

<b>REPORT TO:</b>	<b>Councillor Tony Newman, the Leader of the Council</b> <b>2nd May 2017</b>
<b>AGENDA ITEM:</b>	n/a
<b>SUBJECT:</b>	<b>Consultation outcome on proposed expansion of Beckmead and St Nicholas Schools</b>
<b>LEAD OFFICER:</b>	Barbara Peacock - <b>Executive Director</b> Jennifer Wade - <b>Head of School Place Planning and Admissions</b>
<b>CABINET MEMBER:</b>	Cllr Flemming, <b>Children, Young People and Learning</b>
<b>WARDS:</b>	<b>All</b>

**CORPORATE PRIORITY/POLICY CONTEXT/ AMBITIOUS FOR CROYDON**

The recommendations in this report contribute to achieving priority 3 of the independence strategy to provide people with the best opportunity to maximise their life chances and have a good quality of life through the provision of high quality universal services, including an excellent learning offer.

**FINANCIAL IMPACT**

The 2017/20 education capital programme was agreed by Cabinet in February 2017 as part of the budget setting report.

The total capital programme agreed for education over this period is £86.580m and the budgets for the schemes proposed in this report are contained within this capital programme.

**FORWARD PLAN KEY DECISION REFERENCE NO.: 1317LR**

This is a Key Decision as defined in the Council's Constitution. The decision may be implemented from 1300 hours on the expiry of 5 working days after it is made, unless the decision is referred to the Scrutiny & Overview Committee by the requisite number of Councillors.

**1. RECOMMENDATIONS**

The Leader of the Council is recommended:

- 1.1 To consider the responses and analysis of formal consultations (para. 2.5 and Appendices 2 & 3) which took place between 1<sup>st</sup> and 29<sup>th</sup> March 2017, in relation to the proposed permanent expansion of:

- Beckmead School from September 2017; and

- St Nicholas School from September 2018.
- 1.2 To approve the implementation of the above school expansion proposals, subject to planning permission.

## **2. EXECUTIVE SUMMARY**

### **Proposed Permanent Expansion**

- 2.1 Croydon Council has a statutory duty to ensure every child resident in the borough has access to a school place.
- 2.2 In January 2017, Cabinet agreed a three year – 2017/18 to 2019/20 - school place supply strategy and the necessary funding to deliver additional places to meet demand.
- 2.3 The school place supply strategy included proposals to create an additional 14 special educational needs (SEN) places at Beckmead School, via an annexe, from September 2017; and 8 additional SEN places at St Nicholas School over a 7-year period from September 2018.
- 2.4 Cabinet also agreed to the publication of a statutory notice and a statutory consultation on the proposed permanent expansion of Beckmead and St Nicholas special schools, and that, following consultation, a decision whether or not to expand should be made by Cabinet in May 2017.
- 2.5 This report sets out the outcome of the consultations, and in light of the feedback that has been received, together with the demand for places, this report recommends that Cabinet agrees to the implementation of the statutory notice to expand Beckmead School by 14 places from September 2017, and St Nicholas School by a further one form of entry (8 places in each year group) from September 2018.

## **3. DETAIL**

### **Projecting the demand for school places**

- 3.1 The council has a database of all existing special educational needs placements. This is updated annually to project future place requirements by category of need and this is used to plan for demand for specialist places for children with complex SEN. This is cross-referenced with data trends held by the council on types of SEN for pupils with Education, Health and Care (EHC) plans and to similar data submitted by schools to the Department for Education (DfE) on pupils with SEN supported through the graduated response (formerly School Action and School Action Plus).

### **Statutory process for making 'prescribed alterations' to maintained schools**

- 3.2 The DfE statutory guidance for making ‘prescribed alterations’ to maintained schools, states that local authorities must follow a 4-stage statutory process – publication, representation, decision and implementation - when seeking to increase the number of places in a special school, if the increase is by 10% or 20 pupils (five for all boarding special schools), whichever is the lesser. The full statutory process is outlined at Appendix 1.
- 3.3 The local authority is the decision-maker and decisions must be made within a period of two months of the end of the representation period or they must be referred to the Schools Adjudicator.
- 3.4 When issuing a decision, the decision-maker can:
- reject the proposal;
  - approve the proposal without modification;
  - approve the proposal with modifications, having consulted the governing body; or
  - Approve the proposal – with or without modification – subject to certain conditions (such as the granting of planning permission) being met.
- 3.5 To meet the statutory requirements, Cabinet agreed that a decision on whether or not to expand Beckmead and St Nicholas Schools should be made by Cabinet in May 2017, following the consultation period.

