



# Outline Business Case

**Project Title:** Springwell Phase 2

**Transformation Stream:**

**Business Area:**

**Project Sponsor:** Jo Cassey

**Project Manager/ Lead:** Maureen Read

**Document Version & Status:** Version 3 (DRAFT)

**Date:** 15 January 2016

**Author:** Maureen Read

## Overview and Document Control

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### Revision History

Version	Date	Authors	Description of Changes
1	22 Dec 2015	Maureen Read	First Draft
2	6 January 2016	Maureen Read	Amendments/additions following meetings with David Cooper & Tammy Marks
3	15 Jan 2016	Maureen Read	Amendments requested by Principal Education Officer

### Distribution

Version	Date	Name	Title
1	10 Dec 2015	Jo Cassey Dave Cuerden	Principal Officer – Education and Early Years Finance Manger
	8 Jan 2016	Nigel Mullen	Business & Account Manager, Property Services
	22 Dec 2015	David Cuerden	Finance Manager
2	22 Dec 2015	Tammy Marks	SEND Project Manager
	22 Dec 2015	David Cooper	Schools Organisation & Strategy Manager
3	14 Jan 2016	Tammy Marks	SEND Project Manager
3	15 Jan 2016	Maureen Read	Project Manager

### Approvals

Version	Date	Name	Title

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## 1 Description and Scope of Proposed Change

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### 1.1 What is the proposed project?

This Business Case seeks funding for the second phase of Springwell Special School redevelopment. On 16<sup>th</sup> September 2015, Council approved funding for Phase 1 which will provide six additional classrooms, a hall, therapy rooms, reception and staff room. In addition improvements will be made to external play areas and the existing car parks. Design work on this phase is underway and it is expected that a contractor will start in the summer of 2016. When completed, these new classrooms will accommodate the 20 pupils currently based at a temporary site and the 2016 Autumn/winter intake of 35 pupils.

Members at the 16<sup>th</sup> September 2015 Council meeting requested that further information be brought to them with regards to Phase 2.

Phase 2 will consist of 10 classrooms, a hydrotherapy pool which will be available out of school hours to parents of SEND children, a sensory room, hall, catering kitchen and associated supporting facilities for 128 children.

### 1.2 Why is it required? (Business need)

We need to significantly increase special school capacity in Southampton to both meet the needs of our children and young people with SEND and to deliver on our statutory duties.

The Children's Data Team have completed a data collection and forecast methodology for SEND pupils (**see Appendix 1**), which gives a clearer picture of where specialist provision is needed in the City. This forecast is based on the local and national trends in January 2014, as well as actual special school places available at this time.

The information provided by the data team has allowed us to update and confirm the findings of the Southampton SEND Expansion and Data Discussion Paper (June 2015) but more work is being carried out by the children's data team to bring this data in line with the rise's we have seen in pupils with Statements or Education, Health and Care Plans (EHCP) since the implementation of the SEND reforms in September 2014, as well as the additional special school places that have been created in the city since this time.

In January 2015 15.4% of pupils in schools in England were identified special educational needs (equating to 1,301,445 pupils). This has been decreasing since 2010 (21.1%) and is a fall of 2.5 percentage points since last year. This decrease is due to a decrease in SEN without a statement or Education, Health and Care (EHC) plan.

2.8% of pupils in schools in England have statements of SEN or an EHC plan (equating to 236,165 pupils). This has remained at 2.8% since 2007.

It is of importance to note that **all** children attending specialist maintained schools require a Statement or EHCP.

On a local level, the "*National statistics on special educational needs in England*" paper (**See appendix 2, table 11A**) reveals an increase from 2.3% (710) of the whole school population as having a Statement or EHCP to 2.5% (790).

The national data collection has not been carried out for January 2016 yet but from our own data reports we are able to ascertain an indicative figure of young people who currently have a Statement or EHCP as approx. 970. This represents a 0.6% increase, rising to 3.1% of the overall school population. This is considered a significant increase on a local level.

Moderate learning difficulty was the most common type of need, 23.8% of pupils with a primary special educational need recorded in January 2015 had this type of need.

Autistic spectrum disorder was the most common need for those with a statement or EHC plan, 24.5% of pupils with a statement or EHC plan in January 2015 had their primary need recorded as this type.

The SCC School Organisation Plan (2014-2024) states that '*over the last 5 years, an average of 1.3 per cent of the City's mainstream school population has attended a Special School in the city.*' **If this proportion is applied to the general rise in the forecast Southampton school population, as well as the significant increase in Statements/EHCP's, the City will see a steep rise in the number of children requiring/parents requesting the specialist support of our Special schools.**

### 1.3 How does it fit with local and national priorities?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The SEND Code of Practice 2014 (relating to Part 3 of the Children and Families Act 2014 and associated regulations) see's Statements of Special Educational Needs replaced with Education, Health and Care Plans, which extend the rights for children and young people aged 0-25 with SEND and their parents/carers.

