

CABINET

NON-CONFIDENTIAL APPENDICES

Tuesday, 17th July, 2012
at 5.00 pm

APPENDICES ATTACHED TO THE LISTED REPORTS

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NON-CONFIDENTIAL APPENDICES

8 REVISED PARTNERSHIP AGREEMENT FOR A RE-SPECIFIED COMMUNITY EQUIPMENT SERVICE

- Financial Table

10 MODIFICATION TO THE STATUTORY PROPOSALS TO EXPAND FAIRISLE INFANT AND JUNIOR SCHOOL AND WORDSWORTH INFANT SCHOOL

- Wordsworth Consultation Documents and Responses
- Decisions Maker Guidance for Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form

13 ADOPTION OF THE SAFE CITY PARTNERSHIP PLAN 2012 - 13

- Draft Safe City Partnership Plan 2012-13

14 'PLATFORM FOR PROSPERITY' PLATFORM ROAD IMPROVEMENT SCHEME - PROJECT APPROVALS

- Drawing 11ALM019023 Revision C
- Drawing 11ALM019019 Revision G
- Summary of responses from public exhibitions, emails and telephone conversations

16 WATERMARK WESTQUAY: REVISED HEADS OF TERMS

- Plan of Site

Monday, 9 July 2012

HEAD OF LEGAL, HR AND DEMOCRATIC SERVICES

Agenda Item 8

The pooled fund will bring together the following revenue funding streams:

Community Equipment Service			
Description	SCC Contribution to budget 2012/13	NHS SC Contribution to budget 2012/13	Main contract S75 total 2012/13
STAFFING			
Salaried Staff	147,900	141,900	289,800
Technicians (excluding admin)	57,400	40,100	97,500
VEHICLES & FUEL			
	37,400	5,800	43,200
OTHER			
	13,200	5,100	18,300
Equipment Demo & Advice Svc		12,600	12,600
EQUIPMENT			
Adult Equipment	181,400	129,900	311,300
Childrens Equipment	24,600	22,400	47,000
Equipment A&C	34,000		34,000
CHC equipment - Adults		20,000	20,000
CHC equipment - children		TBA	0
Other Equipment	11,200	34,000	45,200
Equipment Stock ¹			
MAINTENANCE			
Equipment Maintenance	5,600		5,600
Stair lift Maintenance	11,200		11,200
Environmental Controls		26,700	26,700
S75 Provision Budget 2012/13	523,900	438,500	962,400
Joint Commissioning Manager ²	15,900	15,900	31,800
Total S75 Fund	539,800	454,400	994,200
Description	SCC Contribution to budget 2012/13	NHS SC Contribution to budget 2012/13	Cost of premises total 2012/13
PREMISES			
Hard FM		191,000	191,000
Soft FM		35,000	35,000
TOTAL		226,000	226,000

¹ Equipment stock will transfer to the new provider. The value will be quantified at the time of transfer

² The Commissioning Manager post will be a joint appointment and will form part of the S75, but will be employed and managed by a commissioning agency. This funding will not form part of the contract with the provider

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Letter to Headteachers from LA

Children's Services and Learning

Southampton City Council
Southbrook Rise
4 – 8 Millbrook Road East
Southampton SO15 1YG



Direct dial: 023 8091 7501
Email: james.howells@southampton.gov.uk
Please ask for: James Howells

06/07/12

Dear Headteacher

I am writing in relation to Wordsworth Infant School. As I'm sure you are aware, the school is enlarging to a 3-form entry primary school from September 2012, with the first year of Year 3 admissions being September 2015. However, as the building project has developed further it is apparent that the new school building will be fully completed by summer 2013, meaning that there will be a number of classrooms that would remain vacant for some time.

A number of parents of children currently attending Wordsworth have contacted the Local Authority about the prospect of the school admitting Year 3 pupils from September 2013, two years earlier than originally planned. The school are now going to canvas the opinions of its current parent/pupils to see how much interest there would be in this proposal. If there is support for this idea the LA would seek to go to Cabinet to get an amendment to the original Cabinet decision, thus enabling the school to admit Year 3 Pupils from 2013 onwards.

As a neighbouring school, we would be interested in hearing your views on the prospect of the school admitting Year 3 pupils earlier than planned. If you have any comments please send them to Wordsworth Infant School or to the contact details at the top of this letter. We would be grateful if you send in any responses by Tuesday 22nd May 2012.

Yours sincerely

James Howells
School Organisation & Strategy Manager
Children's Services and Learning

Letter to parents from school

25th April 2012

To the Parents of Children in Red, Orange, Green and Blue bases.

Since presenting the plans for the new building to the public, a significant number of parents have approached me and asked if it would be possible for the children who are currently in Year R and Year 1 classes to remain at the school as a possible Year 3. I have relayed these comments to Southampton City Council as this would bring the expansion of the school forward by two years. Consequently, the Local Authority have asked me to find out how many Year R and Year 1 parents would wish their children to remain at Wordsworth if there were provision for Year 3 places.

In order to get a better understanding of the number of parents who would want their child to remain at Wordsworth we need to have an answer to the following question.

Would you be interested in your child/children progressing to year 3 in 2013 (for current year 1 pupils) or 2014 (for current year R pupils) if the new classrooms were ready by September 2013?

If you would like your child to remain at Wordsworth in a possible Year 3 class please complete the slip below and return to me via the school office. **Please return by Friday 4th May.**

Do not return the slip if you intend to seek a place at another junior school.

Many thanks for your great support.

Mr Paul Betteridge
Headteacher

Dear Mr Betteridge,

I would like my child, (insert child's name), in
..... base, (insert colour) to remain at Wordsworth School **if** there was
a Year 3 class.

Signed Parent.

Responses to the consultation

Informal Responses from Parents

Date Received	Comment
16/04/2012	<p>I wish to be informed of the reasoning behind why Wordsworth is becoming a Primary that will be operational from Sept 2013 yet my child who will enter yr3 in 2013 will not be able to stay on.</p> <p>If the facilities are all built and operational and parents wish for their children to have continuity in their education then surely it is an obvious outcome for the pupils to stay on. I also think that it would be beneficial to let a single class intake run through the upper school to test the water and iron out any kinks before the full 3 class intake works all the way through.</p> <p>I am aware that the logic is that you wouldn't want to affect other schools class sizes - however some children will plan to move regardless of the new facilities as they have older siblings. I however will have 2 younger children there. As the boys will go all the way through I feel that to remove the option to have them educated in the same place is not considering the best interests of the children, and also it may result in incidences of overlap of school activities ie sports days or assemblies and then one child would get left out.</p> <p>She is deaf and the level of care she has received at Wordsworth has been exceptional.</p>
19/04/2012	<p>I am writing with regard to the current plans for Wordsworth Infant School to become a Primary school.</p> <p>I understand from friends and colleagues whose children currently attend Wordsworth in year one, that they are eager to have them stay on in year three. My youngest son currently attends Shirley Infant School (SIS), and as Shirley Junior School (SJS) is quite heavily over subscribed, I would like to add my support of this initiative. I'm sure other parents with children at SIS in year one would be keen for Wordsworth to be in a position to take year three pupils from 2013 too.</p> <p>If there is some form of official information gathering and canvassing to be done, would you be seeking opinions from SJS and it's parents? Is there literature regarding this matter that I could have sight of?</p>
17/04/2012	<p>I am contacting you regarding potential changes to the current admissions plans following the expansion work at Wordsworth infant school in Shirley to be completed Sept 2013. My daughter is currently in year 1 at Wordsworth infant school and my son will start in year R in September this year. I am very interested in showing my support for the changes to the current admission plans in Sept 2013 - I include a section from a reply letter received by one of my fellow parent friends at the school after she raised the issue to the council:</p> <p>"When the expansion proposal was first put forward it was not anticipated that the project would be completed so quickly so we decided to stagger the expansion with the school taking an extra year R class in September 2012 with year 3 pupils starting in September 2015. However, as the school is due to be completed by September 2013, we are aware that a number of parents expressed an interest in their children progressing to year 3 in 2013. We are currently looking into this to see if there is enough demand throughout the school to justify year 3 places being made available 2 years earlier than planned. We will endeavour to keep all parents informed about any changes to the admission arrangements for Wordsworth."</p> <p>I understand that if there is enough demand for places and enough interest from parents there might be a chance for my daughter to say at Wordsworth when she moves up to year 3. This is excellent news and I fully support this proposed move as my daughter is very settled at Wordsworth; it would be great if I could keep her at her current school where she is happy and achieving well.</p> <p>It would also be highly convenient to me as a mother of 3 in my daily school run travel arrangements... as it stands my daughter will have to move to a nearby junior school in Sept 2013 and I will have 2 school drop-offs with my son in year 1 at Wordsworth and my 17 month old daughter attending Rainbow pre-school on the Wordsworth site, but if admission plans change and my daughter gets to stay, it would potentially make my mornings a lot less hectic as I could drop all 3 off at once! Please support me by agreeing to the Wordsworth 2013 admissions plans changes! I am not the only mother who would benefit from these current changes and I will spread the word!</p>
24/04/2012	<p>I am writing to inform that due to the new Primary School building being completed in Sept 2013 I am in favour of Wordsworth Infant School allowing:</p> <ul style="list-style-type: none"> the current Year 1 students to be allowed to continue into Wordsworth Primary School for Year 3 the current Year R students to be allowed to continue into Wordsworth Primary School <p>It would be beneficial to allow the children to move into the Primary School.</p> <p>It would ease the burden of trying to find places for the children amongst the surrounding Junior and Primary Schools due to the rising number of school age children in Southampton. I note that two schools had to increase their acceptance in the number of students for Junior School due to the rising number of children. Therefore, it would be perfect if Wordsworth Primary School was allowed to accept the current Year 1 pupils.</p>

	<p>Many children in the current Year 1 have younger siblings in the current Year R or starting in Year R in September 2012.</p> <p>It will also ease the burden within the admissions team of having less of an influx of Year 2 children applying for a place at a Junior and/or Primary School.</p> <p>Also, where I live, a catchment Junior School no longer exists due to the surrounding schools changing into Primary Schools.</p>
19/04/2012	<p>Firstly, Thank you so much for my younger sons placement for which we have received a confirmation today. We are delighted with the decision.</p> <p>I have 2 sons, my older son currently attends Wordsworth and He is in year 1. My younger son today has received confirmation of his placement to there too to start September 2012.</p> <p>Following an open event at the school recently we were shown plans and had the opportunity to chat to a couple of people regarding the development of the building and potential time scale of when it would be finished.</p> <p>From this meeting we were made aware that the timescale being that the school building/amenity's would be completed by 2013- this being when my older son would be due to leave. Prior to this open event we were advised we would need to apply to send him to another school because of the staggered intake.</p> <p>Please can you advise if this would still be the case?,</p> <p>Should the building be ready and enough children willing to stay on at wordsworth surely it would be both beneficial to the children, school and local community to allow the current year 1 pupils to continue there education and not up root to another school, hence leaving a building up occupied.</p>
19/04/2012	<p>I have a 6 year old son who currently attends Wordsworth Infant School as a yr 1 pupil. On discussion with other parents I also feel it would be great if the children could stay as yr 3 pupils (2013) once the school is built. (I had previously mentioned this to the headmaster a few months ago too) My son has achieved so much whilst being at Wordsworth and he is very settled within his education and i feel he would gain so much by not being up rooted in a years time. I volunteer within the school as i am going to be attending college in sept of this year to become a teaching assistant. By my son changing school this would also make this difficult to get from 2 different schools. Speaking to alot of the other parents i know they feel the same especially as some will also have younger children within the school . I really do hope that we can keep our children at Wordsworth and i am personally more than happy to do what it takes to achieved this i.e fundraising .</p>
11/05/2012	<p>The governors [of Shirley Infant] have no objection to the admittance of Year 3 pupils earlier than planned at Wordsworth. In fact we think it will be to the benefit of the local community that the pupils can continue their education in the same school.</p> <p>It is unlikely to have an effect on our school directly, but we anticipate that it will impact on Shirley Junior school who I imagine will like to respond to your letter.</p>

Responses from School Headteacher's

Date Received	Comments
11/05/2012	<p>The governors have no objection to the admittance of Year 3 pupils earlier than planned at Wordsworth. In fact we think it will be to the benefit of the local community that the pupils can continue their education in the same school.</p> <p>It is unlikely to have an effect on our school directly, but we anticipate that it will impact on Shirley Junior school who I imagine will like to respond to your letter.</p>

Summary of Responses to school consultation

Year Group / Class	Total number of children in the class	Number of parents in class who did respond	Number who did not respond
YR – Red base	30	21	9
YR – Orange base	29	22	7
Y1 – Green base	29	21	8
Y1 – Blue base	30	22	8

All responses received were in support of their children progressing to year 3 at Wordsworth.

Department for
Education

Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form

A Guide for Local Authorities and Governing Bodies

For further information:

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EXPANDING A MAINTAINED MAINSTREAM SCHOOL BY ENLARGING OR ADDING A SIXTH FORM - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

Contents – click on page number to follow link to relevant section:

Introduction (Paragraphs 1-25)	1
Who is this Guide for? (Paragraphs 4-5)	2
School Organisation Planning Requirements (Paragraphs 6-8)	3
The Secretary of State's Role (Paragraphs 9-10)	4
When are expansion proposals required? (Paragraphs 11-17)	4
Enlargement	4
Alteration of upper age limit – Addition of a sixth form	6
Increase in number of pupils (now falls under the School Admissions Code)	7
Overview of Process (Paragraph 18)	7
Who Can Make Proposals to Expand a School? (Paragraph 19)	8
Where to Start? (Paragraph 20)	8
Capital Funding (Paragraphs 21-24)	8
Amalgamations/Mergers (Paragraph 25)	9
Stage 1 – Consultation (Paragraphs 1.1-1.7)	11
Conduct of Consultation (Paragraphs 1.5-1.7)	12
Stage 2 – Publication (Paragraphs 2.1-2.11)	14
Related Proposals (Paragraph 2.5)	15
Implementation date (Paragraph 2.6)	15
Explanatory Note (Paragraph 2.7)	15
Invalid Notice (Paragraph 2.8)	16
Who must be sent copies of proposals? (Paragraphs 2.9-2.10)	16
Compulsory Purchase Orders (Paragraph 2.11)	17
Stage 3 – Representations (Paragraphs 3.1-3.2)	18
Stage 4 – Decision (Paragraphs 4.1-4.80)	19
Who Will Decide the Proposals? (Paragraphs 4.1-4.4)	19
Who Can Appeal Against an LA Decision? (Paragraphs 4.5-4.6)	19
Checks on Receipt of Statutory Proposals (Paragraph 4.7)	20
Does the Published Notice Comply with Statutory Requirements? (Paragraph 4.8)	20
Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice? (Paragraph 4.9)	20
Are the Proposals Related to Other Published Proposals? (Paragraphs 4.10-4.14)	21
Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)	22
EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT	22

A System Shaped by Parents (Paragraphs 4.17-4.18)	22
Standards (Paragraphs 4.19-4.20)	23
Diversity (Paragraphs 4.21-4.23)	23
Every Child Matters (Paragraph 4.24)	23
SCHOOL CHARACTERISTICS	24
Boarding Provision (Paragraphs 4.25-4.26)	24
Equal Opportunity Issues (Paragraphs 4.27)	25
NEED FOR PLACES	25
Creating Additional Places (Paragraphs 4.28-4.30)	25
Expansion of Successful and Popular Schools (Paragraph 4.31-4.34)	25
Travel and Accessibility for All (Paragraphs 4.35-4.36)	26
16-19 Provision (Paragraphs 4.37-4.39)	27
Addition of post-16 provision by “high performing” schools (Paragraphs 4.40-4.51)	28
Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.52)	30
16-19 Provision ‘Competitions’ (Paragraphs 4.53-4.56)	30
FUNDING AND LAND	31
Capital (Paragraphs 4.57-4.59)	31
Capital Receipts (Paragraphs 4.60-4.62)	31
New Site or Playing Fields (Paragraph 4.63)	32
Land Tenure Arrangements (Paragraph 4.64)	33
School Playing Fields (Paragraph 4.65)	33
SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION	34
Initial Considerations (Paragraphs 4.66-4.67)	34
The Special Educational Needs Improvement Test (Paragraph 4.68)	35
Key Factors (Paragraphs 4.69-4.72)	35
OTHER ISSUES	36
Views of Interested Parties (Paragraphs 4.73)	36
Types of Decision (Paragraph 4.74)	37
Conditional Approval (Paragraphs 4.75-4.76)	37
Decisions (Paragraphs 4.77-4.79)	39
Can proposals be withdrawn? (Paragraph 4.80)	40
Stage 5 – Implementation (Paragraphs 5.1-5.13)	41
Can Proposals Be Modified? (Paragraphs 5.4-5.6)	41
Revocation (Paragraphs 5-7-5.13)	42
Annex A	45

INTRODUCTION

EXPANDING A MAINTAINED MAINSTREAM SCHOOL BY ENLARGING OR ADDING A SIXTH FORM - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

(Covering Enlarging a School and Adding a Sixth Form, also known as 'excepted expansions')

Introduction (Paragraphs 1-25)

1. This guide provides information on the procedures established by The Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended by The School Organisation and Governance (Amendment)(England) Regulations 2007 which came into force on 21 January 2008 and The School Organisation and Governance (Amendment)(England) Regulations 2009 which came into force on 1 September 2009). For your convenience, a consolidated version of the Prescribed Alteration Regulations and the two sets of Amending Regulations can be found at: www.dcsf.gov.uk/schoolorg/guidance.cfm?id=29. The relevant provisions of the EIA 2006 came into effect on 25 May 2007.