### **Proposal to expand Beckmead School**

- 3.6 The proposal is to expand the Beckmead Family of Schools by creating an annexe at Crescent Resource Centre, Salcot Crescent, New Addington, CR0 0NA. This will provide 14 additional places from September 2017, delivered by Beckmead School staff, within a learning environment that is suitable for young people with Social Emotional and Mental Health (SEMH) needs, who have disengaged with learning and who are vulnerable to child sexual exploitation (CSE), self-harming and/or have anxieties.

#### Reasons for expansion

- 3.7 SEN demand data shows an increasing need for specialist places for pupils with Autism Spectrum Disorder (ASD) and also for bespoke provision for young people with SEMH.
- 3.8 The number of girls with SEMH or ASD requiring specialist provision is small (currently 76 of statutory school age placed across maintained special schools and the independent sector). Girls with ASD and learning difficulties are currently placed across maintained Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD) special schools, with a number being educated in specialist independent provision.
- 3.9 Teenaged girls with SEMH, can be hard to place; this group may exhibit risky and self-destructive behaviours and can be vulnerable in relation to CSE. At the recent Ofsted inspection of Children’s Social Care 25% of the children identified as at risk of CSE, had an Education, Health and Care plan.

- 3.10 Girls, and some boys, with social, emotional mental health needs present with challenging emotional needs, anxieties, and school phobia, for which additional and specialist teaching is needed.
- 3.11 It is proposed that a small provision for 6-14 girls and boys, as appropriate, is developed within the Beckmead Family of Schools; this would build on their nationally recognised success in meeting the needs of boys with SEMH at Beckmead School and address the current inequality in Croydon's SEMH specialist education provision.

### **Rationale for expansion on this particular site**

- 3.12 The proposal sets out a plan to provide 14 places on a satellite site. A site was identified with small rooms, with the potential for small groups and therapy sessions to take place in rooms which are fit this purpose.
- 3.13 The Beckmead Family of Schools is currently located over five sites so the school is familiar with resource sharing, having a mobile work force, and the challenges of multiple sites. In September this is proposed to increase to seven sites with the addition of Beckmead College (confirmed) and, if approved, Salcot Crescent
- 3.14 The mission statement of Beckmead encapsulates that they should strive to work with any and all disadvantaged Croydon children who display challenging behaviour. The pupils who will populate this unit are currently placed in independent provision and would benefit from the advantages of being part of the Beckmead Family and its embedded place in the Croydon educational and multi-disciplinary landscape.
- 3.15 The 14 pupils would be from Key Stages 2 and 3 (age range 11 - 16) to begin with. If it is appropriate that they remain beyond this age then this would be decided at the appropriate EHC plan transition meeting. As well as being a group of 14, the pupils will also have to be considered as individuals in terms of their complex needs and the challenges they face in terms of peer learning and friendships.
- 3.16 Admissions arrangements will be similar to those in operation across the Beckmead Family of Schools. All pupils will be in receipt of EHC plans or statements of educational need and there will be a detailed admissions process that involves home visits, visits to previous placements and visits to Salcot Crescent.
- 3.17 Beckmead pupils currently move between sites if there is a specialism or resource located at a site that will enhance their education and or social experience. It is anticipated that some of the pupils based at Salcot Crescent will access some courses at Beckmead College in South Norwood and some of the creative digital curriculum opportunities at the Monks Orchard Road site. Resources such as therapeutic interventions are shared across the family of Schools through the professionals being mobile.
- 3.18 There are very few whole-school activities due to the wide range of need and age currently catered for across the school and its multiple sites. The logistics

of organising such activities, if appropriate, is further complicated by having to accommodate the specific transport arrangements of individual pupils.