The SEND Code of Practice states that:

*“ 9.78 The child’s parent or the young person has the right to request a particular school, college or other institution of the following type to be named in their EHC plan:*

- maintained nursery school*
- maintained school and any form of academy or free school (mainstream or special)*
- non-maintained special school*
- further education or sixth form college*
- independent school or independent specialist colleges (where they have been approved for this purpose by the Secretary of State and published in a list available to all parents and young people)*

*9.79 If a child’s parent or a young person makes a request for a particular nursery, school or post-16 institution in these groups the local authority **must** comply with that preference and name the school or college in the EHC plan unless:*

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or*
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.”*

In 2015 the Local Authority (LA) maintained EHC (Education, Health and Care) Plans for 790 pupils. 37.5 per cent of these pupils were educated (on-roll) in mainstream schools. 58 per cent were educated at LA maintained special schools (including those on-roll at a special school but educated in Resourced Provision (RP) at a mainstream school). **This represents a 10 per cent increase from the previous year.** 4.5 per cent were educated at non-LA special schools. 4 Pupils (less than 1 per cent) were educated other than at school.

The percentage of Southampton children attending the City's special schools is seeing an upwards trajectory. According to the 2015 DfES SEN2 Survey the number of children in Special Schools as a percentage of the total school population are as follows;

2012 1.26%;

2013 1.29%

2014 1.33%

2015 1.47%

The general increase in the pupil population and the advances in medical science that are enabling children to survive, the increase in EHC Plans and the parental preference for specialist provision means the number of children with special needs and disabilities which affect their ability to learn are forecast to rise.

The total school population is forecast to rise to 34,000 by 2022.

When the figures above are projected forward to 2022, Southampton would see an increase of nearly 800 pupils with SEND (7412 pupils in total). This will put pressure on both mainstream schools (an increase of 724 mainstream SEND places) and special schools.

These numbers may appear relatively small, and indeed this makes them harder to forecast with as much accuracy as the main school forecast, **but the provision of available, suitable SEND school places is under constant pressure.**

Demand for special school places is increasing. If this demand keeps pace with the current forecast for Primary and Secondary places, at least 83+ additional special school places (4-16), are forecast to be required by September 2019.

While the majority of children and young people with SEND continue to attend mainstream schools, there has been resurgence, both nationally and locally, in the parental preference for children to attend special schools. This could well be related to the improvement over the years in the quality of special schools and their continued focus on learning rather than just care.

On a national level, the percentage of pupils with a Statement or EHC plan who are placed in special schools has been increasing in recent years. **(See Appendix 3, page 7 which is available within the 'Supporting Papers' section on the Council's Capital Board Sharepoint site.)**

**Comment [RM1]:** Tammy, I have been advised by Kerry Sillence that if an Appendix is large, this is the mechanism for Members to view them. This Appendix and mine (No 6) are both large so I have put this reference for both. When the report is sent to Kerry, I will send them as an attachment and she will put them on Sharepoint.

Special schools are not bound by geographical catchment areas but by type and level of need.

A high level forecast of the necessity for places in Southampton based on specific need shows a rise in the number of children with Behavioural, Emotional and Social Difficulties (BESD) and sharp rises in the numbers of children with Severe Learning Difficulties (SLD), Speech, Language and Communication Needs (SLCN) and those with Autistic Spectrum Disorder (ASD). These rises put additional pressure on special school places.

Placement of children in special school only happens (with the exception of a small volume of assessment placements where the young person's needs are very obviously severe and complex) following a statutory Education, Health and Care assessment, or the review of a Statement or EHC Plan. This assessment/review is multi-disciplinary and includes assessments and reports from education (e.g. Schools, Educational Psychologists), Health (e.g. paediatricians, therapists, CAMHS, specialist consultants) and social care (e.g. relevant LA social care teams) who all give an assessment of need and recommend specific provision which will enable a young person to achieve positive outcomes. Whilst maximum inclusion is expected and promoted in mainstream schools; the cognitive, behavioural, environmental, sensory and physical needs of children and young people can mean that mainstream education is simply not an appropriate placement. The suitability for all placements is decided through a SEND multi-agency decision panel, where mainstream education is always considered for appropriateness in the first instance.

#### 1.4 What are the proposed project outcomes and objectives?

The current situation is that SCC does not have sufficient special school places to meet the demand and needs of the SEND population. This has resulted in a significant increase in SEND Tribunal activity, rising from a total of 9 appeals for the period January 14-15 to a total of 24 appeals for the period January 15-16. It is difficult to give an average cost per tribunal but this additional pressure on the SEND and Legal Service' has resulted in the need to recruit a temporary solicitor at the cost of £60k (for 11 months), plus significant levels of LA officer time.