2. This guide contains both statutory guidance (i.e. guidance to which local authorities (LAs) and governing bodies have a statutory duty to have regard) and non-statutory guidance, on the process for "expanding" a school. Throughout this guide any reference to "expand" (i.e. or "expanding"/ "expansion"/"excepted expansion") covers the following "prescribed alterations":

- Enlargement to premises - enlarging the physical capacity of a school; and
- Alteration of upper age limit - raising the school's upper age limit to add a sixth form.

NOTE: For more detailed information on when proposals are required and why 'Increase in number of pupils' (increasing a school's admission number by 27 or more pupils) no longer falls under School Organisation regulations, see paragraphs 11 to 17 below.

Although both "Enlargement" and "Adding a sixth Form" are prescribed alterations, they are dealt with separately from other prescribed alterations, because there are significant differences e.g. who can publish the proposals, the length of the representation period and who can appeal to the schools adjudicator.

Altering the upper age range of a school, other than to add a sixth form e.g. lowering the upper age to remove a sixth form, changing from an infant to a primary school (from 3/5-7 to 3/5-11), or raising the upper age of a middle deemed secondary, also fall under "Alteration of upper age limit" within

INTRODUCTION

Regulations, but are dealt with in “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)” - www.education.gov.uk/schools/leadership/schoolorganisation

The statutory guidance sections are indicated by shading, the word **must** in bold refers to a requirement in legislation, whilst the word **should** in bold is a recommendation.

3. If you have any comments on the content or layout of this guide, please send these to the School Choice & Operations Team at: school.organisationproposals@education.gsi.gov.uk) making sure that you identify the title of the guide and quote the page and paragraph numbers where relevant.

Who is this Guide for? (Paragraphs 4-5)

4. This guide is for those considering publishing proposals to expand a school under section 19 of EIA 2006, referred to as “proposers” (i.e. the LA or the governing body), those deciding proposals, referred to as the “Decision Maker” (i.e. the LA or the schools adjudicator) and also for information for those affected by proposals for the expansion of a school.

5. Separate guides are available from the School Organisation website for:

- Becoming a Foundation or “Trust” school (changing category to foundation; a foundation school acquiring a foundation (i.e. a Trust); a Trust school acquiring a majority of foundation governors on the governing body) – “Changing School Category to Foundation” and “Trust School Proposals” - www.education.gov.uk/schools/leadership/schoolorganisation
- Opening a new school – “Establishing a new maintained mainstream school” - www.education.gov.uk/schools/leadership/schoolorganisation;
- Ceasing to maintain a school – “Closing a Maintained Mainstream School” - www.education.gov.uk/schools/leadership/schoolorganisation; and
- Making other prescribed alterations to a maintained school (e.g. change of age range other than adding a sixth form, add SEN, transfer of site) – “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)” - www.education.gov.uk/schools/leadership/schoolorganisation..

INTRODUCTION

School Organisation Planning Requirements (Paragraphs 6-8)

6. LAs are under a **statutory duty** to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They **must** also ensure that there are sufficient schools in their area, promote diversity and increase parental choice.

7. Parents can make representations about the supply of school places and LAs have a **statutory duty** to respond to these representations. Further statutory guidance on this duty is available in "Duty to Respond to Parental Representations about the Provision of Schools" which is on the School Organisation website at: www.education.gov.uk/schools/leadership/schoolorganisation

8. Currently, LAs **must** publish a Children and Young People's Plan (CYPP) as the single strategic overarching plan for all services affecting children and young people which also includes reference to strategic planning for school places. It is for LAs, in partnership with other stakeholders, to plan for the provision of places. LAs **should** also explore the scope for collaborating with neighbouring authorities when planning the provision of schools. In particular, LAs are encouraged to work together to consider how to meet the needs of parents seeking a particular type of school for their children in cases where there is insufficient demand for such a school within the area of an individual LA.

Responsibility for CYPPs is passing to The Children's Trust Board for each area and from 1 April 2011 each will be required to have a new 'jointly owned' CYPP in place.

Children's Trusts are the sum total of co-operation arrangements and partnerships between organisations with a role in improving outcomes for children and young people in each area. The Trust is not in itself a separate legal entity; each partner retains its own functions and responsibilities within the partnership framework. However, the Apprenticeships, Skills, Children and Learning Act 2009 strengthens Children's Trusts by requiring all local authorities to have a Children's Trust Board in place by April 2010. It also extends the number of statutory "relevant partners" who will be represented on the Board to include schools (including Academies), colleges, Job Centre Plus and the management committees of short stay schools (formerly PRUs).

In each local authority area the Children's Trust Board will be responsible for preparing and monitoring the implementation of the CYPP. This will give ownership of the plan to the partnership – whereas at present the CYPP is the responsibility of the local authority alone.

INTRODUCTION

The Secretary of State's Role (Paragraphs 9-10)

9. The Secretary of State has the power to issue guidance to which the Decision Maker **must** have regard when deciding proposals. This should ensure that proposals and consultation responses and representations received from stakeholders are considered in a consistent way and that Ministers' key priorities for raising standards and transforming education are taken into account when decisions are taken. When drawing up their proposals, proposers are strongly advised to look at the factors which the Decision Maker **must** take into account when considering their proposals (see [Stage 4](#)).

10. The Secretary of State does not decide statutory proposals relating to schools, except where proposals have been published by the Learning and Skills Council (LSC)¹ under Section 113A of the Learning and Skills Act 2000 (as inserted by Section 72 of the Education Act 2002), for changes to 16-19 provision in schools.

When are expansion proposals required? (Paragraphs 11-17)

11. Schedules 2 and 4 of The School Organisation (Prescribed Alterations to maintained Schools)(England) Regulations 2007 (as amended) set out the alterations that can be made by governing bodies and LAs. The following sets out the changes covered by this guide:

Enlargement to premises

12. Statutory proposals are required for a proposed enlargement of the premises of the school which would increase the capacity of the school by **both**:-

- a. more than 30 pupils; **and**
- b. by 25% or 200 pupils (whichever is the lesser).

The capacity of the school is the number of pupil places it can accommodate; it is the responsibility of the LA to assess the net capacity of all maintained mainstream schools in the Authority. The guidance document "Assessing the Net Capacity of Schools" .

Examples of when you would and would not need to publish 'enlargement' proposals are as follows:

¹ References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

INTRODUCTION

If you are increasing a 750 net capacity secondary school (5 form of entry - 30 pupils per class, 5 classes per year group, 5 year groups) by 1 form of entry (30x5=150 pupils) = an increase to a net capacity of 900 pupils. **No** proposals would be required, as although the increase is by 'more than 30' pupils, it is less than '200', and also less than '25%' of the current capacity (i.e. by less than 187).

You could increase a 50 net capacity rural primary school by up to 29 pupils **without** having to publish statutory proposals, because although it is by more than '25%' (12), it is still less than 30.

If you were adding 300 places to a school, it is **both** 'more than 30' **and** '200' (it may or may not be more than '25%'), so you **would** need to follow the statutory process to enlarge the school.

If you had a 1 form of entry primary (30x7=210) and increased it by 105 to 1.5 forms of entry (45x7=315), that **is** 'more than 30', less than '200', but **more than** '25%' (52), so again, the statutory process **would** need to be followed to enlarge the school.

13. Proposals may be required for some cumulative expansions and you **must** therefore look back and take into account any other enlargements that were made without the need for statutory proposals. You **must** therefore:-

- add any enlargements made:-
 - o in the 5 year period that precedes the proposed expansion date; or
 - o since the last approved statutory proposal to enlarge the school (within this 5 year period).
- exclude any temporary enlargements (i.e. where the enlargement was in place for less than 3 years); and
- add the making permanent of any temporary enlargement.

This is to ensure that 'creeping enlargements' trigger the statutory process to be undertaken if a school's capacity has previously been enlarged, but not significantly enough to require statutory proposals to be published, but when looking back up to 5 years, the latest enlargement (which may in itself be less than 30 pupils and/or by less than 200 pupils or 25%) does trigger the requirement to publish proposals e.g. a primary school with one form of entry slowly increases its capacity:

2006 – school's capacity was 210 (30x7)

2007 – school's capacity was increased to 245 (35x7) – this is an increase of

INTRODUCTION

'more than 30', but less than '25%' (52 pupils), so no proposals were required.

2010 – the school's capacity is to be increased by a further 35 pupils (5 per year group), to 280 (40x7) – if you only looked back to 2007, no proposals would be published, as although it is an increase of 'more than 30', it is less than '25%' (61 pupils) of the school's current 245 capacity. However, looking back 5 years, it is clear that in effect, the school's capacity would have increased by 70 pupils, and therefore the statutory process **must** now be followed.

This ensures that schools wishing to enlarge significantly (whether that be in one go or over a period of 5 years), can only do so after following the statutory process, which includes consulting with anybody that may be affected by the proposals (parents, pupils, local schools etc.).

Where the proposed enlargement proposal will be dependent upon an increase in the school's admission number being agreed (see paragraph 15 below), the enlargement proposal **should** be approved conditionally upon the decision of the schools adjudicator to approve any related change in admission numbers (see paragraph 4.75 (g)).

Alteration of upper age limit – Addition of a sixth form

(This is not about raising the school leaving age. From 2013 all young people will be required to continue in some form of education or training post-16. We are increasing the minimum age at which young people can leave learning in two stages, to the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.)

14. **For proposers (LAs and governing bodies) other than governing bodies of community schools**, statutory proposals are required for the alteration of the upper age limit (the highest age of pupils for whom education is normally provided at the school) by a year or more, to provide a new sixth form except where:

- the school is to provide education for pupils over compulsory school age who are repeating a course of education completed before they reach compulsory school age (e.g. re-sitting GCSEs);
- the school is to provide part-time further education for pupils aged over compulsory school age, or full-time further education for persons aged 19 or over (i.e. under section 80(1) of SSFA 1998); or
- the alteration is a temporary one which will be in place for no more than 2 years.

15. **For governing bodies of community schools**, statutory proposals are required for the alteration of the upper age limit (the highest age of pupils for whom education is normally provided at the school) so as to provide sixth form

INTRODUCTION

education except where:

- the school is to provide part-time further education for pupils aged over compulsory school age, or full-time further education for persons aged 19 or over (i.e. under section 80(1) of SSFA 1998).

NOTE: You would need to publish 'addition of a sixth form' proposals if you were changing the upper age range of a school from 16 to 18/19, however, if you were adding a 200 place sixth form to a school, it is **both** more than 30 **and** 200 or more pupils, so you would **also** need to follow the statutory process to enlarge the school.

If you are changing the upper age range of the school in addition to adding a sixth form e.g. changing the age range of a middle deemed secondary school from 8-13 to 11-18, you **should** also refer to the "Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)" - www.education.gov.uk/schools/leadership/schoolorganisation – guidance, which covers changing the age range of a school other than by adding a sixth form.

Increase in number of pupils (now falls under the School Admissions Code)

16. The School Organisation and Governance (Amendment) (England) Regulations 2009, which came into force on 1 September 2009, remove the statutory requirement to publish proposals under school organisation legislation when increasing the number of pupils in any relevant age group² to be admitted to a maintained mainstream school by 27 or more, although any corresponding enlargement to the school premises may of course require statutory proposals (see paragraphs 12 and 13 above). Any proposed increase in the admission number **must** now be processed in accordance with the School Admissions Code. Any relevant statutory proposals that were published prior to 1 September 2009 **should** be concluded under the previous statutory process arrangements.

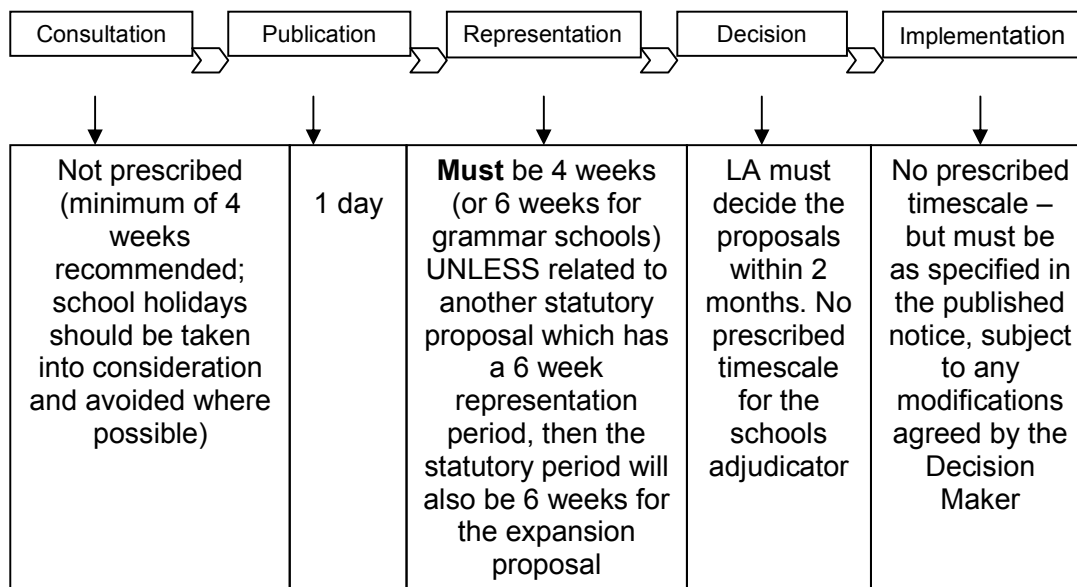
17. Sections 1.20 and 1.21 of The School Admissions Code - explain that if an admission authority wishes to increase a school's published admission number (PAN), they can propose to do so during the consultation and determination of admission arrangements for all schools in the area, or, if it is after the admission arrangements have been determined, as a result of a major change in circumstance, they **must** refer a variation to the Schools Adjudicator.

Overview of Process (Paragraph 18)

² A "relevant age group" is defined in law as "an age group in which pupils are or will normally be admitted" to the school in question (section 142 of the School Standards and Framework Act 1998). It may be necessary for a school to have more than one admission number eg. where a secondary school operates a sixth form and admits children from other schools at age 16, an admission number will be required for Year 12 as well as for the main year or years in which children join the lower school, e.g. Year 7.

INTRODUCTION

18. There are 5 statutory stages for a statutory proposal for an excepted expansion:



Who Can Make Proposals to Expand a School? (Paragraph 19)

19. An LA can publish proposals to expand any category (community, voluntary aided, voluntary controlled, foundation (including Trust), community special and foundation special) of maintained school. The governing body of a maintained school may also publish proposals to expand their own school.

Where to Start? (Paragraph 20)

20. Before commencing formal consultation, the LA or governing body **should** ensure they understand the statutory process that **must** be followed, the factors that are likely to be considered by the Decision Maker and that they have a sufficiently strong case and supporting evidence for their proposals. Published proposals cannot be considered unless the capital funding for their implementation is in place (perhaps conditionally on the proposals being agreed). See 21 below.

Capital Funding (Paragraphs 21-24)

21. Where proposals require capital resources for their implementation the funding for the proposals **should** be in place when the proposals are decided (see paragraph [4.57](#) of the decision maker’s guidance section. Where proposers require capital funding to implement their proposals, they **should** secure this before publishing proposals. For the provision of additional sixth form places, the local LSC **should** be contacted for information on the 16-19 capital fund which it

INTRODUCTION

currently administers³.

22. In accordance with the Government's position that there **should** be no increase in academic selection, the expansion of grammar schools, and selective places at partially selective schools, are excluded from any capital incentive schemes.

Other expansions

23. All LAs are allocated capital funding over each spending review period to support their investment in school buildings. Where an LA identifies the need to make changes to local school provision, as part of a Building Schools for the Future (BSF) project, the funding will be provided through the BSF programme. Details of capital funding for the project in respect of all schools will be decided in discussions between the LA, the Department and Partnerships for Schools and will be included in the Final Business Case which the Department agrees. This may include the contribution by the LA (or schools or other stakeholders such as dioceses) to BSF funding of receipts from land made available through school reorganisation. For voluntary aided schools, government funding will normally be at 100% of the approved capital costs.

24. Where capital work is proposed for a community, foundation (including Trust) or voluntary controlled school other than as part of BSF, the proposers **should** secure a capital allocation from the LA. The LA **should** consider how they can prioritise this need in their asset management planning for the formulaic capital funding they receive, and for other resources which are available to them. Similarly proposers in respect of voluntary aided schools will need to get a commitment of grant through the LA, with the rate of grant support normally being 90% of the expenditure. The governing body will be responsible for funding the remaining 10% (unless an LA uses its power to assist).

Amalgamations/Mergers (Paragraph 25)

25. There are two ways to 'merge' or 'amalgamate' two or more existing schools:

a. The LA or GB (depending on school category) can publish proposals to close two (or more) schools and the LA or a proposer other than the LA (e.g. Diocese, faith or parent group, Trust) depending on category, can publish proposals to open a new school, either through a competition (under section 7 of EIA 2006), or after receiving exemption from the Secretary of State* (under section 10 of the EIA 2006). This results in a new school number being issued for the new school.