- 3.19 Staff within the Family of Schools are contracted to the organisation rather than holding site specific contracts. This allows migration to new opportunities whilst ensuring consistency of values and standards. There has been a great deal of interest within the current workforce about the opportunity to work with the Salcot Crescent group.
- 3.20 The governors and leaders of the school are familiar with working across multiple sites and a variety of pupil need. The staffing model commensurate with delivering outstanding practice (Ofsted January 2017) would be applied to Salcot Crescent and governors would monitor the provision through visits, key performance indicators (KPI)'s and committee feedback, as well as through the full Board of Governors.

### **Publication of statutory notice / Representation (formal consultation)**

- 3.21 The publication of statutory notice on 1 March started the four weeks representation (formal consultation) period which ended on 29 March 2017. During this period, stakeholders, including parents/carers, pupils, school staff/governors and local residents could submit comments on the proposed expansion for the decision-maker (Cabinet) to take into account.
- 3.22 A total of 4,500 leaflets were distributed to residents living within the vicinity of the proposed site/annexe, and a drop-in session was held at Applegarth Academy, which is located near the proposed annexe, on 15 March 2017.

### **Summary of representations**

#### **3.23 Consultation questionnaire**

10 people responded to consultation by completing the questionnaires. Of which:

- 6 were strongly in favour of the proposed expansion
- 1 not sure
- 1 not in favour
- 1 was against the proposed expansion
- 1 gave no indication

#### **3.24 Public drop in session**

Representatives from the Council and Beckmead School attended the session to explain the proposed expansion, seek views and to respond to questions.

- 3.25 Overall the responses received during the representation period indicate that the majority of the respondents were in favour of the proposed expansion of Beckmead School.

#### **Key issues raised**

- 3.26 The main comment raised during the representation period concerned parking on Salcot Crescent.

- 3.27 A detailed consultation outcomes report including equality and diversity monitoring is attached at Appendix 2.

### **Proposal to expand St Nicholas School**

- 3.28 The proposal is to expand St Nicholas School by one form of entry from September 2018. The school will gradually increase its capacity year-on-year by 8 places (minimum) until it reaches its full capacity of 224 in 2024/25.
- 3.29 The proposal will provide additional places for boys and girls of primary age, between 4 – 11 years old, with a range of needs, including moderate learning difficulties, communication difficulties, and autistic spectrum disorders.

#### Reason for expansion

- 3.30 Current specialist provision in Croydon for ASD includes three enhanced learning provisions in primary schools (58 places) and three in secondary schools (58 places). Pupils with ASD with behaviours that challenge and limit learning are educated at Chaffinch Brook, an ASD specialist provision (56 places) within the Beckmead Family of schools.
- 3.31 Since ASD is often associated with learning difficulties, pupils are also often placed in a Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD) school adding to the pressure on places at these schools while a significant number attend specialist ASD schools in the independent sector outside the borough representing 30% of all independent sector placements.

### **Rational for an enhanced proposal**

- 3.32 In January 2016, following statutory consultation, Cabinet agreed to the permanent expansion of St Nicholas School by one form of entry (1FE) from September 2017.
- 3.33 The implementation of this permanent expansion required further detailed feasibility work on the site. This work was undertaken to ensure that new places would be delivered effectively, enabling the school to enhance curriculum delivery and maintain its ethos, as well as ensuring that new places delivered provide best value for money.
- 3.34 In addition, the feasibility study considered transport access requirements which were raised during the consultation process. Particular concerns were raised by residents regarding the safety of transport and parking arrangements, including drop offs and pickups in and around the school.
- 3.35 Another factor which informed the feasibility study was the increasing demand for places, signifying that just one additional form of entry in each year group was highly unlikely to meet future demand for places.
- 3.36 In relation to traffic and parking issues, we are looking at options to minimise any traffic/parking disruption. Part of this includes commissioning a traffic impact assessment to ascertain how the local area would cope with all modes

of movements by people and vehicles, taking account of accessibility and safety issues.

3.37 The conclusion from the study was that additional places at the school could most effectively be delivered if the school were to expand by 2 forms of entry (16 places) rather than the 1 FE that has already been agreed.

3.38 In January 2017, Cabinet agreed for consultation to be undertaken on the permanent expansion of the school by a further 1FE by September 2018.