Additionally there has been an increase in independent, high cost placements out of area, due to the lack of capacity within Springwell Special School. In September 2015 3 x independent placements were agreed because we could not offer a suitable place in a maintained special school (Springwell).

There is currently an additional 8 "in year" requests for placements at Springwell, all of which qualify under section 9.79 of the SEND Code of Practice and who can no longer have their needs met in mainstream school due to complexity of conditions. We will be in a position where we **must** offer an independent placement as an alternative to the parental preference, if we are unable to "create" spaces at Springwell Special School. The average cost of an independent placement is currently £60k plus transport cost which stands at approx. £7k per pupil.

The average forecast intake per year at Springwell Special School is 24 x year R pupils, plus 8 x year 1-6 pupils, who have been unable to have their needs met in Southampton mainstream settings.



As a response to demand in the previous two years the number on role at Springwell Special School has been increased. However, it has been impossible to physically accommodate these pupils on the existing Springwell site. An interim solution of temporary accommodation was created at Bassett Green Primary School (2014) at a cost of £110,000 and Startpoint Sholing (2015) at a cost of £110,000. This has created significant capacity demands on management from a school and LA perspective as well as the considerable financial impact.

The current classroom base at Startpoint Sholing is only agreed on a temporary basis and parents have been given assurances that their children will move into the new site as soon as it is ready.

The impact of Phase 1 will be to accommodate those currently in temporary accommodation at Startpoint Sholing, as well as the Year R and year's 1-6 intake for September 2016.

It is of necessity to note that the phase 1 buildings work has become subject to significant delays, meaning that the site will unlikely be in use until April 2017. The impact of this is that we are in a position where we need to find temporary accommodation for up to 48 pupils for 2 terms, resulting in a currently unknown financial impact, as well as additional pressures on the school to manage temporarily located classrooms.

The impact of Phase 2 will be to create the places required at the forecast rate of intake, in response to both local need and the statutory duty to meet parental preference. This will significantly reduce tribunal activity and the need to agree high cost independent placements.

The risk of not agreeing phase two would mean that we significantly limit the intake of new pupils (based on number of leavers) from September 17 onwards which will have huge legal and financial implications. Additionally, phase 1 is designed with the assumption of phase 2 and so is not designed as a standalone build.

The table below shows the current position relating to capacity, the position on completion of phase 1 and the final position on the completion of phase 2.

	Existing Springwell site	Capacity at Phase 1 completion	Capacity at Phase 2 completion (increasing by approx.. 16 per academic year)
On site	80	128	208
Resources provision (offsite)	16	16	16
Temporary classrooms	20	Dependent on progress of/delays to Phase 2	0
<b>Total</b>	<b>116</b>	<b>144</b>	<b>224</b>

## 1.5 Project Scope - who/what will be affected?

See attached Appendices 4&5 SEND Improvement Test

## 1.6 Project Exclusions – what won't be covered?

The scope of the project covers all aspects of the [SEND Code of Practice 0-25](#) (January 2015) and of [Building Bulletin 102](#) (Designing for Disabled Children and Children with Special Educational Needs (Guidance for Mainstream and Special Schools)).

## 2. Project Definition

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### 2.1 Project Deliverables

It is proposed that Phase 2 will consist of 10 class rooms, a hydrotherapy pool which will be available out of school hours to parents of SEND children, a sensory room, hall, catering kitchen and associated supporting facilities for 128 children. There will also be works to provide improved staff and visitor car parking, improving access for school transport together with relevant landscaping.

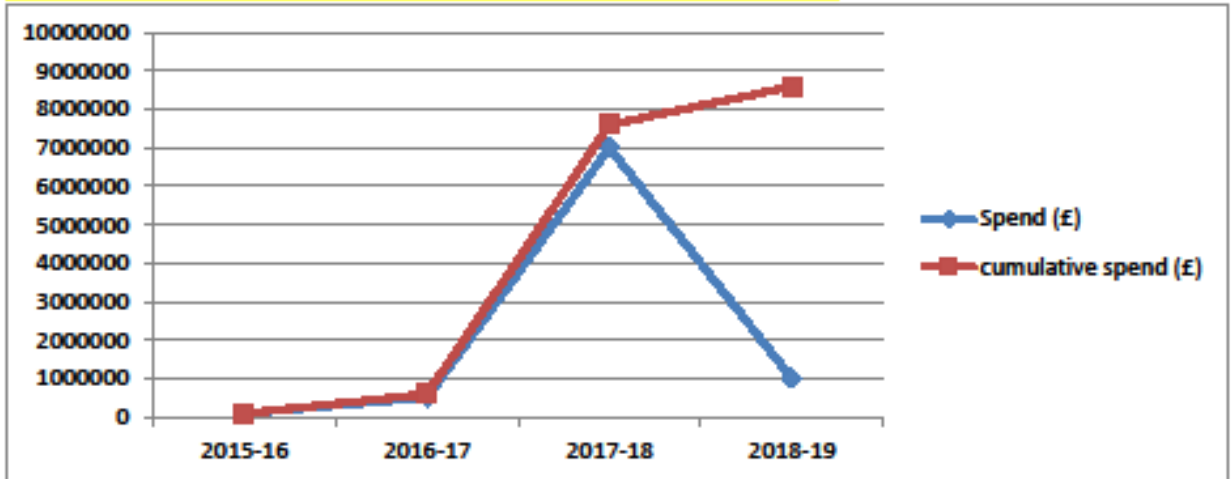
### 2.2 Project Tolerances (cost, time and quality)