³ The 16-19 capital fund for 2010-11 is currently under review to ensure best use of funds in the light of current and future demand on the fund.

INTRODUCTION

b. The LA and/or GB (depending on school category) can publish proposals to close one school (or more) and proposals to enlarge/change the age range/transfer site etc of an existing school, to accommodate the displaced pupils. The remaining school would retain its original school number, as it is not a new school, even if its education phase has changed.

*All section 10 exemption applications are considered on their individual merits. However there is a 'presumption for approval' for infant/junior amalgamations, faith school reorganisations and new schools proposed by proposers other than the LA, because Ministers have indicated, during debates in Parliament, that they may be prepared to give consent to requests under these criteria, for publication of proposals without holding a competition. See Section B of the "Establishing a Maintained Mainstream School" guide for further information (www.education.gov.uk/schools/leadership/schoolorganisation).

STAGE 1 - CONSULTATION

Stage 1 – Consultation (Paragraphs 1.1-1.7)

1.1 The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (“the Regulations”) (as amended) provide that those bringing forward statutory proposals to expand a school **must** consult interested parties, and in doing so **must** have regard to the Secretary of State’s guidance. The statutory guidance for this purpose is contained in paragraphs 1.2 to 1.4 below. Where an LA or governing body carries out any preliminary (informal) consultation to consider a range of options, and/or principles, for a possible reorganisation, this would not be regarded as the statutory (formal) period of consultation as required by regulations. The statutory consultation would need to cover the specific expansion of the school in question.

1.2 The Secretary of State requires those bringing forward proposals to consult all interested parties (see paragraph 1.3 below). In doing so they **should**:

- allow adequate time;
- provide sufficient information for those being consulted to form a considered view on the matters on which they are being consulted;
- make clear how their views can be made known; and
- be able to demonstrate how they have taken into account the views expressed during consultation in reaching any subsequent decision as to the publication of proposals.

1.3 The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) require proposers to consult the following interested parties:

- the governing body of any school which is the subject of proposals (if the LA are publishing proposals);
- the LA that maintains the school (if the governing body is publishing the proposals);
- families of pupils, teachers and other staff at the school;
- any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;
- the governing bodies, teachers and other staff of any other school that may be affected;

STAGE 1 - CONSULTATION

- families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;
- any trade unions who represent staff at the school; and representatives of any trade union of any other staff at schools who may be affected by the proposals;
- (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;
- the trustees of the school (if any);
- (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC);
- MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;
- the local district or parish council where the school that is the subject of the proposals is situated;
- any other interested party, for example, the Early Years Development and Childcare Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and
- such other persons as appear to the proposers to be appropriate.

1.4 Under Section 176 of the Education Act 2002 LAs and governing bodies are also under a duty to consult pupils on any proposed changes to local school organisation that may affect them.

Conduct of Consultation (Paragraphs 1.5-1.7)

1.5 **How** statutory consultation is carried out is not prescribed in regulations and it is for the proposers to determine the nature of the consultation including, for example, whether to hold public meetings. Although regulations do not specify the consultation's duration, the Department strongly advises that the proposers **should** allow at least 4 weeks for consultation on enlargement proposals. This will allow consultees an opportunity to consider what is being proposed and to submit their comments. Proposers **should** avoid consulting on proposals during school holidays, where possible.

STAGE 1 - CONSULTATION

1.6 At the end of the consultation the proposer **should** consider the views expressed during that period before reaching any final decision on whether to publish statutory proposals. Where, in the course of consultation, a new option emerges which the proposer wishes to consider, it will probably be appropriate to consult afresh on this option before proceeding to publish statutory notices.

1.7 If the need for the enlargement or sixth form arises from an area wide reorganisation e.g. as a result of long-term LA planning, any related proposals **should** be consulted on at the same time. Notices for related proposals **should** be published at the same time and specified as “related” so that they are decided together (see paragraph 2.5).

Remember:

Do	Don't
Consult all interested parties	Consult during school holidays (where possible)
Provide sufficient time and sufficient information	Use language which could be misleading, e.g. We <u>will</u> expand the school – instead, use ‘propose to’.
Think about the most appropriate consultation method	
Consider feedback and views	
Consider alternative options	
Explain the decision making process	

STAGE 2 - PUBLICATION

Stage 2 – Publication (Paragraphs 2.1-2.11)

2.1 LAs can publish expansion proposals for any category of maintained school within the LA. Governing bodies of any category of maintained school can publish proposals to expand their own school. Proposals **should** be published within a reasonable timeframe following consultation so that the proposals are informed by up-to-date feedback. Proposals **should** therefore be published within 12 months of consultation being concluded.

2.2 Proposals **must** contain the information specified in The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended). The regulations specify that part of the information (as set out in Regulation 28, Part 2 of Schedules 3 and 5), is published in a statutory notice (see paragraphs 2.3-2.4 below), and the complete proposal (as set out in Part 1 of Schedules 3 and 5), **must** be sent to a range of copy recipients (see paragraphs 2.9-2.10). [Annex A](#) can be used to prepare the complete proposal; the notice builder tool (see paragraph 2.4) can be used to prepare the draft statutory notice.

2.3 A statutory notice containing specified information (as set out in Regulation 28, Part 2 of Schedules 3 and 5) **must** be published in a local newspaper, and also posted at the main entrance to the school (or all the entrances if there is more than one) and at some other conspicuous place in the area served by the school (e.g. the local library, community centre or post office etc). The 'date of publication' is regarded as being the date on which the last of the above conditions is met. Proposers may circulate a notice more widely in order to ensure that all those substantially affected have the opportunity to comment.

NOTE: When publishing a statutory notice to add a sixth form, when completing the section on admission numbers, it may be necessary for a school to have more than one admission number e.g. where a secondary school operates a sixth form and admits children from other schools at age 16, an admission number will be required for Year 12 as well as for the main year or years in which children join the lower school, e.g. Year 7.

Paragraph 1.43 of the School Admissions Code states that an admission number need only be set for a school sixth form when it is a normal point of entry to the school i.e. the school sets out to admit external candidates to its sixth form, rather than just deal with ad-hoc applications. The published admission number **must** relate only to those being admitted to the school for the first time, and should be based on an estimate of the minimum number of external candidates likely to be admitted, although it would be acceptable to exceed this if demand for available courses can be met.

This means that the admission numbers must not include children transferring from earlier age groups, e.g. if a school has an admission number of 120, of

STAGE 2 - PUBLICATION

which the majority are expected to continue on into the sixth form, but the sixth form will cater for 150 in Year 12, the admission number for Year 12 would be 30. If all 120 pupils from Year 11 do not continue into the sixth form, the school can accept applications over the 30, from external applicants, to fill the available spaces.

2.4 To help proposers prepare their statutory notice, the School Organisation website includes an online Notice Builder tool which will help ensure that the statutory notice complies with the Regulations and offers an opportunity for the notice to be checked by the School Organisation & Competitions Unit of the DCSF. Proposers are strongly advised to use this facility. The Notice Builder can be found at www.education.gov.uk/schools/leadership/schoolorganisation. To gain access the proposer needs to register for the “Members’ Area” on the website but this is free of charge. A template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in “Standard Forms” in the Members’ Area of the website.

Related Proposals (Paragraph 2.5)

2.5 Where proposals are interdependent (linked) they **should** be identified as “related”, either by being published in a single notice or the link to the other proposals made clear in each notice. Where proposals by the LA are “related” to proposals by governing bodies or other proposers (e.g. where an entire area is to be reorganised) the LA and governors or proposers may publish a single notice but this **must** make it clear who is making which proposals, under their respective powers, and there **should** be separate signatures for each relevant section. Where proposals are not “related”, they **should not** be published on the same notice unless the notice makes it very clear that the proposals are not “related”.

Implementation date (Paragraph 2.6)

2.6 There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation but circumstances may change significantly if too long a period elapses. In general, therefore - with the possible exception of BSF or major authority-wide reorganisation proposals which may have to be phased in over a long period – the implementation date for the proposals (stated in the statutory notice) **should** be within 3 years of their publication. Proposers may be expected to show good reason if they propose a longer timescale. If the proposals are approved, they **must** then be implemented by the proposed implementation date, subject to any modifications made by the Decision Maker.

Explanatory Note (Paragraph 2.7)

2.7 If the full effect of the proposals is not apparent to the general public from

STAGE 2 - PUBLICATION

the statutory notice, it may be supplemented by an explanatory note or background statement, but this **should** be clearly distinguishable from the formal proposals as it does not form a statutory part of the notice. Ideally, whilst complying with regulations, the statutory notice **should** be as concise as possible, so that it is easily understood (this will also help keep publication costs to a minimum), with more detailed information contained in the complete proposal.

Invalid Notice (Paragraph 2.8)

2.8 Where a published notice has not been properly formulated in accordance with the regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or schools adjudicator. In these circumstances the proposer **should** publish a revised notice making it clear that this replaces the first notice and that the statutory period for representations will run from the publication date of the revised notice (and whether or not any representations already received will still be considered by the Decision Maker). If the issue is very minor, e.g. a typo, a published addendum may suffice, in which case, the representation period would not need to change.

Who must be sent copies of proposals? (Paragraphs 2.9-2.10)

2.9 The proposer **must, within one week of the date of publication**, send a full copy of the complete proposal, to:

- the LA (if the governing body published the proposals);
- the school's governing body (if the LA published the proposals);
and

within one week of the receipt of the request, send a full copy of the complete proposal, to:

- any person who requests a copy; and

if the notice includes "related" proposed school closures, **on the date of publication**:

- if the governing body are the proposers of the school closure(s), they **must** submit a copy of their complete proposal to the LA that maintains the school (it would also be helpful to submit a copy of the statutory notice);
- if the LA are the proposers of the school closure(s), they **must** submit a copy of their complete proposal to the governing body of the school proposed for closure (it would also be helpful to submit a copy of the statutory notice).

STAGE 2 - PUBLICATION

2.10 The proposers **must** also send to the Secretary of State (i.e. to SOCU, DCSF, Mowden Hall, Darlington DL3 9BG or via email to school.organisationproposals@education.gsi.gov.uk) **within a week of publication:**

- a complete copy of the proposal, excluding all documentation relating to the consultation; and
- a copy of the statutory notice that appeared in the local newspaper, showing the date of publication.

Compulsory Purchase Orders (Paragraph 2.11)

2.11 Where an LA needs to acquire land compulsorily in conjunction with any statutory proposals, the LA **should not** make the compulsory purchase order until proposals have been approved conditionally on the acquisition of the site. The Secretary of State will not consider confirming and sealing an order until proposals have been approved.

STAGE 3 - REPRESENTATIONS

Stage 3 – Representations (Paragraphs 3.1-3.2)

3.1 Once proposals are published there follows a statutory representation period during which comments on the proposals can be made. These **must** be sent to the LA. Any person can submit representations, which can be objections as well as expressions of support for the proposals. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account by the Decision Maker.

3.2 The representation period is specified in legislation and **must not** be altered e.g. cannot be shortened or extended to fit in with scheduled meetings or to take into account school holidays – meetings will need to be rescheduled and every effort **should** be made to advise stakeholders during the consultation period when the notice is likely to be published. The representation period for statutory notices for enlargements and the addition of a sixth form is prescribed as **4** weeks **except** where:

- a. the proposal is “related” to another proposal which has a 6 week representation period, then the excepted expansion proposal **must** also have a **6** week representation period (this is a change introduced by the 2009 Amendment Regulations); or
- b. the proposed change is to a grammar school, where the representation period **must** be **6** weeks.

STAGE 4 - DECISION

Stage 4 – Decision (Paragraphs 4.1-4.80)

Who Will Decide the Proposals? (Paragraphs 4.1-4.4)

4.1 Decisions on school organisation proposals are taken by the LA or by the schools adjudicator. In this chapter both are covered by the form of words “Decision Maker” which applies equally to both.

4.2 Section 21 of the EIA 2006 provides for regulations to set out who **must** decide proposals for any prescribed alterations (i.e. including expansions). The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (SI:2007 No. 1289) (as amended) make detailed provision for the consideration of prescribed alteration proposals (see in particular Schedules 3 and 5). Decisions on expansions will be taken by the LA with some rights of appeal to the schools adjudicator. Only if the prescribed alteration proposals are “related” to other proposals that fall to be decided by the schools adjudicator, will the LA not be the decision maker in the first instance.

4.3 If the LA fail to decide proposals within 2 months of the end of the representation period the LA **must** forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They **must** forward the proposals within one week from the end of the 2 month period.

4.4 The Department does not prescribe the process by which an LA carries out their decision-making function (e.g. full Cabinet or delegation to Cabinet member or officials). This is a matter for the LA to determine but the requirement to have regard to statutory guidance (see paragraph 4.15 below) applies equally to the body or individual that takes the decision.

Who Can Appeal Against an LA Decision? (Paragraphs 4.5-4.6)

4.5 The following bodies may appeal against an LA decision on school expansion proposals:

- the local Church of England diocese;
- the bishop of the local Roman Catholic diocese;
- the LSC where the school provides education for pupils aged 14 and over;
- the governing body of a community school that is proposed for expansion; and
- the governors and trustees of a foundation (including Trust) or voluntary school that is proposed for expansion.

STAGE 4 - DECISION

4.6 Any appeals **must** be submitted to the LA within 4 weeks of the notification of the LA's decision. On receipt of an appeal the LA **must** then send the proposals, and the representations received (together with any comments made on these representations by the proposers), to the schools adjudicator within 1 week of the receipt of the appeal. The LA **should** also send a copy of the minutes of the LA's meeting or other record of the decision and any relevant papers. Where the proposals are "related" to other proposals, all the "related" proposals **must** also be sent to the schools adjudicator.

Checks on Receipt of Statutory Proposals (Paragraph 4.7)

4.7 There are 4 key issues which the Decision Maker **should** consider before judging the respective factors and merits of the statutory proposals:

- Is any information missing? If so, the Decision Maker **should** write immediately to the proposer specifying a date by which the information **should** be provided;
- Does the published notice comply with statutory requirements? (see paragraph 4.8 below);
- Has the statutory consultation been carried out prior to the publication of the notice? (see paragraph 4.9 below);
- Are the proposals "related" to other published proposals? (see paragraphs 4.10 to 4.14 below).

Does the Published Notice Comply with Statutory Requirements? (Paragraph 4.8)

4.8 The Decision Maker **should** consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements - as set out in The School Organisation (Prescribed Alterations)(England) Regulations 2007 (SI:2007 - 1289) (as amended) - it may be judged invalid and the Decision Maker **should** consider whether they can decide the proposals.

Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice? (Paragraph 4.9)

4.9 Details of the consultation **must** be included in the proposals. The Decision Maker **should** be satisfied that the consultation meets statutory requirements (see Stage 1 paragraphs [1.2](#)–1.4). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and needs to consider whether they can decide the proposals. Alternatively the Decision

STAGE 4 - DECISION

Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

Are the Proposals Related to Other Published Proposals? (Paragraphs 4.10-4.14)

4.10 Paragraph 35 of Schedule 3, and Paragraph 35 of Schedule 5, to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) provides that any proposals that are “related” to particular proposals (e.g. for a new school; school closure; prescribed alterations to existing schools i.e. change of age range, acquisition of a Trust, addition of boarding, etc; or proposals by the LSC to deal with inadequate 16-19 provision) **must** be considered together. This does not include proposals that fall outside of School Organisation Prescribed Alteration or Establishment and Discontinuance regulations e.g. removal of a Trust, opening of an Academy, federation proposals. Paragraphs 4.11-4.14 provide statutory guidance on whether proposals **should** be regarded as “related”.

4.11 Generally, proposals **should** be regarded as “related” if they are included on the same notice (unless the notice makes it clear that the proposals are not “related”). Proposals **should** be regarded as “related” if the notice makes a reference to a link to other proposals (published under School Organisation and Trust regulations). If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals **should** be regarded as “related”.

4.12 Where proposals are “related”, the decisions **should** be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both **should** be approved or rejected.

4.13 Where proposals for an expansion of a school are “related” to proposals published by the local LSC⁴ which are to be decided by the Secretary of State, the Decision Maker **must** defer taking a decision until the Secretary of State has taken a decision on the LSC proposals. This applies where the proposals before the Decision Maker concern:

- the school that is the subject of the LSC proposals;
- any other secondary school, maintained by the same LA that maintains a school that is the subject of the LSC proposals; or

⁴ References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

STAGE 4 - DECISION

- any other secondary school in the same LA area as any FE college which is the subject of the LSC proposals.

4.14 The proposals will be regarded as “related” if their implementation would prevent or undermine effective implementation of the LSC proposals.

Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)

4.15 Regulation 8 of The Regulations provides that both the LA and schools adjudicator **must** have regard to guidance issued by the Secretary of State when they take a decision on proposals. Paragraphs 4.17 to 4.73 below contain the statutory guidance.

4.16 The following factors **should not** be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals **should** be considered on their individual merits.

EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

A System Shaped by Parents (Paragraphs 4.17-4.18)

4.17 The Government's aim, as set out in the Five Year Strategy for Education and Learners and the Schools White Paper Higher Standards, Better Schools For All, is to create a schools system shaped by parents which delivers excellence and equity. In particular, the Government wishes to see a dynamic system in which:

- weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and
- the best schools are able to expand and spread their ethos and success.