### **Publication of statutory notice / Representation (formal consultation)**

3.39 The publication of statutory notice on 1 March started the four weeks representation (formal consultation) period which ended on 29 March 2017. During this period, stakeholders, including parents/carers, pupils, school staff/governors and local residents could submit comments on the proposed expansion for the decision-maker (Cabinet) to take into account. A total of 4,800 leaflets were distributed to residents living within the vicinity of the school, and a public consultation meeting was held at the school on 14 March 2017.

### **Summary of representations**

#### 3.40 Consultation questionnaire

41 people responded to consultation on the proposed expansion of St Nicholas School by completing the questionnaires. Of which:

- 23 were in strongly in favour
- 8 were in favour
- 4 were not sure
- 2 were not in favour
- 2 were strongly against
- 2 did not specify their view.

#### 3.41 Public Consultation meeting

14 people, including governors, attended the public meeting that was held at the school on 14 March 2017. The council representatives explained the scheme, sought views and answered questions on the proposed expansion of the school from September 2018.

#### 3.42 Email responses

The Council received three representations via email. None of these respondents opposed the proposed expansion of the school. However, they cited concerns and made suggestions for changes.

3.43 Overall the responses received during the representation period show the majority of the respondents were in favour of the proposed expansion of St Nicholas School.

#### 3.44 Key issues raised

The main comments/concerns mentioned during the representation period fall under the following broad themes:

- Traffic and parking issues
- Safety of children and residents
- Disruption to children

3.45 A detailed consultation outcomes report including equality and diversity monitoring is attached at Appendix 3.

## **Conclusion and reasons for recommendations**

3.46 The need for additional school places for young people with social, emotional and mental health needs and autism was set out in the cabinet paper dated 23 January 2017, reference number 0217CAB, and has been summarised in this paper.

3.47 Without new local places being delivered in Croydon, the Council risks children having to travel some distance out of borough and significant costs of placement in the independent sector. The London Borough of Croydon currently places more than 150 young people in independent/non-maintained schools at a cost of more than £11 million. The increased provision of local state-funded special school places at St Nicholas School and Beckmead Schools is expected to save more than £500K per annum; lead to a long-term reduction in reliance on the independent sector and better pathways into employment and independence for young people.

3.48 In accordance with statutory guidance, consultation has taken place for both school expansion proposals, with a majority in favour of the proposed expansions. In addition, those who raised specific concerns around expansion raised issues that can be mitigated through the planning, building and delivery process.

## **4. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS** **Revenue and Capital consequences of report recommendations**

### **4.1 The effect of the decision**

The capital budget for these two schemes was approved at Cabinet in February 2017 as part of the budget setting report.

### **4.2 Risks**

As with all capital schemes there is a risk that the cost could be higher than the allocated budget.

Throughout the programme costs will be closely monitored to ensure they are effectively managed.

### **4.3 Future savings/efficiencies**



The creation of additional school places in the borough will reduce the need for pupils to be placed in independent sector schools outside of Croydon, resulting in financial benefits to Croydon along with an improved quality of education provision for these pupils and enhanced opportunity for supported pathways into employment in or near young people's local community.

Approved by: Lisa Taylor, Assistant Director of Finance, Investment and Risk, Deputy S151 Officer

## **5. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER**

- 5.1 The Council Solicitor comments that the Council has a statutory duty under the Education Act 1996 to ensure that there are sufficient school places for every child of statutory school age within the borough.

Where the Council proposes making 'prescribed alterations' to maintained schools, in line with the statutory guidance where the Council is seeking to increase the number of places in a special school by either 10% or 20 pupils, a four stage statutory process must be undertaken by the Council, as set out in the body of this report and the appendices to the report

There are no further legal considerations arising directly from the recommendations to this report.

Approved by Jacqueline Harris-Baker, Council Solicitor and Monitoring Officer

## **6. HUMAN RESOURCES IMPACT**

- 6.1 There are no direct HR implications arising from this report. Any resultant future increases or changes in staffing will be handled by schools' governing bodies in accordance with the appropriate school/council policy and procedures.

Approved by: Deborah Calliste, Head of HR (People Department) and People Planning, on behalf of the Director of Human Resources

## **7. EQUALITIES IMPACT**

- 7.1 An equality analysis was undertaken as part of the January 2017 Cabinet report, to help us to understand whether people with protected characteristics, as defined by the Equality Act 2010, will be disproportionately affected by the proposed changes in the Education Estates Strategy report.