Based on Feasibility Study costs provided by the Quantity Surveyor (Sept 2015. **See Appendix 6 within the Supporting Papers section of the Council's Capital Board Sharepoint site**), capital costs and fees are predicted to be £8.6million. As these are high level estimates and there will be additional costs related to the need

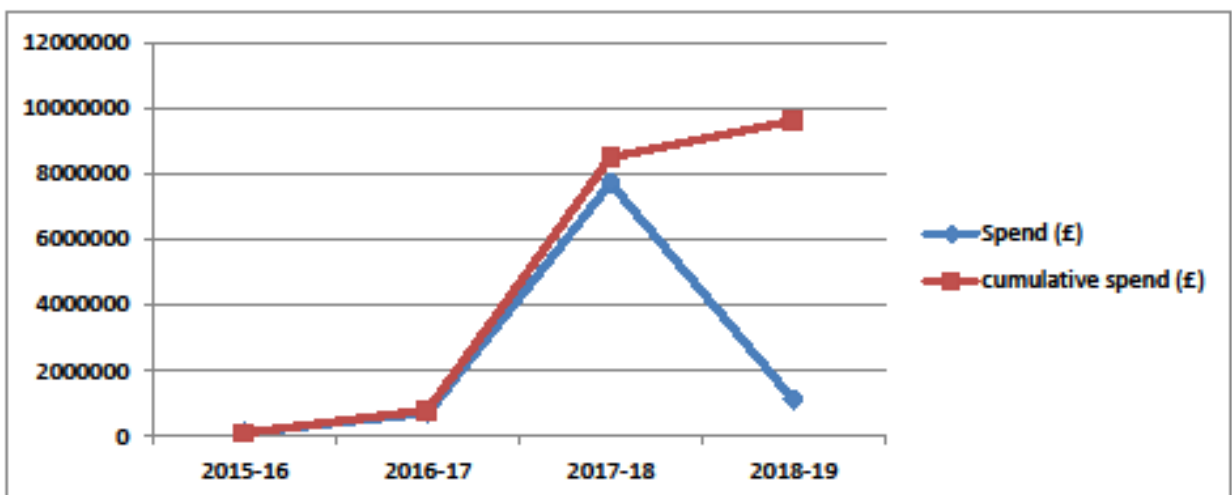
for temporary accommodation and potentially additional surveys such as a Highway Condition Survey and any Planning Conditions, it is suggested that an additional £1million pounds should be added as a contingency. The cost of the project will be spread over four financial years (2015-2019), as outlined below:

**Springwell Phase 2 spend profile**  
**Programme based high level breakdown only**

Year	2015-16	2016-17	2017-18	2018-19
Spend (£)	90000	510000	7000000	1000000
cumulative spend (£)	90000	600000	7600000	8600000



Year	2015-16	2016-17	2017-18	2018-19
Spend (£)	100000	700000	7700000	1100000
cumulative spend (£)	100000	800000	8500000	9600000



- Start on site April 2017
- Completion summer 2018
- Occupation September 2018
- This building will meet the standards contained in Building Bulletin 102 and BREEAM Excellent as outlined in Council policy.