4.18 The EIA 2006 amends the Education Act 1996 to place duties on LAs to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, LAs are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker **should** take into account the extent to which the proposals are consistent with the new duties on LAs.

STAGE 4 - DECISION

Standards (Paragraphs 4.19-4.20)

4.19 The Government wishes to encourage changes to local school provision which will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes.

4.20 Decision Makers **should** be satisfied that proposals for a school expansion will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They **should** pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

Diversity (Paragraphs 4.21-4.23)

4.21 Decision Makers **should** be satisfied that when proposals lead to children (who attend provision recognised by the LA as being reserved for pupils with special educational needs) being displaced, any alternative provision will meet the statutory SEN improvement test (see paragraphs 4.69-4.72).

4.22 The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision.

4.23 Decision Makers **should** consider how proposals will contribute to local diversity. They **should** consider the range of schools in the relevant area of the LA and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.

Every Child Matters (Paragraph 4.24)

4.24 The Decision Maker **should** consider how proposals will help every child and young person achieve their potential in accordance with "Every Child Matters" principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This **should** include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and applied learning training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

STAGE 4 - DECISION

SCHOOL CHARACTERISTICS

Boarding Provision (Paragraphs 4.25-4.26)

4.25 In making a decision on proposals that include the expansion of boarding provision, the Decision Maker **should** consider whether or not there would be a detrimental effect on the sustainability of boarding at another state maintained boarding school within one hour's travelling distance of the proposed school.

4.26 In making a decision on proposals for expansion of boarding places the Decision Maker **should** consider:-

- a. the extent to which boarding places are over subscribed at the school and any state maintained boarding school within an hour's travelling distance of the school at which the expansion is proposed;
- b. the extent to which the accommodation at the school can provide additional boarding places;
- c. any recommendations made in the previous CSCI/Ofsted reports which would suggest that existing boarding provision in the school failed significantly to meet the National Minimum Standards for Boarding Schools;
- d. the extent to which the school has made appropriate provision to admit other categories of pupils other than those for which it currently caters (e.g. taking pupils of the opposite sex or sixth formers) if they form part of the expansion;
- e. any impact of the expansion on the continuity of education of boarders currently in the school;
- f. the extent to which the expansion of boarding places will help placements of pupils with an identified boarding need; and
- g. the impact of the expansion on a state maintained boarding school within one hour's travelling distance from the school which may be undersubscribed.

STAGE 4 - DECISION

Equal Opportunity Issues (Paragraphs 4.27)

4.27 The Decision Maker **should** consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example, that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

NEED FOR PLACES

Creating Additional Places (Paragraphs 4.28-4.30)

4.28 The Decision Maker **should** consider whether there is a need for the expansion and **should** consider the evidence presented for the expansion such as planned housing development or demand for provision. The Decision Maker **should** take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools **should not** in itself prevent the addition of new places.

4.29 Where the school has a religious character, or follows a particular philosophy, the Decision Maker **should** be satisfied that there is satisfactory evidence of sufficient demand for places for the expanded school to be sustainable.

4.30 Where proposals will add to surplus capacity but there is a strong case for approval on parental preference and standards grounds, the presumption **should** be for approval. The LA in these cases will need to consider parallel action to remove the surplus capacity thereby created.

Expansion of Successful and Popular Schools (Paragraph 4.31-4.34)

4.31 The Government is committed to ensuring that every parent can choose an excellent school for their child. We have made clear that the wishes of parents **should** be taken into account in planning and managing school estates. Places **should** be allocated where parents want them, and as such, it **should** be easier for successful and popular primary and secondary schools to grow to meet parental demand. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the Decision Maker to decide whether a school is successful and popular, however, the following indicators **should** all be taken into account:

- a. the school's performance;

STAGE 4 - DECISION

- i. in terms of absolute results in key stage assessments and public examinations;
 - ii. by comparison with other schools in similar circumstances (both in the same LA and other LAs);
 - iii. in terms of value added;
 - iv. in terms of improvement over time in key stage results and public examinations.
- b. the numbers of applications for places;
- i. the Decision Maker should also take account of any other relevant evidence put forward by schools.

4.32 The strong presumption is that proposals to expand successful and popular schools **should** be approved. In line with the Government's long standing policy that there **should** be no increase in selection by academic ability, this presumption does not apply to grammar schools or to proposals for the expansion of selective places at partially selective schools.

4.33 The existence of surplus capacity in neighbouring less popular schools **should not** in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Maker **should** ask the LA how they plan to tackle any consequences for other schools. The Decision Maker **should** only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

4.34 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements in to line with the School Admissions Code.

Travel and Accessibility for All (Paragraphs 4.35-4.36)

4.35 In considering proposals for the reorganisation of schools, Decision Makers **should** satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes **should not**

STAGE 4 - DECISION

adversely impact on disadvantaged groups.

4.36 In deciding statutory proposals, the Decision Maker **should** bear in mind that proposals **should not** have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc.

16-19 Provision (Paragraphs 4.37-4.39)

4.37 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates;
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group;
- participation: there are high levels of participation in the local area; and,
- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area.

4.38 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

4.39 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

STAGE 4 - DECISION

Addition of post-16 provision by “high performing” schools (Paragraphs 4.40-4.51)

4.40 The Government remains committed to the principle that high performing 11-16 schools **should** be allowed to add post-16 provision where there is parental and student demand, in order to extend quality and choice. But the context in which this principle will operate is changing. From April 2010, the Apprenticeships, Skills, Children and Learning Act 2009 will transfer the responsibility for 16-19 planning and funding from the LSC to LAs. LAs will be responsible for maintaining an effective and coherent system of 14-19 organisation which delivers the new entitlement – to a new curriculum and new qualifications, including all 17 Diploma lines from 2013 and an Apprenticeship place for those who meet the entry criteria - to all young people in their area. Collaboration will be a key feature of 14-19 provision.

4.41 So, while there is still a strong presumption of approval for proposals from high performing schools, that decision **should** now be informed by additional factors: the need for local collaboration; the viability of existing post-16 providers in the local area; and the improvement of standards at the school that is proposing to add post-16 provision. Only in exceptional circumstances* would these factors lead Decision Makers not to approve a proposal. If the Decision Maker were minded not to approve a proposal, he **should** first consider whether modification of the proposal would enable the proposer to comply with these conditions (see paragraph 4.49).

** Exceptional circumstances in which the Decision Maker might reject the proposal to add a sixth form to a presumption school would include if there is specific evidence that a new sixth form was of a scale that it would directly affect the viability of another neighbouring, high quality institution that itself was not large in comparison to other institutions of that type. Exceptional circumstances might also include a situation where there are a number of presumption schools in the same area at the same time and/or where there is clear evidence that the scale of the aggregate number of additional 16-18 places far exceeds local need and affordability and is therefore clearly poor value for money.*

4.42 There **should** be a strong presumption in favour of the approval of proposals for a new post-16 provision where:

- a. the school is a high performing specialist school that has opted for an applied learning specialism; or
- b. the school, whether specialist or not, meets the DCSF criteria for ‘high performing’ and does not require capital support.

4.43 The school **should** ensure that, in forwarding its proposals to the Decision Maker, it provides evidence that it meets one of the criteria at paragraph 4.42 above.

STAGE 4 - DECISION

4.44 Where a new sixth form is proposed by a specialist school that has met the 'high performing' criteria and which has opted for an applied learning specialism, capital funding may be available from the 16-19 Capital Fund.

4.45 This presumption will apply to proposals submitted to the Decision Maker within:

- a. two years from the date a school commences operation with applied learning specialist school status; or
- b. two years from the date a school is informed of its Ofsted Section 5 inspection results which would satisfy DfE criteria for 'high performing' status.

NOTE: 'submitted to the Decision Maker' above refers to when proposals and representations are with the Decision Maker, following the end of the representation period.

4.46 The increase in the period in which a school is eligible to expand its post-16 provision recognises the time required to embed the new presumption places within a local 14-19 delivery plan and for effective collaboration to take place.

4.47 New post-16 provision in schools **should**, as appropriate, operate in partnership with other local providers to ensure that young people have access to a wide range of learning opportunities. In assessing proposals from 'high performing' schools to add post-16 provision, Decision Makers **should** look for:

- a. evidence of local collaboration in drawing up the presumption proposal; and
- b. a statement of how the new places will fit within the 14-19 organisation in an area; and
- c. evidence that the exercise of the presumption is intended to lead to higher standards and better progression routes at the 'presumption' school.

4.48 If a school has acted in a collaborative way and has actively attempted to engage other partners in the local area, but it is clear that other institutions have declined to participate, that fact **should not** be a reason for declining to approve a proposal. The onus is on other providers to work with a school which qualifies for the presumption of approval for new post-16 provision.

4.49 The Decision Maker **should** only turn down proposals to add post-16 provision from schools eligible for the sixth form presumption if there is compelling and objective evidence that the expansion would undermine the viability of an existing high quality post-16 provider or providers. The fact that an existing school or college with large numbers of post-16 students might recruit a smaller number of students aged 16-19 is not, of itself, sufficient to meet this condition, where the "presumption" school can show that there is reasonable

STAGE 4 - DECISION

demand from students to attend the school after age 16.

4.50 The existence of surplus capacity in neighbouring schools or colleges that are not high performing **should not** be a reason to reject a post-16 presumption proposal. It is the responsibility of the LA to consider decommissioning poor quality provision as well as commissioning high quality provision. The LA should therefore plan to tackle any consequences of expansion proposals for other schools.

4.51 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the mandatory Schools Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements into line with the School Admissions Code.

Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.52)

4.52 Where the implementation of reorganisation proposals by the LSC⁵ conflict with other published proposals put to the Decision Maker for decision, the Decision Maker is prevented (by the School Organisation Proposals by the LSC for England Regulations 2003) from making a decision on the “related” proposals until the Secretary of State has decided the LSC proposals (see paragraphs 4.13 to 4.14 above).

16-19 Provision ‘Competitions’ (Paragraphs 4.53-4.56)

4.53 Non-statutory competitions for new 16-19 provision were introduced from January 2006. They are administered by the regional arm of the LSC, in line with the LSC’s current role as commissioner of 16-19 provision. The Government intends to transfer the responsibility for 16-19 provision from the LSC to LAs from 2010.⁶

4.54 The current arrangements for the establishment of new institutions by competition involves a two-stage approval process:

- a. the competition selection process;

⁵ References throughout this document to the LSC only apply up to April 2010. The ASCL Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People’s Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

⁶ The ASCL Act will remove the LSC and also the power of LAs to establish sixth form schools, whether by a competition or otherwise. Section 126 of the Act amends section 16 of the Education Act 1996 and sections 7,10 and 11 of EIA 2006.

STAGE 4 - DECISION

b. approval of the outcome by existing processes (e.g. Decision Maker approval of school/LA proposals and Secretary of State approval of college/LSC proposals, as required by law).

4.55 Competitors will be eligible to apply to the 16-19 Capital Fund. Where a competition is 'won' by a school, they **must** then publish statutory proposals and these **must** be considered by the Decision Maker on their merits.

4.56 Where proposals to establish sixth forms are received, and the local LSC is running a 16-19 competition, the Decision Maker **must** take account of the competition when considering the proposals.

FUNDING AND LAND

Capital (Paragraphs 4.57-4.59)

4.57 The Decision Maker **should** be satisfied that any land, premises or capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the LA, DCSF, or LSC). In the case of an LA, this **should** be from an authorised person within the LA, and provide detailed information on the funding, provision of land and premises etc.

4.58 Where proposers are relying on DCSF as a source of capital funding, there can be no assumption that the approval of proposals will trigger the release of capital funds from the Department, unless the Department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposals **should** be rejected, or consideration of them deferred until it is clear that the capital necessary to implement the proposals will be provided.

4.59 Proposals **should not** be approved conditionally upon funding being made available, subject to the following specific exceptions: For proposals being funded under the Private Finance Initiative (PFI) or through the BSF programme, the Decision Maker **should** be satisfied that funding has been agreed 'in principle', but the proposals **should** be approved conditionally on the entering into of the necessary agreements and the release of funding. A conditional approval will protect proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.

Capital Receipts (Paragraphs 4.60-4.62)

4.60 Where the implementation of proposals may depend on capital receipts from the disposal of land used for the purposes of a school (i.e. including one proposed for closure in "related" proposals) the Decision Maker **should** confirm

STAGE 4 - DECISION

whether consent to the disposal of land is required, or an agreement is needed, for disposal of the land. Current requirements are:

- a. Community Schools – the Secretary of State’s consent is required under paragraph 2 of Schedule 35A to the Education Act 1996 and, in the case of playing field land, under section 77 of the Schools Standards and Framework Act 1998 (SSFA 1998).
- b. Foundation (including Trust) and Voluntary Schools:
 - i. playing field land – the governing body, foundation body or trustees will require the Secretary of State’s consent, under section 77 of the SSFA 1998, to dispose, or change the use of any playing field land that has been acquired and/or enhanced at public expense.
 - ii. non-playing field land or school buildings – the governing body, foundation body or trustees no longer require the Secretary of State’s consent to dispose of surplus non-playing field land or school buildings which have been acquired or enhanced in value by public funding. They will be required to notify the LA and seek local agreement of their proposals. Where there is no local agreement, the matter **should** be referred to the Schools Adjudicator to determine. (Details of the new arrangements can be found in the Department’s guidance “The Transfer and Disposal of School Land in England: A General Guide for Schools, Local Authorities and the Adjudicator”).

4.61 Where expansion proposals are dependent upon capital receipts of a discontinuing foundation or voluntary school the governing body is required to apply to the Secretary of State to exercise his various powers in respect of land held by them for the purposes of the school. Normally he would direct that the land be returned to the LA but he could direct that the land be transferred to the governing body of another maintained school (or the temporary governing body of a new school). Where the governing body fails to make such an application to the Secretary of State, and the school subsequently closes, all land held by them for the purposes of the discontinued school will, on dissolution of the governing body, transfer to the LA unless the Secretary of State has directed otherwise before the date of dissolution.

4.62 Where consent to the disposal of land is required, but has not been obtained, the Decision Maker **should** consider issuing a conditional approval for the statutory proposals so that the proposals gain full approval automatically when consent to the disposal is obtained (see paragraph 4.75).

New Site or Playing Fields (Paragraph 4.63)

4.63 Proposals dependent on the acquisition of an additional site or playing

STAGE 4 - DECISION

field may not receive full approval but **should** be approved conditionally upon the acquisition of a site or playing field.

Land Tenure Arrangements (Paragraph 4.64)

4.64 For the expansion of voluntary or foundation schools it is desirable that a trust, or the governing body if there is no foundation, holds the freehold interest in any additional site that is required for the expansion. Where the trustees of the voluntary or foundation school hold, or will hold, a leasehold interest in the additional site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. In particular the leasehold interest **should** be for a substantial period – normally at least 50 years – and avoid clauses which would allow the leaseholder to evict the school before the termination of the lease. The Decision Maker **should** also be satisfied that a lease does not contain provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

School Playing Fields (Paragraph 4.65)

4.65 The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **should** have access. The Decision Maker will need to be satisfied that either:

- a. the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or
- b. if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation.

Where the Secretary of State has given 'in principle' agreement as at paragraph 4.60(b) above, the Decision Maker **should** consider issuing conditional approval so that when the Secretary of State gives his agreement, the proposals will automatically gain full approval.

STAGE 4 - DECISION

SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION

Initial Considerations (Paragraphs 4.66-4.67)

4.66 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;
- b. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. 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;
- f. 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;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and
- h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved.

STAGE 4 - DECISION

4.67 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing arrangements and enable all children to achieve the five Every Child Matters outcomes.

The Special Educational Needs Improvement Test (Paragraph 4.68)

4.68 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, will need to demonstrate to parents, the local community and Decision Makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.69 to 4.72 below have been taken into account by applying the SEN improvement test. Proposals which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

Key Factors (Paragraphs 4.69-4.72)

4.69 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

- a. identify the details of the specific educational benefits that will flow from the proposals in terms of:
 - i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
 - ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
 - iii. improved access to suitable accommodation; and
 - iv. improved supply of suitable places.
- b. LAs **should** also:

STAGE 4 - DECISION

- i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible;
- ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
- iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children; and
- iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.70 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.71 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.72 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

OTHER ISSUES

Views of Interested Parties (Paragraphs 4.73)

4.73 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils;

STAGE 4 - DECISION

staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Types of Decision (Paragraph 4.74)

4.74 In considering proposals for the expansion of a school, the Decision Maker can decide to:

- reject the proposals;
- approve the proposals;
- approve the proposals with a modification (e.g. the implementation date); or
- approve the proposals subject to them meeting a specific condition (see paragraph 4.75 below).