- 7.2 The school expansion proposals will help the council meet its statutory duty to provide sufficient school places for protected and non-protected groups. Croydon schools provide diverse educational provision in terms of type/category, size and educational sponsors. These include special schools, enhanced learning provision at mainstream schools; pupil referral units and Academies /Free Schools. Pupils are allocated a school place based on admissions criteria which aim to promote fair access to schools and are compliant with the Admissions Code. .

- 7.3 The equality analysis indicates that the proposed changes are likely to have a neutral or positive impact on equality groups that share a “protected characteristic” in terms of disability, race/ethnicity, gender, age, and religion/belief. Although the analysis focuses on specific equality groups, it is recognised that some people may fit into more than one group.
- 7.4 The council will ensure that the proposed changes / policies and procedures / are fair and equitable and non-discriminatory to school staff, current and prospective pupils and parents/carers, particularly those with protected characteristics.
- 7.5 The school expansion proposals are in line with the council’s Equality and Inclusion Policy and will enable the delivery of the following priorities:
- Make Croydon a place of opportunity and fairness by tackling inequality, disadvantage and exclusion.
  - Close gaps in educational attainment by working with local businesses and community groups to enable people of all ages to reach their full potential through access to quality schools and learning.
  - Work in partnership to lift people out of poverty by increasing employment opportunities across the borough ensuring local people have a pathway into employment, education and training.
- 7.6 The proposals is consistent with the council’s general equality duty to have due regard to the need to eliminate unlawful conduct under the Equality Act 2010; to advance equality of opportunity and foster good relations between persons who share a protected characteristic and those who do not.

## **8. ENVIRONMENTAL IMPACT**

8.1 N/A

## **9. CRIME AND DISORDER REDUCTION IMPACT**

9.1 N/A

## **10. REASONS FOR RECOMMENDATIONS**

The recommendations of this report are set out to:

- ensure there are sufficient new places in the borough thus ensuring every child has access to a school place.

## **11. OPTIONS CONSIDERED AND REJECTED**

### **School Place Planning**

- 11.1 Detailed consideration has been given to how additional school places should be proposed for delivery. Projection information has been used to inform the council of the geographical areas where places should be delivered. Previous Education Estates Report (January and July 2016) have set out the new schemes to deliver new school places through the free school route.

**CONTACT OFFICER: Jennifer Wade (nee Duxbury), Head of School Place Planning and Admissions and Learning Access 020 8604 7156**

**Appendices printed separately:**

Appendix 1 – The full statutory process is outlined at Appendix 1.

Appendix 2 - Beckmead School detailed consultation outcomes report

Appendix 3 – St Nicholas School detailed consultation outcomes report

## Appendix 1

### Statutory process: prescribed alterations

The statutory process for making prescribed alterations to schools has four stages:

Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal / notice)		
Stage 2	Representation (formal consultation)	Must be at least 4 weeks	As prescribed in the 'Prescribed Alteration' regulations.
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator.	Any appeal to the adjudicator must be made within 4 weeks of the decision.
Stage 4	Implementation	No prescribed timescale	However it must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.

## Appendix 2

### PROPOSAL TO EXPAND BECKMEAD SCHOOL REPRESENTATION (FORMAL CONSULTATION) OUTCOMES REPORT

#### 1 Introduction

- 1.1 The purpose of this report is to provide the Cabinet Member for Children, Young People & Learning, and the School's Leadership Team with the outcomes from the formal consultation to expand Beckmead School.
- 1.2 Beckmead School is a special community school for children and young people with social, emotional, mental health needs and Autism with challenging behavior. It is located at Monks Orchard Road, Beckenham, Kent BR3 3BZ and 32 Morland Road, Croydon, Surrey CR0 6NA.
- 1.3 Beckmead School is part of the Beckmead Family of schools which provide specialist education for children and young people across the primary, secondary and post 16 age range and which are across a number of locations:
  - Beckmead School (SEMH) Key Stages 2 and 3 - Monks Orchard Road, Beckenham, Kent, BR3 3BZ.
  - Chaffinch Brook School (ASD) Year 1-Yr11 - 32 Morland Road, Croydon, Surrey, CR0 6NA
  - Beckmead College and Community Learning Team (CLT) (SEMH/ASD) 14-19 years - Tennison Road, South Norwood SE25 5RR & CLT Alverston Gardens, South Norwood, SE25 6LR.
  - Bramley Bank – SEMH Key Stage 2 - 170 Sanderstead Road, Sanderstead, CR2 0LY
  - Rainbow – SEMH – Key Stage 1 – Aerodrome Primary Academy, Goodwin Road, CRO 4EJ.
- 1.4 The proposal is to expand the Beckmead Family of Schools by creating an annexe at Crescent Resource Centre, Salcot Crescent, New Addington, CR0 0NA. This will provide 14 places delivered by Beckmead School staff within a learning environment that is suitable for young people with social, emotional mental health needs.
- 1.5 The Beckmead family of schools are popular and successful with strong leadership and governance. The schools have been judged by Ofsted as Outstanding.
- 1.6 This report is based on responses received during the formal consultation period following the publication of statutory notice where anyone with an