## 2.3 Assumptions

- That the project receives Planning Permission
- Council Capital Board approval, followed by Cabinet approval

## 2.4 Constraints (resources, legal, logistical and other)

- That Sport England raise objections to the proposals
- Zero tender returns
- Budget changes due to tender process

## 2.5 Interfaces and Dependencies

Initiative or Project	Relationship to the Project	Management Method
Phase 2 Springwell	End user e.g. Springwell School	Regular meetings between the Head Teacher and Business Manager, SCC Officers and Capita
Public consultation	Local residents, local schools and local voluntary agencies	A Public Consultation was held at the school on 28 <sup>th</sup> October 2015 following the distribution of Information leaflets/invitations to residents in the immediate vicinity, local schools, churches and interested community organisations. It was also advertised through the school network. SCC and Capita produced a visual walk through of the new building, shown on a loop system during the meeting. Large scale plans were also on display and staff members from SCC, Capita and the school showed attendees the drawings and answered questions regarding the project. The meeting was held between 12noon and 3pm during half term and ten people visited during this time. The attendees were made up of local residents and parents. Comment forms were made available for any further questions and 4 people responded via this mechanism. The main concern from residents was regarding traffic issues and everyone was very satisfied with the proposals for resolving these issues. The feedback was very positive with all attendees supporting the proposal. Feedback comments are available from the applicant upon request for review.
Sport England	Statutory Consultee	As it is proposed to build on an area categorised as a Playing Field, an application was lodged with Sport England on 29 May

		2015. Sport England responded on 13 May 2015 indicating that they would object SCC's planning application unless the development proposed replacing all of the playing on a site in close proximity. SCC has already included the provision of a MUGA (Multi-Use Games Area) in the new development.
Capita	Southampton City Council's Strategic Partner	Capita provide the architectural, planning, quantity surveyor and CDN services to SCC for capital building projects. Regular client meetings are held to discuss the project, programme and progress.

### 3 Options

#### 3.1 Options Considered

##### Option 1.

Do nothing – do not agree capital to carry out phase 2.

##### Risks.

This options carry significant **legal, financial** and **reputational** risks.

This option would mean that we have to place children/young people in independent sector special schools (or be ordered by SEND Tribunal), none of which fall within the city's boundaries. The lowest annual cost of such a placement is £60,000 for a child attending as a day pupil (not residential) and the council would also be required to support additional, daily transport costs in addition to the placement cost at approx. £7000 per child/per academic term. The current and estimated size of Year R intake at Springwell is 24 children, equating to an annual revenue placement of £1.68m (24 x £60,000) plus additional transport costs (24x £7000).

Additionally there is an average of 8 years 1-6 children per year requiring a move from mainstream school, to Springwell. This gives an additional annual revenue placement of £536,000 (8 x £60,000) plus additional Transport costs (24 x £7000).

Local Authorities have a duty to provide a school place to all children who require one, having particular regard to securing that special educational provision is made for pupils who have special educational needs. **This option would be failing in this duty.**

Additionally, phase 1 has been designed with the assumption of phase 2. The build is not designed as standalone building, meaning that there would be significant delays created by a redesign. There is a high risk that the schools governing body would pull out of the project. This would leave the 20 pupils currently based in temporary classrooms without appropriate placement, as well as zero capacity for any intake in September 2016, with a significantly reduced intake from September 2017 onwards.

If approval is not given for Phase 2, the fairly significant costs incurred on Capita fees and surveys will have to be paid from a revenue source. SCC is not able to pay fees for an aborted project from a Capital budget.

## **Option 2.**

Direct mainstream primary schools to accept children with high level special needs and to provide ongoing additional revenue support packages to those schools.

### **Risks**

This option carries significant **legal, financial** and **reputational** risks

Whilst some parents can be “re-directed” to mainstream school where it is assessed as appropriate to meet the needs of the child/young person, and indeed well supported in mainstream schools, the parental preference must be given as per section 9.79 of the SEND Code of Practice 2014.

This would also risk challenge from mainstream schools, where children and young people have been assessed to needing specialist provision. The risk of ongoing fixed term exclusions, permanent exclusions and disability discrimination tribunals is significantly increased.

A detailed financial statement of the scale of revenue pressure related to this option has not been prepared but can be undertaken. It is likely to be in the region of **£640,000** per year. This figure is based on an average cost for additional funding per pupil of £20,000 based on the average intake of 32 (24 X Year R's and 8 x Year 1-6's). **An estimate of the cost and reputational risks of significant legal challenges by schools and/or parents is harder to quantify. But we have already seen the number of SEN and Disability Tribunal (SENDIST) cases rising and a significant number of those are requiring us to make placements in independent sector schools as alternatives to local special schools, not placement at mainstream schools.**

Local Authorities have a duty to provide a school place to all children who require one, having particular regard to securing that special educational provision is made for pupils who have special educational needs. **This option would be failing in this duty.**

## **Option 3 - Recommended option**

Phase 2 approval.

Agree capital for phase 2 build of Springwell School extension to include 10 classrooms, a hydrotherapy pool which will be available out of school hours to parents of SEND children, a sensory room, hall, catering kitchen and associated supporting facilities for 128 children.

### Risks

Up front financial pressures.