Conditional Approval (Paragraphs 4.75-4.76)

4.75 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations i.e. as follows:

- a. the grant of planning permission under Part 3 of the Town and Country Planning Act 1990;
- b. the acquisition of any site required for the implementation of the proposals;
- c. the acquisition of playing fields required for the implementation of the proposals;
- d. the securing of any necessary access to a site referred to in sub-paragraph (b) or playing fields referred to in sub-paragraph (c);
- e. the private finance credit approval given by the DCSF following the entering into a private finance contract by an LA;

STAGE 4 - DECISION

- f. the entering into an agreement for any necessary building project supported by the DCSF in connection with BSF programme;
- g. the agreement to any change to admission arrangements specified in the approval, relating to the school or any other school or schools (this allows the approval of proposals to enlarge the premises of a school to be conditional on the decision of adjudicators to approve any related change in admission numbers);
- h. the making of any scheme relating to any charity connected with the school;
- i. the formation of any federation (within the meaning of section 24(2) of the 2002 Act) of which it is intended that the proposed school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;
- j. the Secretary of State giving approval under regulation 5(4) of the Education (Foundation Body) (England) Regulations 2000 to a proposal that a foundation body must be established and that the school must form part of a group for which a foundation must act;
- k. the Secretary of State making a declaration under regulation 22(3) of the Education (Foundation Body) (England) Regulations 2000 that the school should form part of a group for which a foundation body acts;
- ka. where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new FE college under s16 of the Further and Higher Education Act 1992;
- l. where the proposals in question depend upon any of the events specified in paragraphs (a) to (ka) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and
- m. where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007⁷ the occurrence of such an event.

4.76 The Decision Maker **must** set a date by which the condition **must** be met, but will be able to modify the date if the proposers confirm (preferably before the date expires), that the condition will be met later than originally thought. The condition-to-be-met-by date **must** be before the proposed implementation date of the proposal (which can also be modified if necessary). Therefore care **should**

⁷ S.I. 2007/1288.

STAGE 4 - DECISION

be taken when setting condition-to-be-met-by dates, particularly if proposals are “related” e.g. if a school is proposed to add a sixth form on 1st September one year, and enlarge on 1st September the following year, and the enlargement requires planning permission, the condition set **must** be met before the addition of a sixth form can be implemented (the earlier proposal). This is because as “related” proposals, they **should** both have the same decision, which in this case, would have been approval conditional upon planning permission being met. The proposer **should** inform the Decision Maker and the Department (SOCU, DCSF, Mowden Hall, Staindrop Road, Darlington DL3 9BG or by email to school.organisationproposals@education.gsi.gov.uk) of the date when a condition is modified or met in order for the Department’s records, and those of Edubase to be kept up to date. If a condition is not met by the date specified, the proposals **must** be referred back to the Decision Maker for fresh consideration.

Decisions (Paragraphs 4.77-4.79)

4.77 All decisions **must** give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

4.78 A copy of all decisions **must** be forwarded to:

- the LA or governing body who published the proposals;
- the trustees of the school (if any);
- the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisationproposals@education.gsi.gov.uk);
- where the school includes provision for 14-16 education or sixth form education, the LSC;
- the local CofE diocese;
- the bishop of the RC diocese;
- each objector except where a petition has been received. Where a petition is received a decision letter **must** be sent to the person who submitted the petition, or where this is unknown, the signatory whose name appears first on the petition; and
- where the school is a special school, the relevant primary care trust, an NHS trust or NHS foundation trust.

4.79 In addition, where proposals are decided by the LA, a copy of the decision **must** be sent to the Office of the Schools Adjudicator, Mowden Hall, Darlington

STAGE 4 - DECISION

DL3 9BG. Where proposals are decided by the schools adjudicator, a copy of the decision **must** be sent to the LA that it is proposed should maintain the school.

Can proposals be withdrawn? (Paragraph 4.80)

4.80 Proposals can be withdrawn at any point before a decision is taken. Written notice **must** be given to the LA, or governing body, if the proposals were published by the LA. Written notice **must** also be sent to the schools adjudicator (if proposals have been sent to him) and the Secretary of State – i.e. via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisationproposals@education.gsi.gov.uk. Written notice **must** also be placed at the main entrance to the school, or all the entrances if there are more than one.

STAGE 5 - IMPLEMENTATION

Stage 5 – Implementation (Paragraphs 5.1-5.13)

5.1 The proposers are under a **statutory duty** to implement any proposals which an LA or schools adjudicator has approved, by the approved implementation date. The proposals **must** be implemented as published, taking into account any modifications made by the Decision Maker. The following bodies are responsible for the implementation of proposals:

Type of School	Body that published proposals	Duty to implement
Community	LA	LA
Foundation	Proposers	LA and the proposers as set out in published proposals
	LA	LA
Voluntary Controlled	Proposers	LA and the proposers as set out in published proposals
Voluntary Aided	Proposers	Proposers but LA to provide playing fields

5.2 The LA **must** provide any additional school site that is required where proposals are approved for a foundation, Trust or voluntary controlled school and **must** convey their interest to the governing body or the trustees as appropriate, except where proposals state that the site will be provided by the proposers. Where proposals are approved for a voluntary aided school, the proposers **must** provide any additional school site that is required, although the LA may use its power to assist proposers by providing and conveying its interest in a site.

5.3 If the approval was subject to a condition being met by a specified date, proposers **should** ensure that they meet this. If it looks as though it might not be possible to meet the condition by the specified date, the proposals **must** be considered afresh by the Decision Maker that decided the proposals. The proposer **should** seek a modification to the condition **before** the date has passed.

Can Proposals Be Modified? (Paragraphs 5.4-5.6)

5.4 If it proves impossible to implement the proposals as approved, the proposers can seek a modification and **must** apply to the Decision Maker who decided the proposals. A modification **should** be made before the approved implementation date for the proposals is reached.

STAGE 5 - IMPLEMENTATION

5.5 The most common modification is to the implementation date. However, proposals cannot be modified to the extent new proposals are substituted for those that have been consulted upon and published. If proposers wish to make a significant change to proposals after they have been approved, they **must** publish “revocation” proposals to be relieved of the duty to implement the proposals (see paragraphs 5.7 to 5.11 below) and publish fresh proposals.

5.6 Before modifying proposals the Decision Maker **must** consult the proposers and the LA, if the LA did not publish the proposals. The proposals should not be modified in a way that would in effect substitute new proposals – this would run the risk of successful legal challenge in the courts. The Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisationproposals@education.gsi.gov.uk) **must** be notified of any modification and the date it was approved, within one week of the proposal being modified.

Revocation (Paragraphs 5-7-5.13)

5.7 If proposers cannot implement approved proposals they **must** publish fresh proposals to be relieved of the duty to implement. Paragraph 41 of Schedules 3 and 5 of the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) provide that revocation proposals **must** contain the following information:

- a description of the original proposals as published;
- the date of the publication of the original proposals; and
- a statement as to why it is proposed that the duty to implement proposals should not apply in relation to the original proposals.

The proposals can be published as “related” proposals, if appropriate (following consultation). Templates for revocation notices can be found on the School Organisation website (www.education.gov.uk/schools/leadership/schoolorganisation) under ‘Standard Forms’ via the Members’ Area. You need to register to access this area; membership is free.

5.8 The notice **must** be published in a local newspaper circulating in the area served by the school, and also posted at the main entrance to the school (and all entrances if there are more than one) and at some other conspicuous place in the area served by the school. The proposals **must** provide for anyone to submit comments and objections on the proposals to the LA within 6 weeks of the proposals being published (regardless of the length of the original representation period). The proposers **must** forward a copy of the proposals to the LA/governing body within 1 week of publication. Proposers are advised to consult interested parties on the planned revocation proposals before publication although there is

STAGE 5 - IMPLEMENTATION

no statutory requirement to do so.

5.9 Revocation proposals **must** be decided by the LA, except where the original proposals were decided by the schools adjudicator (or School Organisation Committee), or if the schools adjudicator is required to decide any “related” proposals, in which case the LA **must** forward the proposals, and any comments and objections received, to the schools adjudicator within 2 weeks from the end of the representation period. If the LA are to decide proposals they **must** do so within 2 months from the end of the representation period and if not, **must** pass the proposals to the schools adjudicator within 1 week from the end of the 2 month period.

5.10 To approve the proposals the Decision Maker **must** be satisfied that implementation of the original proposals would be unreasonably difficult, or that circumstances have so altered since the original proposals were approved that their implementation would be inappropriate.

5.11 A copy of the decision **must** be forwarded to:

- the LA or governing body who published the proposals;
- the trustees of the school (if any);
- the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisationproposals@education.gsi.gov.uk);
- where the school includes provision for 14-16 education or sixth form education, the LSC;
- the local CofE diocese;
- the bishop of the RC diocese.

5.12 The following bodies have a right of appeal to the schools adjudicator if they disagree with the LA’s decision:

- The local Church of England diocese;
- The bishop of the local Roman Catholic diocese;
- The LSC where the school is to provide education for pupils aged 14 and over; and
- The governing body and trustees (if relevant) of the school.

STAGE 5 - IMPLEMENTATION

5.13 Appeals **must** be submitted to the LA within 4 weeks of the notification of the LA's decision. On receipt of an appeal the LA **must** then send the proposals and the representations (together with any comments made on these representations by the proposers) to the schools adjudicator within 1 week of the receipt of the appeal. The LA need to also send a copy of the minutes of the LA's meeting or other record of the decision and any relevant papers. Where the proposals are "related" to other proposals, all the "related" proposals **must** also be sent to the schools adjudicator.

ANNEX A

Annex A

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

NB. If the School Organisation Notice Builder tool is used to create a draft statutory notice, a template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in "Standard Forms" in the Members' Area of the website or you can enter the information required in the expandable boxes below.

Extract of Part 1 of Schedule 3 and Part 1 of Schedule 5 to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended):

In respect of a Governing Body Proposal: School and governing body's details

1. The name, address and category of the school for which the governing body are publishing the proposals.

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school .

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Objections and comments

3. A statement explaining the procedure for making representations, including —
- (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and

ANNEX A

- (b) the address of the authority to which objections or comments should be sent.

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

School capacity

- 5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

- (a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

ANNEX A

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals) /paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

Additional Site

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

Changes in boarding arrangements

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

- (b) the arrangements for safeguarding the welfare of children at the school;

ANNEX A

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

- (b) the distance between the proposed and current site;

ANNEX A

(c) the reason for the choice of proposed site;

(d) the accessibility of the proposed site or sites;

(e) the proposed arrangements for transport of pupils to the school on its new site;
and

(f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

Objectives

10. The objectives of the proposals.

Consultation

11. Evidence of the consultation before the proposals were published including—

- (a) a list of persons who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted;
- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) copies of all consultation documents and a statement on how these documents were made available.

ANNEX A

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

- (c) evidence of parental demand for additional provision of early years provision;

ANNEX A

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Changes to sixth form provision

16. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

- (c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

- (d) The proposed number of sixth form places to be provided.

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

ANNEX A

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

- (b) any additional specialist features will be provided;

- (c) the proposed numbers of pupils for which the provision is to be made;

- (d) details of how the provision will be funded;

- (e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

ANNEX A

- (g) the location of the provision if it is not to be established on the existing site of the school;

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

19. Where the proposals are to discontinue provision for special educational needs—

- (a) details of alternative provision for pupils for whom the provision is currently made;

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

- (d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

ANNEX A

[]

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
 - (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
 - (c) improved access to suitable accommodation; and
 - (d) improved supply of suitable places.
- []

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area;
- []

- (b) evidence of local demand for single-sex education; and
- []

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).
- []

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and
- []

ANNEX A

- (b) evidence of local demand for single-sex education.

Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Need or demand for additional places

24. If the proposals involve adding places—

- (a) a statement and supporting evidence of the need or demand for the particular places in the area;

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

25. If the proposals involve removing places—

- (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

- (b) a statement on the local capacity to accommodate displaced pupils.

ANNEX A

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Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

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ANNEX B

Proposals to enlarge the school - determining whether statutory proposals are required

Text from Prescribed Alteration Regs, including proposed amendments (in bold):

Enlargement to premises

1. —(1) An enlargement of the premises of the school which would increase the capacity of the school by—

(a) more than 30 pupils; and

(b) by 25% or 200 pupils (whichever is the lesser).

(2) Subject to sub-paragraph (3) in this paragraph—

"an enlargement" of the premises of a school includes—

(a) the proposed enlargement; and

(b) any enlargements made in the 5 years preceding the date when the new enlargement will be made, excluding any temporary enlargements where it is anticipated the enlargement will be in place for less than 3 years; and

(c) the making permanent of any temporary enlargement.

(3) Where there have been any enlargements for which proposals have been published and approved under section 28 of SSFA 1998 or section 19 of the Act ("approved proposal"), **in the five years preceding the date when the new enlargement will be made, an enlargement only includes those made after the latest approved proposals.**

ANNEX B

Answer each question in turn, except where directed to a later question (i.e. according to answer given).

If no physical enlargement of the premises is being undertaken, go straight to Question 5 below.

1. Does the school expect to revert to its existing physical capacity within three years ie. is this a Temporary Increase?

If Yes go to 7 If No go to 2

2. For the purposes of answering questions 3 & 4, look back to the most recent of the following (ignoring any Temporary Increases):

a) the date up to 5 years prior to the date the current enlargement is proposed to be implemented OR

b) the date when the school opened OR

c) the date when any previous statutory proposal to enlarge the premises of the school was implemented.

Using the net capacity figures at either a, b or c (whichever is the most recent event and ignoring any Temporary Increases), **Go to 3**

3. Will the capacity of the school be increased by 30 or more pupils?

If Yes go to 4 If No go to 5

4. Will the capacity be increased by 25% or at least 200 pupils (whichever is the lesser)?

If Yes go to 6 If No go to 5

5. Will the school's admission number be increased?

If Yes go to the School Admissions Code

If No go to 7

6. Prescribed alteration proposals **must be** published for **an enlargement** to the premises of the school.

IF THE PROPOSAL ALSO REQUIRES AN INCREASE TO THE PUPIL ADMISSION NUMBER (PAN), RETURN TO QUESTION 5.

IF NOT. END.

7. Prescribed alteration proposals do **not** need to be published for **an enlargement** to the premises of the school.

ANNEX B

**IF THE PROPOSAL ALSO REQUIRES AN INCREASE TO THE PUPIL
ADMISSION NUMBER (PAN), RETURN TO QUESTION 5.**

IF NOT. END.

Safe City Partnership Annual Plan

2012/13



Southampton Safe City Partnership annual plan

The Southampton Safe City Partnership (SCP) is a group of agencies working together to reduce crime and anti-social behaviour, as well as the harm caused by drug and alcohol misuse.

The partnership is legally obligated to publish an annual plan based on a Strategic Assessment of crime (and crime-related data) in Southampton. Our assessment is part of the Southampton Profile analysis project and can be viewed at www.southampton-connect.com/profile.

This plan outlines the performance of the partnership over the last year and identifies the top priorities for 2012/13, and beyond. The data used in this plan relates to the period January 2011 to December 2011.

What have you previously told us?

Reducing crime is a very important issue for local residents. The biennial Southampton survey of residents (last taken in 2010/11) tells us that crime is second only to the global economic situation as a top issue of concern for local people. More recently, you told us the crime-related issues of greatest concern are antisocial behaviour, alcohol-related crime, and drugs.



Who are we?

The Southampton Safe City Partnership consists of senior representatives from:

- ▶ **Southampton City Council**
- ▶ **Hampshire Constabulary**
- ▶ **Hampshire Fire and Rescue Service**
- ▶ **Police Authority** (until November 2012)
- ▶ **NHS**
- ▶ **Hampshire Probation Trust**
- ▶ **Voluntary sector**
- ▶ **Youth Offending Service**

Contents

- 2 Southampton Safe City Partnership annual plan**
- 3 Our performance last year**
- 4 Our current level of progress**
- 6 Distribution of crime across Southampton**
- 7 Summary of our principal aims and priorities**
- 8 Our plans for the near future and how we plan to implement them**

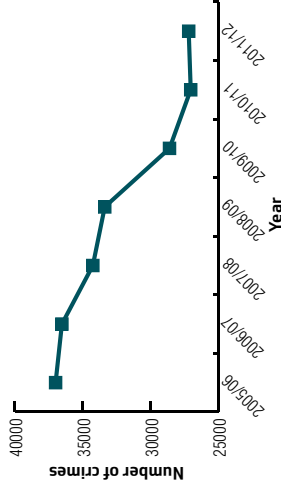


2011 partnership success: winners of the Tilley Award

Southampton Safe City Partnership won the 2011 Tilley Award for crime reduction and partnership work in the night time economy. This prestigious national award is given in recognition of joint initiatives developed in Southampton which aim to tackle alcohol-related violence. These have included the introduction of the ICE Bus (In Case of Emergency Bus provides medical and welfare support), Street Pastors, the Yellow Card scheme and taxi marshals, alongside effective policing and licensing in the city centre and efficient use of hospital Emergency Department data. As a result of this work, the number of cases involving alcohol-related violence in Southampton late at night has reduced over two successive years, making our city centre a safer place to be at night.

Our performance last year

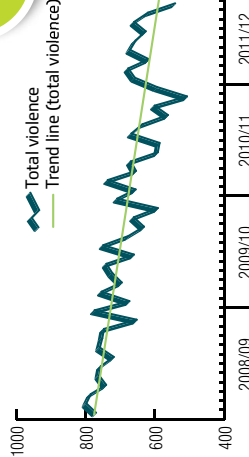
'All Crime' rates have decreased over five years



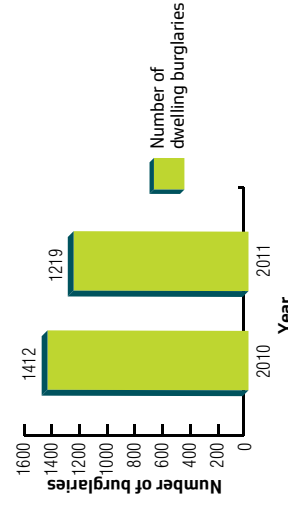
Total crime in Southampton has reduced substantially over the last five years. Crimes recorded by the police in 2007 totalled 36,540, whereas in 2011, the number of recorded offences dipped to 27,214. This signals an overall reduction in crime of 26%.

