

Significant Change Consultation

Proposal to expand the existing SEND Unit at Dovers Green School

November 2022

Introduction

This paper outlines a proposal for the development of places for primary age pupils with an Education Health and Care Plan (EHCP) and who have Communication and Interaction Needs (known locally in Surrey as COIN) identified as their primary need. The processes and timescales are outlined below to expand the existing SEND Unit provision at Dovers Green School by 8 places.

Background and Proposal

Dovers Green School is a three-form entry (3FE) infant school in the borough of Reigate and Banstead in Surrey. In alignment with Surrey County Council's (SCC) forecast increase in demand for specialist provision, the school is proposing to expand our designated SEND Unit by 8 places, from 16 places to 24 places in total. All pupils placed by Surrey County Council in the SEND Unit will have a diagnosis of Communication and Interaction Needs and will have an EHCP specifying the specialist provision within the school as an appropriate placement to meet their individual needs. Table 1 shows the proposed timeline for the changes to take place from 1 September 2023. Dates and steps in the timeline may change based on the outcome of this consultation and other factors.

Table1: Proposed timeline

Action	Date
Consultation Period	16.11.22 to 13.12.22
Consultation Responses Analysed	w/c 12.12.22
Business Case Submitted to the Department for Education	16.12.22
Decision Taken by Regional Schools Commissioner	26.01.23

It is proposed that:

1. The expansion of the existing SEND Unit will be for up to 8 children in Early Years Foundation Stage and Key Stage 1 (Years R to 2).
2. There will be no change to the mainstream published admission number (PAN) of 90.
3. The SEND Unit pupils will be above the mainstream published admission number (PAN).
4. There will be no change to the number of nursery places at the school.
5. The main intake point will be at the key stage transfer group in Reception although, where there are spaces and demand, new children may be accepted in the school in non-key stage transfer groups.

- All pupils placed at the SEND Unit by Surrey County Council would have an EHCP specifying the school as an appropriate placement to meet their individual needs. Children who attend the SEND Unit will also be integrated into mainstream classes when it is appropriate for them to do so and this will be determined on an individual basis. Further details on the admissions process for SEND specialist provision in Surrey can be found on the Surrey Local Offer website.

The document ‘SEND admissions processes for referrals for specialist placement for school age children’ describes how this process works and is available on the Surrey County Council website.

Current Specialist Educational Needs and Disabilities (SEND) provision at the school

Dovers Green School is an infant school with a mainstream published admission number (PAN) of 90 with an overall mainstream capacity of 270. The SEND Unit at the school has 16 planned places for children who have Communication and Interaction needs and have an EHCP. The Unit currently has 16 pupils on roll and so is running at 100% capacity. There are 270 pupils currently on roll across the whole school. Table 2 shows the number of pupils on roll in each year group across the school.

Table 2: Number of Pupils on roll at Dovers Green School by National Curriculum Year (NCY) Group

Number of Pupils	Year R	Year 1	Year 2	Total
SEND Unit	6	5	5	16
Mainstream School	78	90	86	254

Staff

Staff have a clear understanding of pupil need, and responsibility for pupils placed in the SEND Unit is shared across the entire staff team. Continued Professional Development (CPD) is high priority across the school. Training for all staff is provided to ensure consistency of approach. Currently, senior and middle leaders work closely alongside class teachers to support differentiation and curriculum development.

SEND Unit staff attend planning meetings with mainstream teachers. Teaching and learning is adapted to meet the needs of the children. This adaptive and responsive teaching is a vital factor in ensuring equality of access to the National Curriculum for all pupils and also to ensure that the identified needs and provision to meet those needs as identified in individual children’s EHCPs is delivered.

Those pupils placed by the local authority in the SEND Unit have equal opportunities to participate in activities. The long-term aim of the SEND unit is to enable children to increasingly access mainstream classes with decreasing levels of support, thereby developing independence skills from an early stage.