**Comment [RM2]:** Neither can I comment on the deficit but I hope that finance can make a case as the required expenditure is spread over 3 financial years

### Previous options considered at September 2015 Capital Board

Other sites have been considered. For example the former school buildings at Eastpoint were considered as part of an Option Appraisal but rejected due to existing plans for future ownership of the site and income to the authority associated with this. Woodland to the north of Eastpoint was also considered but was not a viable option due to being classed as Open Space.

**Comment [MT3]:** Can others add some context here? This is clearly going to be the biggest concern but I'm not informed about the deficit enough to be able to give some dialogue here...

**Members agreed that alternative options were not viable and agreed to proceed with Phase 1 and requested a further report on Phase 2 proposals.**

## 4 Benefits

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### 4.1 Benefits

The additional places will allow the Local Authority to meet its statutory duty to provide a school place to all children who require one, having particular regard to ensuring that special educational provision is made for pupils who have special educational needs.

It should be noted that Springwell School (rated outstanding by OFSTED) works with primary aged (4-11) children with Moderate and Severe Learning Difficulties, and children with other needs, such as Autistic Spectrum Disorder. Children that have complex needs beyond that which can be met in mainstream schools.

The increase of Special School places will mean that the Local Authority can meet the requirements of children with SEND across the City, responding to the duty that we must comply with parental preference as per 9.79 of the SEND Code of Practice 2014 and adding to the SEND 0-25 Local Offer.

Springwell is a Teaching School and therefore well placed to provide system leadership/school to school support. The school is also responsible for the delivery of specialist outreach support in the city, supporting mainstream schools to meet the needs of children and young people with SEND.



## 5 Financial Summary

	One Off	Ongoing	Projected Life
<b>Costs</b>			
Revenue Costs		Between £0.4m and £0.5m per annum. Funded from the recurrent Dedicated Schools Grant	
Corporate Overhead			
Capital	£9.6m		
Implementation Resource			
<b>Savings/ Efficiencies</b>			
Net Savings/ Efficiencies			
Savings/ Efficiencies per annum			
Payback (years)			

Comment [RM4]: This has been taken from the Cabinet Report written by Robert Hardy September 2015

Comment [MT5]: Irfan can you confirm?

Comment [MT6]: Does this include any contingency costs e.g. delays meaning we need to pay for alternative accommodation?

Comment [RM7]: Yes, I have explained this in 2.2

Return on Investment			
<b>Funding Streams/ Sources</b>			
Transformation			
Partner (which one)	Southampton City CCG – Discussions have been limited at this stage, however far but a commitment has been given to look at the health impact has been given.		
Service			
Other: Basic Need Grant – this funding is based on the School Capacity Survey which only covers mainstream school. While this is non ring-fenced, the grant covers the cost of places based on BB103 (mainstream provision) at £13,780 per pupil. Basic Need funding would therefore account for £771,680 at these figures. Council will decide how much of this project should be funded from Basic Need against other priorities.			

Comment [MT8]: Irfan can you confirm?

## 6 Commercial Aspects

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### 6.1 Commercial Opportunities

None

### 6.2 Contract and Procurement Considerations

Capita having explored the various procurement routes which would be suitable for a project of this nature, taking into account the projected value, contract length and design/construction programme, a traditional procurement route using the JCT Intermediate Building Contract 2011 with Contractor's Design Portion form of Contract would be most appropriate. We would recommend that the Contract be let on a Fixed Price Lump Sum basis with the Contractor's providing their prices based on a Bill of Quantities/Quantified Schedule of Works, Specification and Drawings.

At present, this will be a project that will follow the OJEU Procurement Process as the projected value exceeds the lower threshold for projects having to follow this process.

However, Capita have been exploring alternative methods of procurement in order to shorten the procurement programme and to avoid the lengthy OJEU process, whilst ensuring full compliance with SCC Legal and Procurement requirements.

One such method would be to utilise a framework of Contractors, for example the Southern Construction Framework ((SCF) Other Frameworks are available). This would negate the need to carry out Pre-Qualification Questionnaires and enable us to invite to tender a smaller list of reputable, familiar Contractors which have already passed the suitability assessments and are on the approved list of suppliers. This process would still follow the aforementioned traditional procurement route, and would involve a mini-competition between those on the framework showing an expression of interest in tendering.

