group            | Summary of impact  | Negative outcome | Neutral outcome | Positive outcome |
|----------------------------|--|------------------|-----------------|------------------|
| <b>Age</b>                 | <ul style="list-style-type: none"> <li>The plan seeks to ensure sufficiency from Early years through to Year 11 of secondary school.</li> </ul>  | ☐                | ☒               | ☐                |
| <b>Disability</b>          | <ul style="list-style-type: none"> <li>The proposals prioritise the needs of children with SEND ensuring that the majority of children can access suitable provision in the locality where they live.</li> </ul> | ☐                | ☐               | ☒                |
| <b>Gender reassignment</b> | <ul style="list-style-type: none"> <li>.</li> </ul>  | ☐                | ☒               | ☐                |

|                                       |   |                          |                                     |                          |
|---------------------------------------|---|--------------------------|-------------------------------------|--------------------------|
| <b>Marriage and civil partnership</b> | •   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Pregnancy and maternity</b>        | •   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Race and ethnicity</b>             | •   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Religion or belief</b>             | • The plan aims to prioritise investment for the local community, regardless of their faith or other affiliation.   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Sex</b>                            | • Data shows us that women are still the primary care giver and they are also less likely to have access to a car in a single car household. Providing better provision locally means schools | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|                                       | Can be accessed without the need for car usage.   |                          |                                     |                          |



|   |                                |  |  |                          |
|---|--------------------------------|--|--|--------------------------|
|   | Select date                    |  |  | <input type="checkbox"/> |
| <b>If negative impacts remain, please provide an explanation below.</b> |                                |  |  |                          |
|   |                                |  |  |                          |
| <b>Completed by:</b>  | <b>Christopher Harland</b>     |  |  |                          |
| <b>Date</b>   | <b>3<sup>rd</sup> May 2024</b> |  |  |                          |
| <b>Signed off by:</b>   |                                |  |  |                          |
| <b>Date</b>   |                                |  |  |                          |
| <b>To be reviewed by: (officer name)</b>                                | <b>Christopher Harland</b>     |  |  |                          |
| <b>Review date:</b>   | <b>June 2024</b>               |  |  |                          |