Assessment of pupil performance, progress, and behaviour

- All pupils' EHCPs identify specific outcomes, which are broken down into termly targets on their Individual Support Plan (ISP) and agreed with parents or carers.
- Pupil progress towards EHCP outcomes is closely monitored, and targets are updated on a termly basis in agreement with parents and carers. All professionals and outside agencies involved contribute to the ISP review process.
- EHCP Annual Review meetings are held twice a year with parents or carers and multi-agency professionals (as appropriate) until a pupil turns five and then statutory Annual Review meetings are held once a year thereafter.
- Progress of those children in the Early Years Foundation Stage (EYFS) is assessed at the end of their Reception year through the use of the EYFS Profile. At the end of KS1, children are assessed using standardised National Curriculum Tests known as SATs unless they are working at pre-key stage standards (that is, not yet working on the year 2 curriculum), in which case they will be assessed using Teaching Assessment only.
- In addition to the formal assessment of pupil progress, there are several ways that pupils' more 'holistic' progress is reported. This provides pupils with the opportunity to build their confidence and language skills.

Involving children and families

- Pupil and parent contributions to termly target setting and the statutory EHCP annual review process are highly valued and an important part of the statutory process.
- Successful inclusion of pupils is ensured by close liaison with parents and professionals in order to ascertain and meet individual needs.
- To help aid the transition of pupils to their next academic year group, planned transition activities are organised by the school.
- Other methods of reporting on pupil progress and general updates are also used as appropriate.
- Parents' views are also sought and valued.

What do we want to achieve?

Surrey's SEND Capital Programme

Between 2019-2022, Surrey County Council's Cabinet approved £139.6m capital investment to deliver 2,300 additional specialist school places in Surrey through 77 capital projects. This is in order to expand the county's specialist education estate up to 6,000 state-maintained specialist school places by 2030/31, which is aligned with the adopted county-wide commitment to root children in their local communities and ensure no one is left behind.

Dovers Green School is a well-established school with a good reputation. Pupils and families benefit from a well-established ethos, clear vision, values, and a skilled, innovative, energetic, and committed staff team with a strong record of providing high-quality education to pupils with Communication and Interaction Needs. This is a fantastic opportunity to work with SCC to extend that offer to a greater number of local children and their families at Dovers Green.

School Vision

Dovers Green School aims to create a happy, caring and inclusive learning environment where all members of the school community have an equal opportunity to develop in confidence and strive to continually improve within a setting in which they feel valued and equipped for the next steps on the road to lifelong learning.

This is done by:

- fostering respect for one another, the school environment and the local community.
- having high expectations at all times of both behaviour and achievement, praising success and valuing the unique contribution of each individual.
- teaching and emphasising the importance of values that underpin harmonious living in our society.
- striving to ensure equal opportunity for everyone, regardless of gender, ethnic and cultural backgrounds, beliefs and intellectual and physical ability.
- using a variety of teaching methods to deliver a broad, balanced and creative curriculum through high quality teaching together with the provision of rich learning experiences, guided by the Early Years Foundation Stage Curriculum and the National Curriculum.

- building on previous learning and providing learners with opportunities to engage in a range of practical and meaningful tasks that address different learning styles in the classroom as well as our outdoor environment including Forest School.
- encouraging 'risk' taking and helping learners to understand that making mistakes is part of the learning process.
- providing occasions for independent learning together with opportunities to communicate, to explore, to develop ideas and also work collaboratively.
- taking all opportunities to develop positive attitudes and dispositions towards learning.
- endeavouring to develop positive home/school links and actively involving parents in the life and work of the school.
- liaising and working with other local schools and the community as a whole to provide the very best learning experiences.