## 7 Impact of Change/Stakeholders

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See SEND Improvement Test (**Appendices 4 and 5**)

## 8 Risks and Issues

Description of Risk/ Issue	Likelihood	Impact	Risk Owner	Actions to Control or Mitigate
<p>Until Phase 2 is completed alternative accommodation has to be found for those children due to enter the school in September 2017 and any new intake. This will amount to approx. 48 pupils. There is an unknown financial implication dependent upon where these children are accommodated and the quantity of Capital works and refurbishment required to meet the standards of Building Bulletin 102 for SEND provision.</p> <p>The recent rise in primary numbers and ongoing rise in secondary numbers means that there is extremely limited capacity remaining in the education estate. To this end it is likely that we will need to look to renting commercial property at a significantly higher cost.</p>	High	Financial, Time (delays significantly adding to financial impact), Reputational.	SCC	<p>Increase in budget to allow for temporary accommodation.</p> <p>Alternative accommodation is being sought.</p>
See Feasibility Study Appendix 6 within the Supporting Papers section of the Council's Capital Board Sharepoint site	Various			

## 9 High Level Timescales and Project Milestones

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Deliverable/ Milestone	Owner	Start Date	End Date
Complete Stage C design	Capita		Feb/early March 2016
Submit Outline Planning Application then discharge of any conditions	Capita	December 2015	May 2016
Business Case for approval to SCC Capital Project Board	SCC	December 2015	January 2016
Procurement process	Capita	September 2016	February 2017
Start on site	Capita	April 2017	April 2018

## 10 Resources Required to Progress to Full Business Case

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## 11 Decision

<b>This Project Brief was discussed on:</b>	Click here to enter a date.	
<b>The decision taken was:</b>	Approval was given to proceed to Full Business Case	
	Approval has been deferred for further work (see actions below)	
	Project Brief was rejected and NOT APPROVED and not further work may be undertaken	
<b>Any Limitations to the Approval:</b>		
<b>Any actions that need to be undertaken:</b>		
<b>If rejected, reasons why:</b>		
<b>Name and designation of Chair of Board:</b>		

## Appendix 1

### SEND School Places Forecasting (January 2015)

School	Age Range	Type of Need	Current Capacity	NOR Oct 2015	Forecast Need for Places Jan 2015				
					2015	2016	2017	2018	2019
Springwell School*	4 -11 Primary	SLD/MLD	<b>116</b>	116	112	123	138	146	150
Great Oaks School	11 - 18 Secondary/Post 16	SLD/ MLD	<b>170</b>	175	170	183	188	192	197
Cedar School	3 - 16 All Through	Complex Needs	<b>62</b>	69	65	67	68	68	70
Vermont School	7 - 11 Boys	BESD	<b>28</b>	28	28	28	29	29	30
Polygon School	11 - 16 Boys	BESD	<b>54</b>	43	55	63	64	66	67
Compass School	4 - 16	PRU	<b>80</b>	Varies	Varies				
Rosewood Free School	2-19	PMLD	<b>60</b>	38	48	50	51	53	54

\* This forecast does not include the September 2015 agreed increase at Springwell (increase to 128 NOR) and an already agreed NOR of 144 for September 2016. This will be updated by the children's data team but it should be noted that the forecast numbers will be higher than this forecast.

\* Includes capacity at co-located facilities in other settings

\* Smaller SEND Units exist in Mainstream settings. E.g. Hearing Impaired (HI) units at Tanners Brook Primary School and Redbridge Community School and the ARB (Additional Resource Base) at Bitterne Park School (ASD)

### Forecast SEND by Types of Need in by EHC PLAN

		2015	2016	2017	2018	2019
<b>Cognition and Learning</b>						
SpLD	Specific Learning Difficulty	150	155	162	164	168
MLD	Moderate Learning Difficulty	466	481	501	511	522
SLD	Severe Learning Difficulty	138	142	148	151	154
PMLD	Profound and Multiple Learning Difficulty	50	52	54	55	56





## Appendix 4

### Equality and Safety Impact Statement

The **public sector Equality Duty** (Section 149 of the Equality Act) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people carrying out their activities.

The Equality Duty supports good decision making – it encourages public bodies to be more efficient and effective by understanding how different people will be affected by their activities, so that their policies and services are appropriate and accessible to all and meet different people's needs. The Council's Equality and Safety Impact Assessment (ESIA) includes an assessment of the community safety impact assessment to comply with section 17 of the Crime and Disorder Act and will enable the council to better understand the potential impact of the budget proposals and consider mitigating action.

<p><b>Name or Brief Description of Proposal</b></p>	<p><b>Increase in pupil numbers at Springwell (Community Special) School</b></p>
<p><b>Brief Service Profile (including number of customers)</b></p>	<p><b>Children and Families Service</b>  Head of Service – <b>Kim Drake</b>  Principal Officer – Education and Early Years – <b>Jo Cassey</b>  Provision of support to children and young people including the provision of school places across the City.</p>
<p><b>Summary of Impact and Issues</b></p>	<p>If approved, this proposal would expand the number of places at Springwell School. Previously expanded from 112 pupils to 128 pupils on-roll from 1<sup>st</sup> September, 2015, this expanded Year R and Year 1 from a notional PAN of 16 pupils in each year (2 classes) to 24 pupils in each year (3 classes). From 2016 and beyond the school will have a need to accommodate these numbers in all year groups, expanding the school from 128 pupils to 168 pupils, starting September 2016 and growing year on year until the proposed limit is reached.</p> <p>The additional places will allow the Local Authority to meet its statutory duty to provide a school place to all children who require one, having particular regard to securing that special educational provision is made for pupils who have special educational needs.</p> <p>Should this proposal not be approved the Local Authority would not meet this statutory duty unless it were to expand resourced provision in mainstream schools in the City. However, it should be noted that</p>

