

DECISION-MAKER:	Cabinet
SUBJECT:	Resourced Provision at Cantell School
DATE OF DECISION:	25 February 2025
REPORT OF:	COUNCILLOR WINNING CABINET MEMBER FOR Children and Learning

CONTACT DETAILS

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STATEMENT OF CONFIDENTIALITY

N/A

BRIEF SUMMARY

Southampton special schools are at capacity and there is no current means to expand the provisions as they are. Great Oaks School has seen an increase in pressure for placement requests and has increased numbers on a yearly basis to accommodate this.

Cantell School have accepted a cohort of 10 year 7 pupils that, if there was space, would have attended Great Oaks School. These children are being educated as if there was a resourced provision in place, so the request is to formalise this into an official resourced provision. This will enable some specialist support to be accessed in a mainstream environment.

An area of the school has been identified for the pupils to be taught as a cohort, this includes a classroom base and a break out area. The core of the day will be spent in this area however over time access to mainstream parts of the school will be introduced.

No capital costs are associated with this provision based on the current arrangement however any future growth for the provision will require investment in the building.

RECOMMENDATIONS:

	(i)	To approve the opening of a resourced provision at Cantell School for 10 pupils with moderate learning difficulties with associated speech, language and communication needs and/or Autism from April 2025 as set out in the statutory notice, as set out in Appendix 1 of this report.
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REASONS FOR REPORT RECOMMENDATIONS	
1.	<p>The current position is that there are no placements at Great Oaks school and no current place to expand. The pupils identified for the provision all made preferences for special school and there is a requirement to meet this request, the creation of this provision will allow appropriate provision to be put in place at a local level.</p> <p>The level of pupils coming through with a severe learning difficulty has increase and this has affected the ability for children with moderate learning difficulties to access Great Oaks school. Developing other provision options such as the one at Cantell School allows parent choice and for children's needs to be better met in mainstream settings.</p>
ALTERNATIVE OPTIONS CONSIDERED AND REJECTED	
2.	<p>Do nothing. The impact of this would be vast.</p> <ul style="list-style-type: none"> • we will have an increase in appeals for Great Oaks School. This will potentially push Great Oaks to further increase class sizes and therefore find they begin to be incompatible for some more severe needs due to continue reduction in physical space. • These pupils will end up in mainstream school potentially not having their needs met. If the children were all placed separately, they would all require an increase in their provision which would become more costly over time. • The parents would request high cost placements as an alternative and there would be an increase pressure on the High needs budget and the school travel budget.
3.	<p>Increase space at Great Oaks. They have already converted office spaces and had temporary units placed on the school site. They are also split over three sites. Further increasing would further reduce the outside space accessible to the children in the school. To spread the school over an additional site has an impact on the senior leader oversight in the school and would cost more to implement in order to fill this gap.</p>
4.	<p>Under statutory notice procedures Cabinet may approve the proposals as set out in the Notice, approve with minor modifications (e.g implementation date – and subject to further consultation) or to approve with limited statutory conditions (planning permission if required). In the alternative , Cabinet may reject the proposals as published and commission alternative proposals to be consulted upon.</p>
DETAIL (Including consultation carried out)	
5.	<p>A public consultation has taken place, and a report is attached to this paper.</p> <p>We are posing to open a Resourced Provision at Cantell School for 10 children with Moderate Learning difficulties and associated Speech, Language and Communication needs and/or Autism. All the pupils will have an Education, Health and care plan (EHCP) and all placements are subject to an EHCP consultation process as per the SEND regulations.</p>
6.	<p>All pupils will initially be in year 7 and will be carried through their 5 years of secondary school within the resourced provision. The provision is based in a</p>

	classroom on the second floor of the schools ain building and has an adjoining break out space and small sensory area.
7.	<p>A statutory consultation took place between 9th September and 06th October. A statutory consultation document is attached as appendix 3. This consultation was shared with school staff and parents and received a total of 24 responses and three questions were asked. Each question received positive feedback with respondents being in agreement with the proposed resourced provision and agreement that this will positively impact the wider community.</p> <p>A statutory notice has been published in January 2025.</p>
8.	Pupils will be assess for school travel as per the school travel policy and placements within the unit are likely to be considered as the nearest suitable setting when named in section I of the EHCP which will incur travel costs. Placements here however are considered to be alternative to Great Oaks where the same assessment for transport would be made.
9.	Initially learning will take place in the identified base however as children adjust to the secondary school environment, they will access some mainstream subject areas such as science and art
10.	The setting is support by a core team of staff however the pupils will also have access to subject specific teaching throughout their time in the school.
11.	<p>The SEN School Improvement Test is met through this provision as follows:</p> <ul style="list-style-type: none"> • Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment • Improved access to specialist staff, both education and other professionals • Improved access to suitable accommodation • Improved supply of suitable places
RESOURCE IMPLICATIONS	
<u>Capital/Revenue</u>	
12.	There are no capital costs associated with the setting as it is currently posed.
13.	<p>Places are funded in line with special schools in the city and the Higher Needs funding guide, this will be paid for from the higher needs budget. All placements are £6000 base rate and then a top up of £6221 per child in place. Any empty places (which is not expected) will be funded £10000 rather than the above.</p>
<u>Property/Other</u>	
14.	Cantell School are responsible for the ongoing maintenance of the provision.
LEGAL IMPLICATIONS	

<u>Statutory power to undertake proposals in the report:</u>	
15.	The addition of a special education needs unit at a maintained mainstream school is a 'Prescribed Alteration' within the meaning of the School Standards & Frameworks Act 1998. Proposals must be consulted upon before formal statutory Notices published and a 4 calendar week representation period completed in accordance with the statutory guidance "Making significant changes ('prescribed alterations') to maintained schools – statutory guidance for proposers and decision makers January 2023". Cabinet is required to determine statutory proposals within 2 calendar months of the close of the representation period set out in the Statutory Notice.
16.	The Council, in reaching its decision is required to demonstrate that pupils will not be displaced by the introduction of any new provision and demonstrate how the proposed arrangements will lead to improvements in the standard, quality or range of provision for children, together with how the proposals comply with the Council's duties under s.149 Equalities Act 2010 (the 'Public Sector Equality Duty'. A detailed EISA relating to these proposals is attached).
<u>Other Legal Implications:</u>	
17.	Special Educational Needs and Disability Code of Practice: 0-25 Years. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It is relevant as all pupils who attend a SEND unit provision have an Education, Health and Care Plan which states the provision required to meet their needs.
RISK MANAGEMENT IMPLICATIONS	
18.	There is a risk that there is no longer a demand for the provision however the continued year on year increase in EHCP's indicates that there will continue to be a requirement for specialist provisions within the city.
POLICY FRAMEWORK IMPLICATIONS	
19.	The provision of this resource base is consistent with the Council's policies and strategies.

KEY DECISION?	Yes/No
WARDS/COMMUNITIES AFFECTED:	
<u>SUPPORTING DOCUMENTATION</u>	
Appendices	
1.	Statutory Notice
2.	Consultation Document
3.	ESIA

Documents In Members' Rooms

1.	None
Equality Impact Assessment	

Do the implications/subject of the report require an Equality and Safety Impact Assessment (ESIA) to be carried out.		Yes
Data Protection Impact Assessment		
Do the implications/subject of the report require a Data Protection Impact Assessment (DPIA) to be carried out.		No
Other Background Documents		
Other Background documents available for inspection at:		
Title of Background Paper(s)	Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)	
1.	Special Education Needs and Disability Code of Practice 0-25 Years	