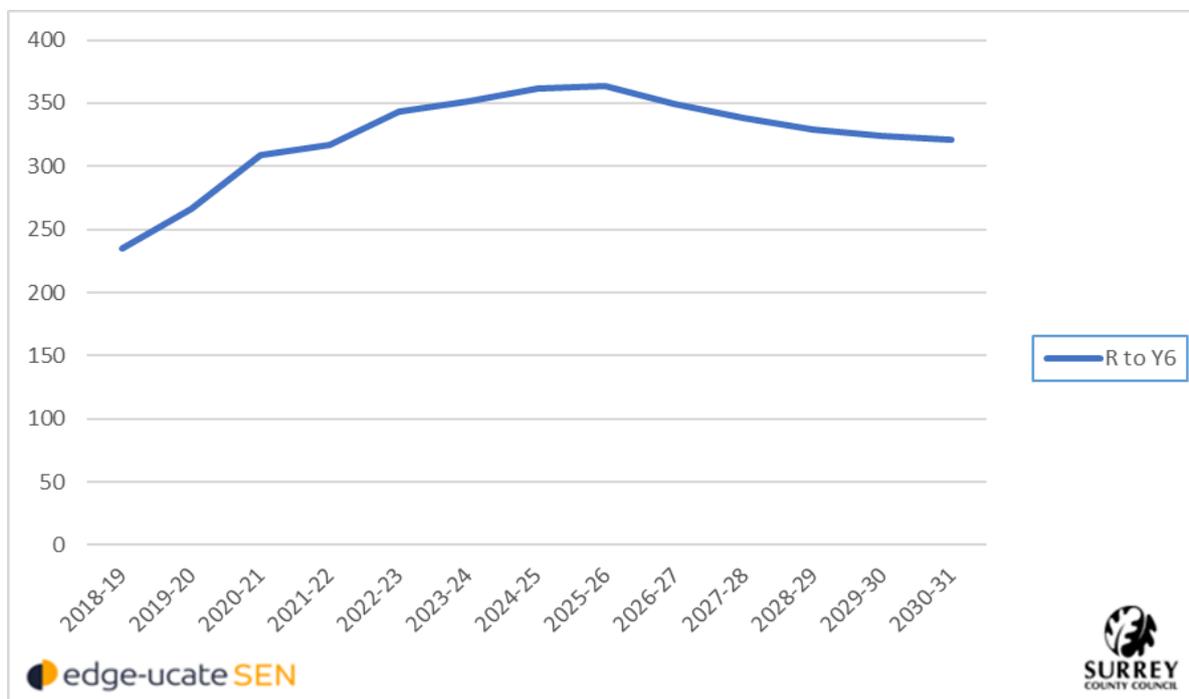
Reasons for expanding Dovers Green School

Demand for specialist unit provision in the South East of Surrey for pupils with Communication and Interaction Needs is high. As a result, other specialist provisions in Surrey are operating at or above capacity. The provision of an additional 8 places will help support local families who would otherwise have to travel further afield. This will increase availability of specialist school places that are matched appropriately to need-type, phases of education and geographic location, as well as reduce home to school journey times and associated costs.

Demand for specialist unit places in Surrey

In the academic year 2020-2021, there were 2,483 children with an EHCP in NCY years R to 6 with a primary need of Communication and Interaction Needs. Of these children, 1,190 required a specialist educational placement with 805 (68%) attending a specialist school and 385 (32%) attending a specialist unit. The specialist unit at Dovers Green School caters for children from across South East Surrey. The number of children living in the South East of Surrey with an EHCP in Years R to 6 with a primary need of Communication and Interaction has increased by 31% since 2018. Latest sufficiency modelling projects further growth of 17% by 2024-2025, along with a 15% shortage of specialist unit places within this timescale.

Graph 1: Demand for specialist unit places from children in South East Surrey with an EHCP in Years R-6 and a primary need of Communication and Interaction Needs



Graph 1 illustrates that the demand for specialist unit places for pupils with a primary need of Communication and Interaction Needs in Years R-6 will peak in 2024-2025. This is then followed by a forecast decrease in the number of places required by 2030-2031 following the county-wide demographic trend as pupils born at the peak in 2012 will be leaving the primary sector.

This data illustrates the projected demand for additional specialist unit places in and across Surrey over the next ten years. The South East of Surrey is forecast to have a high level of growth over the forecast period.