Violent crime continues to decline

In 2011 overall violent crime reduced by 4% on the previous year. This continues the year-on-year decline in crime rates, which has now extended to its fifth year. Since 2007 violent crime has fallen by 26% from 9,009 offences to 6,658. Alcohol-related violent crime during the night time economy (city centre late at night) declined by 10%. Additionally, repeat incidents of domestic violence for those identified at highest risk declined by 17%, while youth offending data shows a drop of 16% in violent offences.



Burglary rates have declined



Historically, in comparison to other similar cities, Southampton has witnessed very low rates of house burglary. However, in 2009/10 there was a rapid increase in this crime-type. Consequently, in 2011/12, the police and partnership prioritised their effort to reduce burglary rates. Although the rate of burglary began to decline near the end of 2011 (in comparison to offences in 2010), the average rate of burglary for the entire year was up by 7%. Despite this, March 2012 saw a reduction of 9%.

We work together to reduce burglary

One particular group sometimes targeted by burglars is Houses in Multiple Occupation (HMOs), which includes properties where students live. Last year, the Safe City Partnership worked with local universities via the Safer Student Forum, to ensure students were vigilant and aware of the need to keep their homes secure at all times. Examples of collaborative work include visits by the police

and Southampton City Council Community Safety Team to approximately 1,500 homes in the student areas. If occupants were not available for a chat on the doorstep, messages were left, urging them to make sure their properties were secure. This action was very well received by residents and helped promote goodwill between neighbours, as well as an awareness of crime prevention measures.

Our current level of progress

Our progress in 2011



Examples of successful ventures

Collaborative work between the police and the Youth Offending Team (YOT) to 'triage' (provide interventions at an early stage) has directly contributed to a year-on-year decline in the number of young people entering the criminal justice system for the first time.

The delivery of a joint approach in identifying and supporting vulnerable victims of anti-social behaviour (ASB) has led to a significant increase in the number of cases identified as 'vulnerable' and more cross-agency support.

Did you know?

Criminal damage rates have fallen by 51% since 2007 from 9,005 to 4,406 offences in 2011. Theft from a vehicle rates have also decreased by 58% in five years.

Our records show that we are moving in the right direction. This year the number of offences for the majority of crime-types has reduced, in comparison to previous years. This continues a five year trend which reveals an overall decline in crime rates. The police and Safe City Partners intend to address any increases in crime-types over the forthcoming year, and curb the number of offences.

How we compare to other cities

Compared to 'Core Cities' (the major cities in the country), Southampton sees 28.32 crimes per 1,000 persons, whereas the average for the group is 24.37 per 1000. Despite this, the discrepancy between the number of offences in all the core cities is small. We rank two places behind our neighbour city, Portsmouth, for 'All Crime' (out of a total of 15 cities).

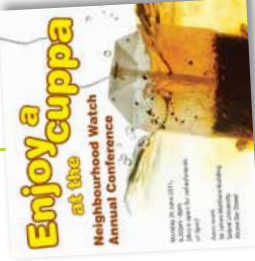


Our work with residents

Neighbourhood Watch is one of the key ways the partnership measures resident involvement in crime reduction. Over the last year, we have increased the number of Neighbourhood Watch schemes by 30, an increase in schemes of 23%. This is the third year of growth. For information about where Neighbourhood Watch schemes are located, and how to join or set one up, visit www.southampton.gov.uk/living/safersouthampton/SafeCity/NeighbourhoodWatch

Having a cuppa during Neighbourhood Watch Week

This year all Neighbourhood Watch coordinators and residents were invited to 'enjoy a cuppa' with their neighbours and join together at a Neighbourhood Watch conference. As a result of this campaign alone, 22 new schemes were established.



Other new projects



Following the success of our **Street Pastors** initiative, where trained volunteers help reduce crime and provide welfare support late at night in the city centre, there will soon be **School Pastors** patrolling after school to help prevent anti-social behaviour along key routes.

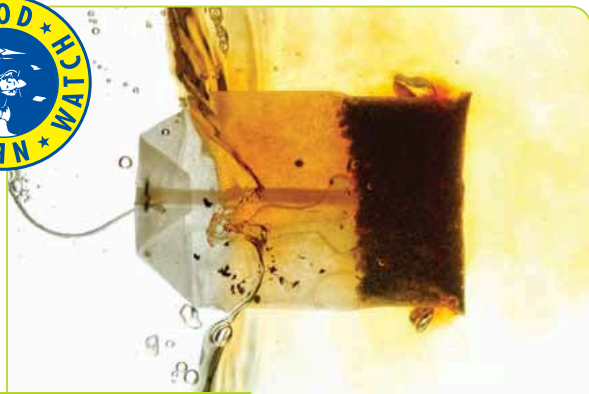
Many Faces One Voice is a new approach to providing the same shared safety messages (between the police, fire and community safety services), offering residents appropriate referral routes where more advice is required.

Buzz Without Booze is a joint campaign led by NHS Southampton to promote participation and enjoyment in social activities, without alcohol. The project targets young people aged 11 to 16 years.

The council, police and fire joined together to fund a new project in the city called **Southampton Safe and Secure Scheme**, delivered through the Blue Lamp Trust charity. The scheme offers residents free home safety checks, safety advice and practical support (e.g. lock fittings), to make homes more secure. This project seeks to reach victims of crime, to stop repeat incidents, and to proactively help individuals, or particular areas susceptible to burglary.



This year **Crime Reports** was launched to provide up to date local data on crime and fires. To access this see www.crimereports.co.uk



Distribution of crime across Southampton

Some neighbourhoods and localities in the city experience disproportionately high levels of crime and anti-social behaviour (ASB). This is sometimes linked to other social or economic factors unique to an area. Due to the heavy footfall and alcohol-related offences that are prevalent during the night time economy, the City Centre (similar to all urban areas) will inevitably be the biggest hotspot for crime. The tables below are a sample of the different datasets that highlight other hotspot areas.

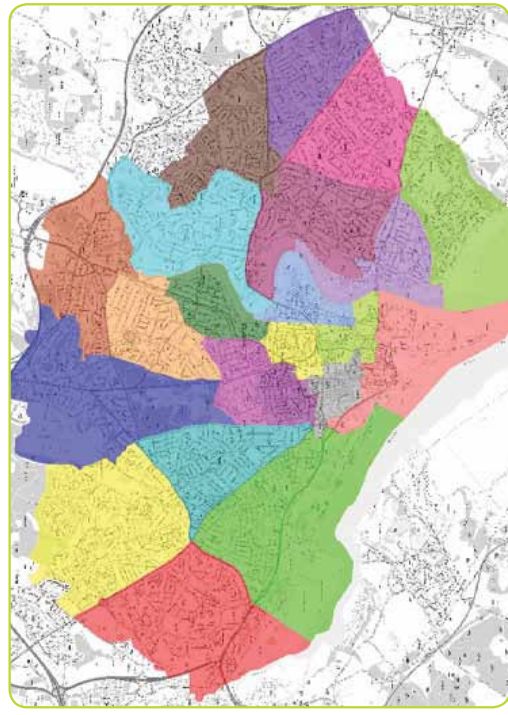
Index of multiple deprivation Small areas with more crime and other issues Top five areas: Northam Redbridge Millbrook Weston Thornhill	Vulnerable localities index Areas most vulnerable to criminality, victimisation and community tension Top five areas: Polygon Northam Millbrook City Centre & Newtown St Mary's	All crime Top five police beats for all crime: City Centre Coxford Millbrook Freemantle Polygon	Anti-social Behaviour (ASB) Top 5 areas: Millbrook Coxford Polygon Freemantle Upper Shirley	Domestic incidents reported to police Top five areas: Millbrook Thornhill Coxford Regents Park & Freemantle Bitterne & Townhill
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Appearance in top five

Millbrook 5/5
 Thornhill 3/5
 Polygon 3/5
 Coxford 3/5
 Regents Park & Freemantle 3/5

Residents' key concerns

The three priority issues in neighbourhoods, as relayed by residents to the police, are shown in the map below. The most common issues identified through this source were anti-social behaviour, road traffic accidents, and drugs. To get involved in resident consultation about crime in your area, contact your Neighbourhood Policing Team.



Summary of our principal aims and priorities

The primary aim and core business of the Safe City Partnership is to prevent and reduce crime, anti-social behaviour, fires and road collisions across Southampton. The partnership also aims to help tackle the root causes of crime.

Freemantle. We will also prioritise one of the crucial factors contributing to crime and community safety: drugs and alcohol misuse. We will continue to focus joint work to reduce risks to vulnerable residents and prevent repeat victimisation. See www.southampton-connect.com for details.



The partnership's priority for the next three years (2012-15) is to prevent and reduce crime and offending behaviour in localities that experience disproportionately high levels of crime. These areas may be long suffering, or emerging hotspots for crime. Consequently, the Safe City Partnership will be contributing to Southampton Connect* priorities by focusing on IMD (Index of Multiple Deprivation) areas (Northam, Coxford, Polygon, Redbridge, Weston) plus

Safe City Partnership priorities for 2012-15

- 1 Reducing crime, anti-social behaviour, fires and road collisions in strategic localities across the city.
- 2 Reducing the harm caused by drugs and alcohol.
- 3 Reducing repeat victimisation with a focus on vulnerable victims and targeted communities.

The spotlight

The Safe City Partnership Delivery Plans for 2012/13 are still being developed. Based on the Strategic Assessment and emerging issues plans will include:

- Delivering the national Troubled Families agenda, led by the Children's Trust.
- Progressing the Reducing Reoffending Project, led by Hampshire Probation Trust.
- Delivery of the Alcohol Treatment Programme, led by NHS Southampton.

Deliver Operation Fortress to reduce serious organised crime and retain the 'no gangs' position in the city.

Reducing seasonal peaks in crime (e.g. during October), led by Hampshire Fire and Rescue Service and the police.

Implementing recommendations from case reviews, including the Domestic Homicide Review, led by Southampton City Council.

Preparing for the new Police and Crime Commissioner implementation, led by Hampshire Police Authority.

What stimulates crime rates?

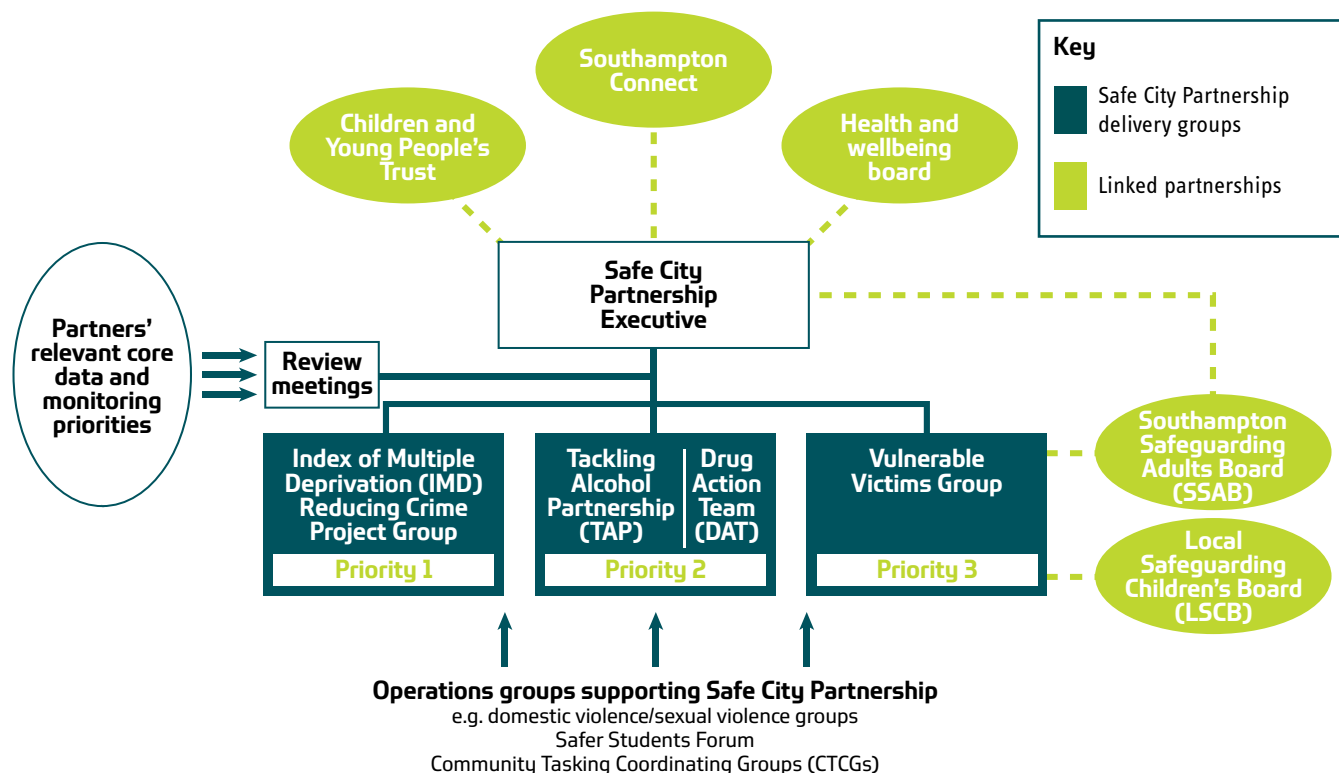
There are a number of well-evidenced factors that correlate with crime and community safety. These include the presence of alcohol or drugs, poverty, unemployment, and poor health. Other socio-economic issues which may also contribute to the prevalence of crime in a particular area include the proportion of families with complex needs and individuals with additional vulnerabilities, such as mental health or learning disabilities.

In seeking to reduce crime and improve community safety, the partnership will prioritise many of the factors identified here as the most common causes of crime for future focus.

*Southampton Connect is the city-wide Strategic Partnership in Southampton.

Our plans for the near future and how we plan to implement them

Safe City Partnership structure



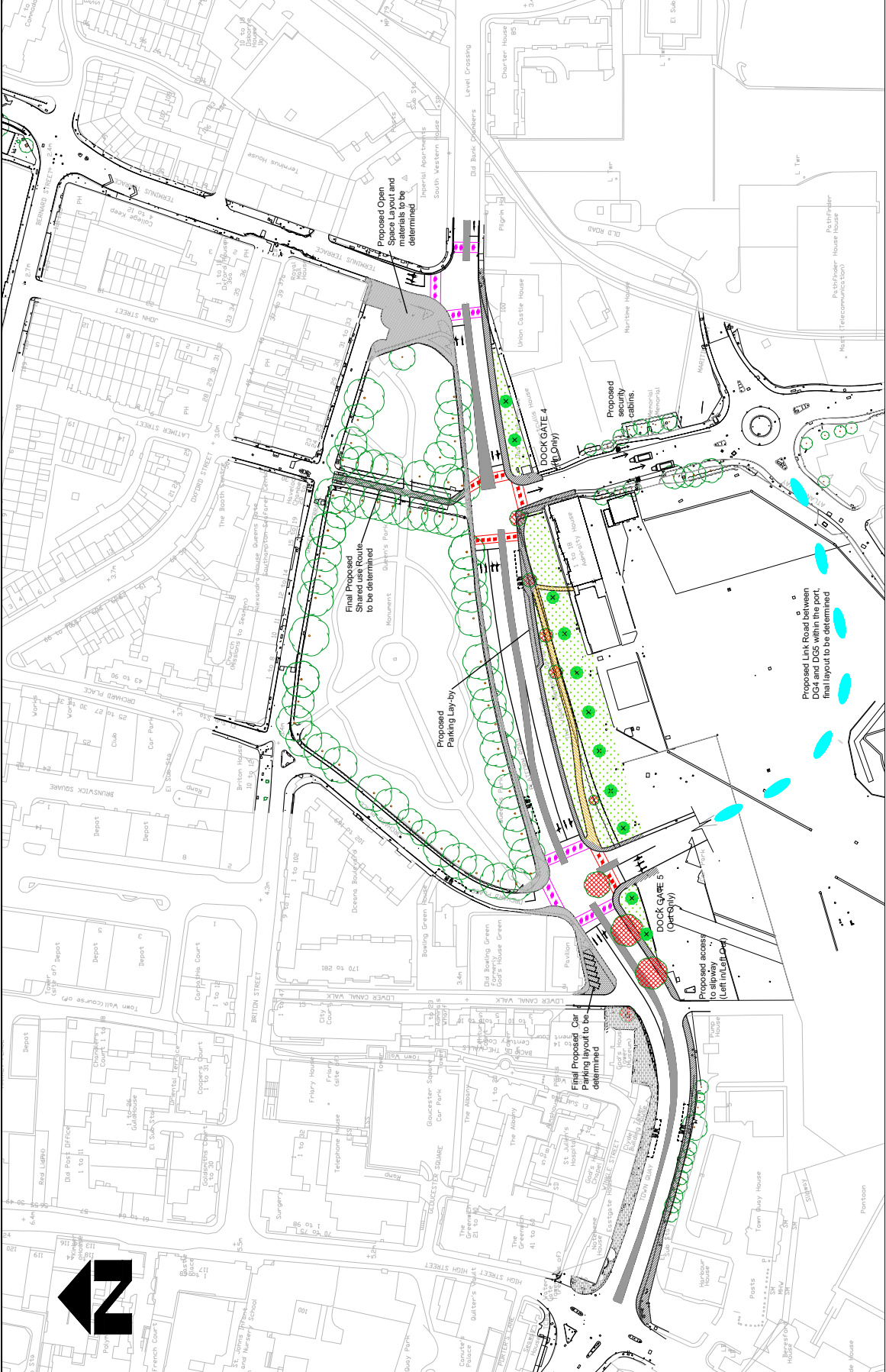
- ➡ The partnership will deliver joint work identified in a list of actions. These actions will form the basis for monitoring performance.
- ➡ The area based work and core performance will be overseen at partnership review meetings and delivered by the time-limited IMD project group.
- ➡ The wider strategic and preventative measures which aim to reduce the harms caused by alcohol and drug misuse (citywide) will be developed and delivered through the Tackling Alcohol Partnership (TAP) and the Drug Action Team (DAT). Here, the focus will be on improving and commissioning treatment pathways and preventing re-offending.
- ➡ The strategies and approaches which aim to prevent harm to vulnerable victims will be developed and delivered through the new Vulnerable Victims group which is also accountable to the Southampton Safeguarding Adults Board. This partnership activity will focus on victims with additional vulnerabilities including mental health and learning disabilities.
- ➡ All subgroups report to the Safe City Partnership Executive (see diagram above for Safe City Partnership structure).