	Springwell School works with children with Moderate and Severe Learning Difficulties, and with children with other needs, such as Autistic Spectrum Disorder. Children will have complex needs beyond that which can be met in mainstream schools. It has a Primary age range of 4-11 years of age.
<b>Potential Positive Impacts</b>	<p>More children will be able to access the (Ofsted rated) Outstanding education offered by Springwell School.</p> <p>The increase of Special School places will allow the Local Authority to better meet the requirements of children with SEND across the City, increasing the scope of parental choice and adding to the SEND 0-25 Local Offer.</p>
<b>Responsible Service Manager</b>	Kim Drake
<b>Date</b>	06 January, 2016

## Appendix 5

### The SEND Improvement Test

Section 39 of the School Organisation Maintained Schools, Annex B: Guidance for Decision Makers (January 2014) states:

In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability.

**Decision-makers should ensure that proposals:**

<p><b>take account of parental preferences for particular styles of provision or education settings;</b></p>	<ul style="list-style-type: none"> <li>i) The proposals are to expand provision for children with special educational needs in line with current parental preference in Southampton.</li> <li>ii) The consultations took into account the changing needs for specialist resourced provision in mainstream schools and will lead to improved support for primary aged pupils with special educational needs.</li> <li>iii) The availability of suitable provision would also increase choice for parents and pupils.</li> </ul>
<p><b>take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;</b></p>	<ul style="list-style-type: none"> <li>i) Southampton is committed to promoting integration between special educational provision, health and social care provision to promote well-being and improve the quality of provision, in line with the SEND Code of Practice 2015.</li> <li>ii) The consultation process has involved all interested parties and will take account of the Local Offer and all views expressed on it.</li> </ul>
<p><b>offer a range of provision to respond to the needs of individual children and young people, taking account of:</b></p> <p><b>collaborative arrangements (including between special and mainstream);</b></p>	<ul style="list-style-type: none"> <li>i) The proposal is intended to allow Springwell Special School to continue to provide a range of provision.</li> <li>ii) The school provides additional provision (Resourced Provision and Co-Located Places) at three mainstream schools in the City. These proposals will allow Springwell School to make best use of those places.</li> </ul>
<p><b>extended school and</b></p>	<ul style="list-style-type: none"> <li>iii) The Springwell Outreach team supports pupils with</li> </ul>

<p><b>Children’s Centre provision;</b></p> <p><b>regional centres (of expertise) and regional and sub-regional provision;</b></p> <p><b>out of LA day and residential special provision;</b></p>	<p>SEND and their teachers and assistants in primary mainstream settings across the City and supports parents via a Family Link Officer.</p> <p>iv) Springwell School is accredited as a National Support School and provides on-going support, advice and training for both special and mainstream schools both within SCC and further afield.</p> <p>v) N/A</p>
<p><b>take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe;</b></p>	<p>i) Springwell Special School was judged to be Outstanding in its last two Ofsted inspections.</p> <p>ii) Expanding provision at Springwell School will provide more pupils with access to a broad and balanced curriculum, differentiated to their specific needs.</p> <p>iii) Following this consultation, any works to expand provision, either at the Springwell School site or under any other option, will take account of Building Bulletin 102: Designing for Disabled Children and Children with SEN (2014).</p>
<p><b>support the LA’s strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;</b></p>	<p>i) The proposal has due regard to the Southampton City Council policy statement on Disability Equality and to the Children and Families Directorate accessibility strategy.</p> <p>ii) The proposal is intended to promote equality of opportunity for disabled people.</p>
<p><b>provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;</b></p>	<p>i) The addition of places on-roll at Springwell Special School will provide access to specialist support to more pupils in Southampton.</p>

<b>ensure appropriate provision for 14-19 year-olds; and</b>	i) Springwell Special School is a Primary school (age 4-11) and this proposal will not add provision for 14-19 year-olds.
<b>ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured.</b>	i) This proposal does not displace any students currently on-roll at the school.
<b>Other interested partners, such as the Health Authority should be involved.</b>	<p>i) Southampton is committed to promoting integration between special educational provision, health and social care provision to promote well-being and improve the quality of provision, in line with the SEND Code of Practice 2014.</p> <p>ii) The consultation process involved all interested parties and took account of all views expressed on it.</p>
<b>Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.</b>	i) N/A