Key Outcomes and Benefits

Expanding sufficient and sustainable specialist primary school provision will provide local children who have SEND and their families with:

- Enhanced opportunities to be better connected to the local communities where they live.
- Greater choice and control so that children and young people who have SEND can attend their nearest, most appropriate school closer to home, as local pupils who do not have SEND do.

- Availability of specialist school places that are matched appropriately to children and young people’s SEND need-type, phases of education and geographic location.
- Reduced travel time between home and specialist school provision so they can play an integral part in their local communities. This also maximises opportunities for developing independent travel skills, which in the medium to long term will reduce local congestion and traffic flow around school sites.
- More opportunities to be educated by local specialist providers and supported by local family-oriented support services, who have the expertise, which enables better long-term outcomes so they are fully prepared for adulthood.

An Equality Impact Assessment is being completed throughout the consultation process and will be published as part of the full business case that will be submitted to the Regional Schools Commissioner.

Implementation Plan

Finance and Resourcing

Dovers Green School will receive revenue per pupil per year for each agreed planned place commissioned (29 places). The school will also receive a “top up” sum for each pupil on roll at the SEND Unit, appropriate to the needs of individual children.

Staffing

Dovers Green School will continue to employ staff at their current site.

Capital planning and buildings

The capital project is part of Phase 4 of the SEND Capital Programme agreed by Surrey County Council Cabinet on 25 January 2022. A feasibility study will inform refurbishment requirements and changes to existing space on the school site to accommodate the expansion to the SEND Unit. Capital works will be funded by Surrey County Council. Any new build will be subject to the usual planning processes.

Growth Model

The proposed expansion of Dovers Green’s SEND unit will provide additional places for pupils with Communication and Interaction Needs. The expansion will result in an additional 8 places in the unit from September 2023 with places phased in appropriately.

Consultations, approvals and overall timescales

1. It is proposed that the expansion commences from 1 September 2023. The proposed expansion requires a period of consultation (this process), the

submission of a full business case and the agreement of the Regional Schools Commissioner if the proposal is to proceed.

2. The first stage of consultation will be informal and will open on Wednesday 16 November 2022. During this period Dovers Green School will share its proposals with local schools including headteachers and chairs of governors, with unions, parent representatives, partner agencies and with the staff and parents of pupils already at the school as well as other interested parties.
3. Following the informal consultation period, it is proposed to submit a full business case before the Christmas holiday. This will then be considered for approval by the Regional Schools Commissioner, hopefully at the end of January 2023.

Have your say

Dovers Green School would like to know what people feel about the proposal. The consultation will open on Wednesday 16 November 2022.

You can respond by:

Completing the consultation response form below and returning it to the school at the following address:

Dovers Green Specialist Unit Expansion Proposal
Dovers Green School
Rushetts Way
Reigate
Surrey
RH2 7RF

or

Emailing lisaburdfield@dovers-green.surrey.sch.uk using the subject Dovers Green Specialist Unit Expansion Proposal

All responses must be received by midnight 13 December 2022

Consultation response form

Proposal to extend the existing SEND Unit at Dovers Green School from September 2023

Please give us your views. Please tick the box that best shows what you think about the proposed expansion and also give us any comments you have. You can write on the other side of this sheet if you want more space to write comments.

1. Do you agree with the proposal to expand the SEND Unit at Dovers Green School with effect from September 2023?
Agree <input type="checkbox"/> Don't know <input type="checkbox"/> Disagree <input type="checkbox"/>
2. Do you agree that there is a need for additional specialist provision in the area to serve children and young people with Communication and Interaction needs?
Agree <input type="checkbox"/> Don't know <input type="checkbox"/> Disagree <input type="checkbox"/>
5. What is your interest in this proposal (e.g., parent, school governor, local resident)?
6. Are you responding on behalf of an Organisation? If so, please provide details.
7. Please provide any further comments

Please return to:

Email: lisaburdfield@dovers-green.surrey.sch.uk

Or by post to:

Dovers Green Specialist Unit Expansion Proposal; Dovers Green School; Rushetts Way; Reigate; Surrey; RH2 7RF