This written information is available on request in other formats or languages. Please contact 023 8083 3988 for help.

www.southampton.gov.uk/safersouthampton

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THESE PLANS AND SPECIFICATIONS SHALL BE CONSIDERED TO BE THE SOLE AGREEMENT BETWEEN THE CLIENT AND THE DESIGNER. THE DESIGNER SHALL NOT BE RESPONSIBLE FOR ANY CONSTRUCTION DEFECTS OR OMISSIONS. THE CLIENT SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS FROM THE LOCAL AUTHORITY AND ANY LOCAL TO PROVISION OF CIVIL PROCEDURE. BEFORE ANY WORK COMMENCES, THE CLIENT SHALL OBTAIN ALL NECESSARY PERMITS AND APPROVALS FROM THE LOCAL AUTHORITY AND ANY LOCAL TO PROVISION OF CIVIL PROCEDURE.



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KEY

- Proposed Link Road (within Eastern Docks)
- Trees to remain
- Proposed new trees (number & species to be confirmed)
- Existing trees to be removed (final number to be confirmed)
- Proposed Enlarged & enhanced public open space
- Natural Stone Paving
- Malvern Leemoor Concrete Slabs
- Concrete Cobbles
- Bitmac Surfacing
- Specialized Surfacing
- Shared Use Crossing (Pedestrians/Cycles)
- Pedestrian Crossing

FOR INFORMATION

REV	DATE	DESCRIPTION	BY	CHECKED	APPROVED	DATE	SCALE	SHEET
C	20/01/23	Revised after Public Consultation, see to be confirmed	KJ	KJ	KJ	18/01/23	A1	1 of 1
B	18/01/23	Revised after Public Consultation, see to be confirmed	KJ	KJ	KJ	18/01/23	A1	1 of 1
A	18/01/23	Revised after Public Consultation, see to be confirmed	KJ	KJ	KJ	18/01/23	A1	1 of 1
REV	DATE	DESCRIPTION <td>BY</td> <td>CHECKED</td> <td>APPROVED</td> <td>DATE</td> <td>SCALE</td> <td>SHEET</td>	BY	CHECKED	APPROVED	DATE	SCALE	SHEET

Balfour Beatty
Living Places
Working in partnership Design Group

SOUTHAMPTON CITY COUNCIL
Southampton City Council
Southampton SO9 4JY

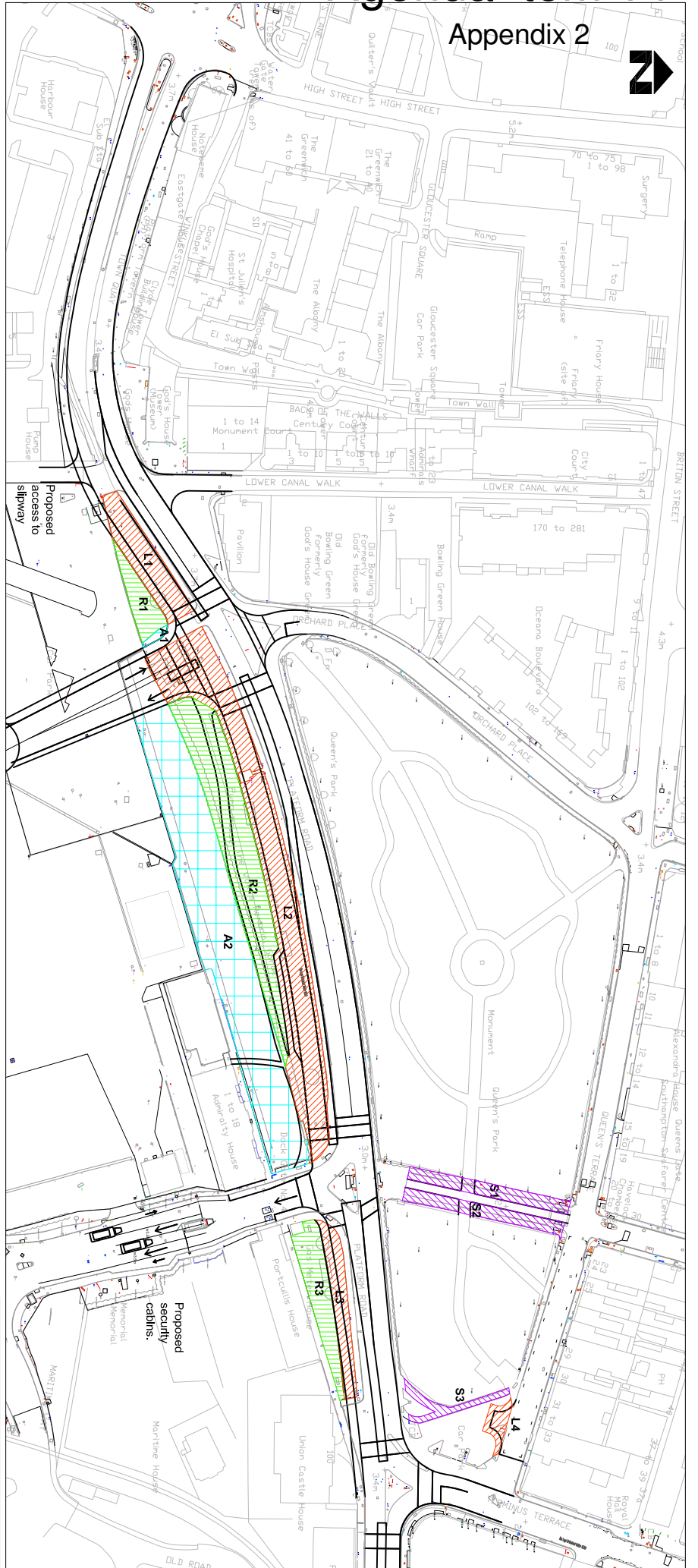
PLATFORM ROAD PROPOSALS
OUTLINE DESIGN
Public Consultation Plan

- NOTES**
1. Trees - Only trees directly affected by the works will be removed, final number to be confirmed.
 2. Dock Gate 5 - Generally "out" traffic only except for traffic using the Triangle Car Park (no direct access into docks).
 3. Queens Terrace - Proposals are subject to design work, budget and local consultation.

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Agenda Item 14

Appendix 2



LOST & RETAINED
 L1/L2/L3/L4 - Lost Open Space 470+2164+326+97+3057sqm
 R1/R2/R3 - Retained Open Space 224+1322+413+1959sqm

REPLACEMENT
 S1/S2/S3 - SCC Highways 266+257+123=646sqm
 A1/A2 - ABP 23+2625=2648sqm

PROPOSAL
 No net loss - S1/S2/S3+A1/A2=3294sqm

- NOTES**
1. This plan only shows land relating to open space not ALL land required for the improvement scheme.
 2. The off road stored cycle/footpath that runs through Vokes Park will be classified as Open Space, as an internal route through the park. The off road stored cycle/footpath that runs through the park will be used to improve the recreational value of the park.

REV	DATE	DRWN	CHKD	APPD	AMENDMENT
0	13/07/12	gsl	sl	kl	Area S1/S2/S3 amended
1	20/07/12	gsl	kl	kl	Area L1, R2 & S3 amended. Area S4 deleted after comment from client. Please refer public consultation
2	16/07/12	gsl	kl	kl	Holdings link removed to through car park.
3	9/07/12	gsl	kl	kl	Area S4 amended. Please refer public consultation
4	19/07/12	kl			Area S4 amended. Please refer public consultation

DRAFT

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 Working in partnership
 Design Group

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SOUTHAMPTON CITY COUNCIL
 Southampton City Council
 SOUTHAMPTON SO9 4 TV

Platform Road
 April 2012 Design
 ABP/SCC Highways/SCC Open Space

DESIGNED	DRW	CHECKED	APPROVED	DATE	SCALE	
GPR	gsl	gpr	kl	29/03/12	1:1000	
DRAWN NUMBER	11ALM019019				SHEET	1 of 1
					REVISION	G

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Platform for Prosperity Public Consultation Responses

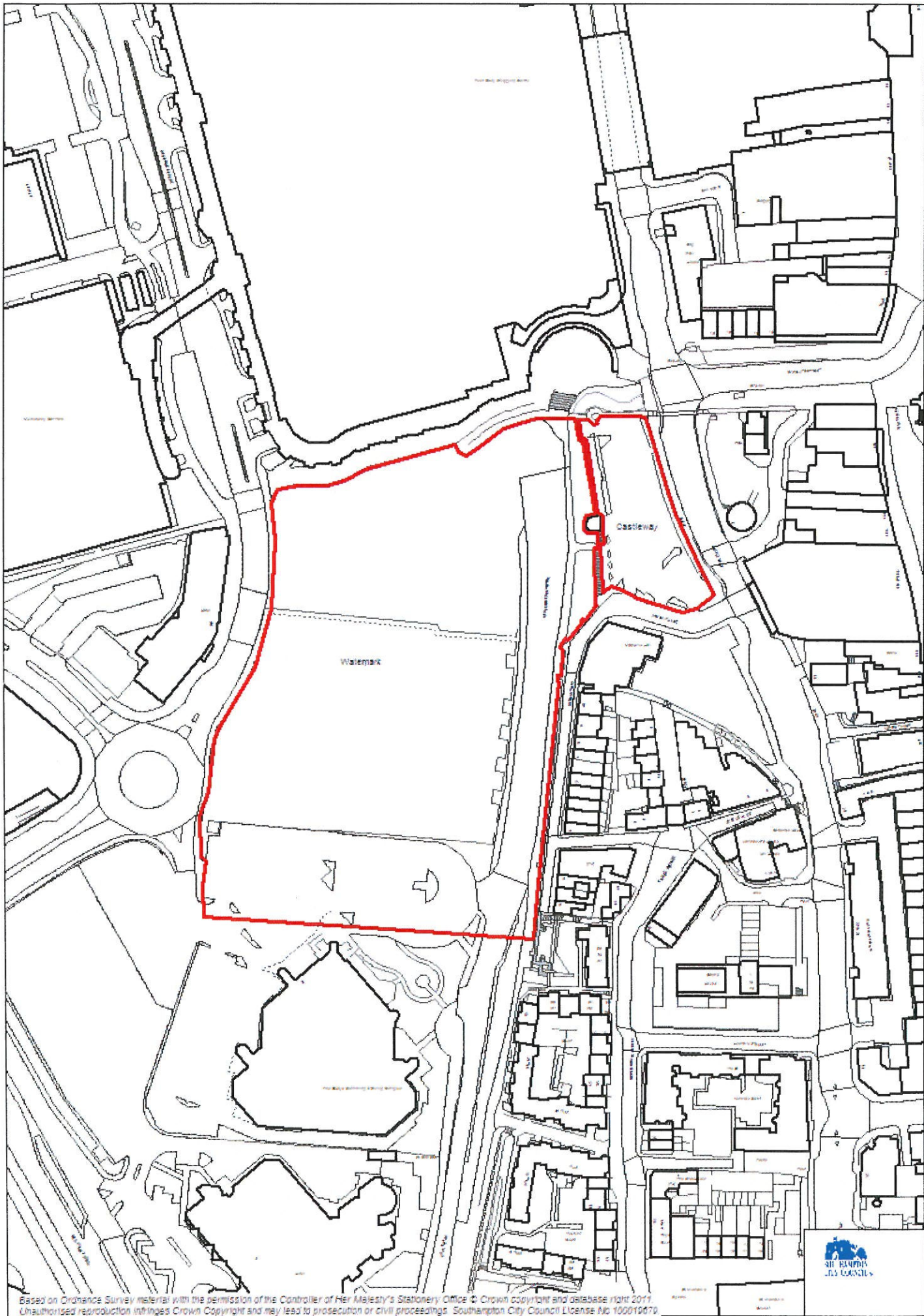
Comments	No. of people raising this issue	Response
Endorsements		
Access to Queen's Park will be improved	9	Noted
Traffic noise will be less audible in Queen's Park and along Queen's Terrace	3	Noted
Approve of the plans for a new footpath and planting in Vokes Memorial Gardens	1	Noted
Approve of the plans to move the Titanic memorial to Vokes Memorial Gardens	1	Noted
Approve of the plans for works to improve existing public open space	1	Noted
The scheme will promote a café culture along Queen's Terrace	1	Noted
Properties along Queen's Terrace will be more desirable	1	Noted
Traffic flow through Oxford Street onto Orchard Place or Queen's Terrace will be reduced	1	Noted
Encouraging to see that the loss of parking for day time businesses will be minimised	1	Noted
Access to the port will be improved	2	Noted
Traffic flow in the area will be improved	4	Noted
The area will be more attractive to visit	2	Noted
Quality of life in the area will be improved	1	Noted
Cycling facilities along Platform Road will be improved	1	Noted
I think it is just what the area requires.	1	Noted
Objections/Concerns		
Queen's Terrace should remain a through route for local traffic	2	The improvements to Platform Road are designed to accommodate the through traffic, which currently uses Queen's Terrace. This closure aims to reduce the existing severance between Queen's Park and the areas of the city centre to the north and west and allows expansion the existing café culture in Oxford Street into Queen's Terrace. Retaining Queen's Terrace as a through route would compromise this aspiration. Alternative routes are available for local traffic movements to access Queen's Terrace and other adjacent streets.
Changing Terminus Terrace/Marsh Lane into two way single lane traffic will exacerbate existing southbound congestion issues	1	This part of the scheme adjacent to Central Bridge will be designed alongside the proposed Local Sustainable Transport Fund east-west cycle route, which will be subject to further public consultation. Capacity will be considered as part of the design process, but this proposal aims to reduce eastbound congestion in Canute Road.
There will be too many sets of traffic lights along Platform Road	6	Due to the high traffic volumes, the traffic signals along Platform Road will provide a number of benefits compared to other junction layouts: <ul style="list-style-type: none"> Different timing plans can be applied to optimise traffic movements, particularly during periods of busy demand; It is possible to incorporate controlled pedestrian crossing movements. Consideration was given to implementing a shared space roundabout at the Canute Road / Platform Road / Terminus Terrace junction at an early stage in the design. However, this was rejected as: <ul style="list-style-type: none"> It would not have provided operated as efficiently during periods of busy traffic demands; It had the potential to block the route from Terminus Terrace to Platform Road when the level crossing in Canute Road is in operation; Pedestrian flows aren't high enough to create the necessary inter-action with vehicles for a successful shared-space scheme
There needs to be a right hand turn from Canute Road onto Terminus Terrace if Queen's Terrace is to be blocked up	3	The proposal is now to allow this right turn.
Is Canute Road to become one lane driving towards Dock Gate 4? This will cause congestion as the road is currently two lanes	1	This will be reconsidered at the detail design stage. The traffic island currently shown on the plan at the end of Canute Road is probably not necessary.
There should be no parking along Queen's Terrace / Concerned about proposed parking arrangements	2	The proposed layout intends to improve Queen's Park by removing the existing off street car park and replacing it with on-street parking in Queen's Terrace. It is likely that the majority of the parking will be in the section west of Latimer Street. A working group will be established to design the layout in Queen's Terrace.
There no commitment to implement traffic routing up Terminus Terrace onto Central Bridge	2	It is intended to deliver the scheme, which will permit traffic from Terminus Terrace to access Central Bridge.
Closing Queen's Terrace will not generate increased usage of Queen's Park	1	Current traffic movements around Queen's Park create severance between surrounding areas. The scheme will significantly reduce traffic flows along the northern and western frontages of the car park, which will improve its accessibility. We anticipate that this will increase usage of the park.
The proposed traffic lights at the junction of Canute Road and Terminus Terrace combined with the railway crossing on Canute Road will bring traffic to a standstill	1	The City Council will liaise with Network Rail to provide a link between the proposed traffic signals and the level crossing, to operate a specific timing plan when the level crossing is in operation. The scheme will allow eastbound

		traffic to avoid Canute Road by using Terminus Terrace and Central Bridge.
Has access into Union Castle House and Pilgrim House been considered?	1	Vehicular access to Union Castle House and Pilgrim House will be via an uncontrolled access within the proposed Canute Road / Platform Road / Terminus Terrace traffic signal junction. Whilst this is not an ideal situation, there are other examples within the city and they have not created any specific road safety problems.
Residents living along Lower Canal Walk will now be unable to turn right onto Platform Road	2	For road safety reasons, it is proposed to ban the right turn out of Lower Canal Walk. Traffic will be able to U-turn at the new traffic signal junction at Gate 5.
It should be possible to turn right into Lower Canal Walk from Platform Road	2	For road safety reasons, it is proposed to ban the right turn into Lower Canal Walk. There is an alternative movement available via Orchard Place, Briton Street and the High Street for traffic approaching Lower Canal Walk from the east.
The proposed width of Platform Road seems quite wide	1	The scheme has been designed to accommodate peak travel demands for cruise traffic, which required two right turn lanes into Eastern Docks. The lane widths throughout the scheme are narrower than traditional road designs.
Traffic speeds along Platform Road will increase	2	Platform Road is currently a wide road with no specific constraints to prevent vehicles from speeding. The proposed layout has narrower lane widths than the existing layout, so there is no reason why speeds would increase. This situation will be monitored.
Will access for delivery vehicles be permitted along Queen's Terrace?	1	Yes. Although it is proposed to close Queen's Terrace as a through route, it will still remain open for local access including delivery vehicles.
This scheme will only benefit Associated British Ports	5	A key reason for delivering the scheme is to improve access to and from the Port of Southampton. However, the Port is extremely important to the local and national economy. The scheme will also improve traffic movements for local people using the route, improve the accessibility and setting of Queen's Park and allow expansion of the existing café culture in Oxford Street to Queen's Terrace.
The scheme will not result in economic growth	1	The scheme will ensure that the Port of Southampton can maintain and increase its economic activity in line with the Port Master Plan. The scheme will also provide infrastructure to support further regeneration in the city centre, including the Royal Pier and Town Depot redevelopment sites. The economic growth anticipated from the scheme was included as part of the bid to Central Government for Regional Growth Fund monies.
There will be an increase in traffic flows as a consequence of the scheme	6	The Port Master Plan anticipates an increase in port activity over the period to 2030. This will lead to increase overall traffic movements to and from the Port, including Platform Road. This is offset to some extent by the City Council's balanced transport strategy, which is aiming to maximise the number of journeys, which can be made by alternative modes to the private car. The City Council recently secured nearly £4m from the Local Sustainable Transport Fund to promote sustainable travel choices.
There will be an increase in noise and air pollution as a consequence of the scheme	3	The City Council has commissioned detailed to work to assess the noise and air pollution impacts of the scheme.
Will there be any monitoring of air pollution and where will the equipment be housed?	2	A detailed Air Quality Assessment will be undertaken using the advanced dispersion model, ADMS-Roads, in accordance with Local Air Quality Management Technical Guidance, 2009. The assessment will compare the pre and post works pollutant concentrations at key receptor locations and assess the significance of those changes in accordance with Environmental Protection, UK (EPUK) guidance. Verification of the model will be carried out using three local diffusion tubes (Town Quay, SWH and 6-7 Canute Road). Locations of continuous analysers are not considered representative of air quality within the study area and therefore will not be considered. At this stage we do not envisage carrying out any monitoring after the scheme is complete, however, this is dependant upon the results of the assessment. The Environmental Health Officer has not raised any concerns or requested additional monitoring to be carried out. The Local Authority will continue with the ongoing monitoring of air quality within their district in line with Part IV of the Environment Act.
There will be an increase in anti-social behaviour along Platform Road as a consequence of the scheme	1	There is no specific reason for this to occur.
The scheme will just move traffic to bottlenecks in neighbouring areas i.e. the single carriageway section outside the Red Funnel Terminal	3	Short term improvements are being considered along this section of Town Quay to address this issue in advance of more permanent improvements, which would be implemented alongside the Royal Pier redevelopment.
The scheme will decrease the value of properties in the area	6	Compensation can be claimed for a property that has been reduced in value caused by the physical factors of the use of a new or altered road. Compensation is available in these circumstances and details of the claims procedure will be published towards the end of the works, when the Compensation Statutory Timetable commences.
The scheme will cause inconvenience and disruption	1	There may be some disruption during construction of the scheme, but we will aim to keep this to a minimum.
The scheme will lead to a loss of earnings within the area	1	The scheme aims to increase economic growth in the port

		and surrounding area, so this is unlikely.
The scheme will remove the disabled and City Car Club parking bays outside Union Castle House	1	These bays will be relocated nearby into Queen's Terrace.
Will the traffic lights at Canute Road allow residents to exit and drive up Terminus Terrace or will they be limited to turning up Platform Road	1	It is now proposed to permit the right turn from Canute Road into Terminus Terrace.
There should be a filter lane out of Dock Gate 5 rather than an additional set of traffic lights	1	The filter lane would not allow controlled pedestrian crossings to be provided at this junction and would only operate as a single lane. The proposed junction has two left turn lanes for traffic exiting the Port. During periods when high volumes of traffic exit the Port, the signal timings can be adjusted to maximise capacity for this movement.
Concerned about car parking at Admiralty House	4	The scheme has been modified to provide an on street parking lay-by on Platform Road in front of Admiralty House, which could accommodate six spaces. Whilst resident only permits are not currently available in the city centre, the policy on this is under review. For Admiralty House residents who rent spaces from ABP in the Pan Handle Car park, ABP will offer alternative spaces in the Triangle car park further west.
Concerned that there may be a reduction in passing trade along Queen's Terrace	1	Whilst the scheme will reduce the volumes of traffic using Queen's Terrace, the proposed scheme will make Queen's Terrace a much more attractive place, which should encourage higher levels of pedestrian activity.
The scheme has not considered the needs or well being of residents in the area	2	The scheme will potentially disadvantage some residents and others will also benefit. For large scale infrastructure projects, it is usually impossible to design a scheme, which meets everybody's requirements. Compensation can be claimed for a property that has been reduced in value caused by the physical factors of the use of a new or altered road. Compensation is available in these circumstances and details of the claims procedure will be published towards the end of the works, when the Compensation Statutory Timetable commences.
Will adequate provision be made for cyclists as part of the scheme / More detail is needed	5	A shared use cycle route is provided along the whole length of the route from Town Quay to Canute Road. The existing north south route from Gate 4 via Latimer Street will also be maintained. Signal controlled crossings will be provided for cyclists at the main junctions along Platform Road.
Will the bus stops along Queen's Terrace be relocated elsewhere?	1	The eastbound bus stop on Queen's Terrace will be relocated to Platform Road.
More detail on traffic movements into and out of Terminus Terrace is needed	2	It is anticipated that northbound traffic flows will increase to some extent, as some eastbound traffic that currently uses Canute Road will divert via Terminus Terrace and Central Bridge. This part of the scheme will be subject to further consultation as part of the east west cycle route proposals in the area. As part of this work, we will estimate future traffic flows in Terminus Terrace.
More detail on the landscaping proposals for the car park at the end of Queen's Terrace is needed	2	This will be developed alongside the public realm enhancements in Queen's Terrace and a working group will be established to deal with this.
More detail on the hard surfacing proposals adjacent to God House Tower (an ancient monument) is needed	1	Appropriate materials will be used that are sympathetic to the ancient monument. The City Council is liaising closely with English Heritage about the scheme proposals.
More detail on access arrangements for Lower Canal Walk is needed	1	The current proposal is that the access into Lower Canal Walk will become left-in / left-out only. Alternative routes are available for traffic affected by the banned right turns.
More detail on access/parking arrangements for Queen's Terrace is needed	2	A working group will be established to develop the detail design of Queen's Terrace, including parking arrangements.
The scheme will lead to the loss of part of Vokes Memorial Gardens / Landscaping arrangements will not be adequate	4	The Pan Handle Car Park will be acquired to replace the section of Vokes Memorial Gardens, which will be taken by the scheme.
Does the landscaping have the approval of SCAPPS?	1	SCAPPS have been fully consulted on the Open Space proposals. The City Council are awaiting the formal response from SCAPPS, although they have indicated that in principle they are in favour of the scheme, subject to set conditions.
Will the proposed angled parking make up for the loss of the car park at the end of Queen's Terrace?	1	Yes. There will be no net loss in public car parking spaces.
Admiralty House is a Grade II Listed Building and the proposed scheme will encroach on the visual appeal of building	3	English Heritage has been consulted about the scheme proposals. The scheme will provide a park directly in front of Admiralty House, replacing the existing Pan Handle Car Park, which will improve its setting.
Are there any plans to block off the route along Orchard Place?	1	No. Orchard Place will become two way, providing local access to the area.
If Red Funnel is moved, will there still be a free bus?	1	This scheme would not result in the relocation Red Funnel. This may happen at a future date as part of the Royal Pier development. This issue will be addressed at that stage.
Will abnormal loads continue to enter Dock Gate 4?	2	Yes.
The scheme may affect a colony of bats at Admiralty House	2	A detailed survey of bats is being undertaken as part of the assessment of the scheme's impact on the natural environment.
Do the proposals provide a routes for cyclists trying to head east from Dock Gate 4	1	Yes. A shared use route will be provided as far as the junction with Canute Road.
The plan is lacking vision with cycling treated almost as an afterthought. It sees the creation of a shared path split by two sets of traffic lights.	1	A shared use cycle route will be provided along the whole length of the scheme from Town Quay to Canute Road, where there is currently no facility. In addition, the downgrading of Queen's Terrace will make this an attractive east-west route for cyclists. The existing north south route

		from Gate 4 to Latimer Street will be maintained.
Suggestions		
Could southbound traffic for the docks be diverted via Northam Road, Britannia Road, Marine Parade, Endle Street and Canute Road or HGVs made to use the Western Approach? (i.e. away from City Centre residential areas)	2	The majority of HGV traffic to / from the Port of Southampton does currently use the Western Approach. Delivery of the Platform Road scheme will make this an even more attractive option. The alternative route suggested would also pass residents.
Could Keep Clear markings be placed on the High Street at the junction with Winkle Street to allow easier to turn into and out of this side road?	1	This will be considered separately from the Platform Road scheme, but should be feasible.
Could Keep Clear markings be placed on Terminus Terrace at the entrance to South Western House to allow easier access into and out of this entrance?	3	This will be considered separately from the Platform Road scheme, but should be feasible.
The railway line crossing Canute Road needs to be converted to a barrier controlled level crossing due to increased usage	3	The City Council will be liaising with Network Rail as part of the scheme. The understanding is that Network Rail do not currently have plans to add barriers to the crossing.
The railway crossing needs to be sequence with the traffic lights	1	The City Council will liaise with Network Rail over this issue.
Could a roundabout be installed at the junction of Canute Road and Terminus Terrace to facilitate right hand turns from Canute Road?	2	<p>Consideration was given to implementing a shared space roundabout at the Canute Road / Platform Road junction at an early stage in the design. However, this was rejected as:</p> <ul style="list-style-type: none"> It would not have provided operated as efficiently during periods of busy traffic demands; It had the potential to block the route from Terminus Terrace to Platform Road when the level crossing in Canute Road is in operation; Pedestrian flows aren't high enough to create the necessary inter-action with vehicles for a successful shared-space scheme <p>It is now proposed to permit the right turn from Canute Road into Terminus Terrace.</p>
Is there to be some form of traffic control to facilitate easier access onto Central Bridge from Saltmarsh Road for traffic travelling eastbound?	1	There are no current proposals to change the layout in Saltmarsh Road, although the roundabout with Central Bridge and the Itchen Bridge will be looked at as part of the proposed east west cycle route.
The car park at the end of Queen's Terrace is well used. If it is to be closed, provision for parking needs to be met elsewhere in the local area	1	The spaces in this car park will be re-provided in Queen's Terrace. There will be no net loss in public car parking spaces.
Could there a kerb build out at junction of French Street and Town Quay to prevent people driving up what is a one way street?	1	This will be considered as part of the works in Town Quay.
Could a filter be put on the traffic lights at Ocean Village to allow a right hand turn from Canute Road onto Royal Crescent Road	1	It is not possible for traffic to turn in and out of Royal Crescent Road at the same time, as the swept path of larger vehicles uses the full width of the carriageway.
Please retain the coach stops along Platform Road opposite the Platform Tavern	1	We will consider alternative locations for these coach bays, which will be advertised through the Traffic Regulation Order changes.
Could traffic flows be permitted to continue along Marsh Lane onto Kingsway?	1	There are historic proposals to remove the Threefield Lane Gyratory and make Marsh Lane a two-way through route. This will be considered as part of wider transport proposals to support the City Centre Master Plan and is not proposed for implementation as part of this scheme.
Please ensure that the additional footway width alongside the Old Bowling Green is carried forward	1	Noted.
The road needs to be desirable to walk along	1	The scheme will provide footways along both sides of Platform Road. In addition, a path will also be provided through Vokes Memorial Gardens. Queen's Terrace will become a much more attractive pedestrian route due to the significant reduction in traffic volumes.
The left hand turn out of Dock Gate 5 should be suitable for HGV loads	1	We will look at this issue as part of the detail design to ensure these vehicle movements can be accommodated.
Could good vehicles be prevented from accessing Bernard Street?	1	There are no proposals to prevent HGV access to Bernard Street. There are legitimate access requirements for HGVs in this street.
Could one way signs along Bernard Street be improved?	1	This will be considered separately from the Platform Road scheme.
There should be some form of new public art or display in Queen's Park for the benefit of cruise passengers	1	This will be considered as part of the detail design of Queen's Terrace and the eastern end of Queen's Park.
It would be good to see more cafes, restaurants and food retail in the area including within Queen's Park (similar to Café in the Park in East Park)	3	The changes in Queens' Terrace will make this a more attractive location for this type of business.
A "You are Here" sign displaying local walking routes should be installed in Queen's Park	1	As part of the detail design, consideration will be given to extending Legible City signing.
Please ensure proposed landscaping of the scheme is used to increase visual appeal and reduce noise pollution	5	These issues will be considered in the detail design.
Could a link road to the car park adjacent to Admiralty House be provided or the issue over access to car park across ABP land resolved?	5	ABP are not willing to allow access to be provided to the vacant land adjacent to Admiralty House, although they are willing to maintain parking provision for residents who currently lease a parking space in the Pan Handle Car Park, with new spaces provided in the Triangle car park to the west. The scheme has been redesigned to accommodate an on street parking lay-by on Platform Road in front of Admiralty House. Current policy means there are currently no on highway resident only permit zones in the city centre, although this is currently subject to review.
Terminus Terrace needs resurfacing	1	This will be considered at the detail design stage.
Why not build a tunnel along Platform Road	1	There is insufficient funding available to build a tunnel.
The abandoned partially completed buildings on the corner	1	This is outside the scope of the scheme.

of Canute Road/Royal Crescent Road should be pulled down		
Cruise passengers should be encouraged visit Southampton's local attractions and businesses	1	This is outside the scope of the scheme, but the improvements to Queen's Park and existing improvements to Oxford Street are creating a more attractive environment close to the part of the Port used by cruise ship passengers.
Could a boulevard feel be created along Platform Road? (additional landscaping etc)	1	The detail design of the scheme will focus on creating a boulevard feel rather than an urban motorway. Landscaping on the south side of Platform Road will include new trees to complement the existing trees on the north side in Queen's Park.
Could reduced rate parking be introduced for residents?	1	Current policy means there are currently no on highway resident only permit zones in the city centre, although this is currently subject to review.
Traffic flows along Canute Road could be improved by removing parking bays on this road	1	There is no proposal to remove parking bays in Canute Road.
Plans do not go far enough to help reduce congestion along Canute Road. Suggest the Platform Road are contingent on a prior agreement to adopt the changes to the Central Bridge and / or remove parking bays along Canute Road.	1	The proposals would provide an alternative route for eastbound traffic to bypass Canute Road when travelling to the Itchen Bridge. This should improve congestion.
Scheme will increase traffic along Terminus Terrace. Suggest scheme introduces TRO banning HGV's from using The Avenue / Terminus Terrace route to the Eastern Docks.	1	The Platform Road scheme should make it more attractive for HGVs to use the Western Approach when accessing the Port of Southampton. For contingency purposes, alternative access has been maintained to the Port via The Avenue / Terminus Terrace. It is recommended that this issue is reconsidered separately from the Platform Road scheme.
During construction, please ensure the cycling can safely travel in all directions from Dock Gate 4.	1	Noted. This will be considered when the detailed traffic management plan is developed for the implementation of the scheme.
Under the public realm improvements to Queens Terrace, will there be more improvements to Queens Park.	1	Queen's Park will be enhanced at its eastern end, where the off street car park is currently located. Unfortunately, the recent application for Heritage Lottery Funding for wider upgrades within the park, was unsuccessful, although there is some S106 funding available for improvements.
Under the public realm improvements to Queens Terrace, is there any plans to offer residents and businesses permit parking.	1	Current policy does not permit on street resident or business permits within the city centre. However, this is currently under review.
Extend Environmental Improvements along Queens Terrace west of Latimer Street to incorporate Havelock Chambers	1	This can be considered during the detailed design of Queen's Terrace.



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