interest could object or comment on the proposal to expand Beckmead School.

## **2 Background**

- 2.1 The proposal to permanently expand Beckmead School is part of the Council's supply strategy to ensure sufficient SEN pupil places are available within the borough to meet the increasing demand for SEN school places.
- 2.2 The Schools' Leadership Team, including the Governing Body have agreed in principle to the proposed expansion.
- 2.3 In line with the SEN Code of Practice, Local Authorities have a duty to ensure that SEN provision is in place as specified in the Education, Health and Care Plan (EHCP).

## **3 Publication / Representation (formal consultation)**

- 3.1 When proposing to permanently expand a special school where it would increase by 10% or 20 pupils, the Council is required to follow a statutory process, including publication of a statutory notice and a four week representation (formal consultation) period where anyone can comment on or object to the proposed expansion.
- 3.2 In accordance with statutory regulations for making significant changes to schools, a statutory notice was published, which started a 4 week representation period – 01 March to 29 March 2017 – inviting anyone with an interest to make representations – comment or object to the proposal.
- 3.3 The statutory notice was published in the Croydon Guardian newspaper, on the Council's and school's websites, displayed on the school gates, and in the local library. A copy of the statutory notice was sent to the Member of Parliament and Ward councillors.
- 3.4 Communication and Consultation activities  
A consultation document, including a questionnaire was used as a basis of informing stakeholders, including parents/carers and local residents, about the educational rationale and inviting feedback on the proposed permanent expansion of Beckmead School.
- 3.5 A range of modes and methods of communication were used to inform and facilitate feedback from stakeholders on the proposed expansion of Beckmead School. Stakeholders were given the opportunity to express their views verbally at the drop in session (held at Applegarth Academy), in writing via the questionnaire, by post or email.

- 3.6 The communication activities included the circulation of the consultation document, including questionnaire and leaflet via:
- **Schools E-Bulletin**
    - ✓ Schools' E-bulletin to all schools within the borough
  - **Email:**
    - ✓ Ward Councillors/MPs
    - ✓ Schools within neighbouring/adjourning borough
  - **Website:**
    - ✓ Consultation document including questionnaire published on the Croydon website
    - ✓ Consultation document, including questionnaire on school's website
    - ✓ Online questionnaire (Get Involved)
  - **Printed documents**
    - ✓ Consultation document/questionnaire available at school and from Council
    - ✓ Consultation leaflets distributed to local residents informing them about the consultation and invitation to public meeting – 4500 leaflets were distributed to residents living within the vicinity of the school
    - ✓ Document sent/given to parents/carers by school
    - ✓ Leaflet displayed in local library

3.7 Pubic drop in session at Applegarth Academy

A drop in session was held at Applegarth Academy on 15 March 2017 inviting attendees to express their views, ask questions, raise concerns and offer suggestions.

3.8 Equality and Diversity Monitoring

As part of the consultation process, respondents were asked to complete an equality and diversity questionnaire looking at Gender, Age, Ethnicity and Disability. The information collected will help identify any special requirements, promote equality, and improve choice and diversity.

Equalities Impact Assessment

- 3.9 An Equalities Impact Assessment (EQIA) has been undertaken for the proposed permanent school expansion programme, including Beckmead School, as part of the January 2017 cabinet report. The Equality analysis enables the Council to target its services, and budgets, more effectively and understand how they affect all our communities.

- 3.10 The conclusion of the EQIA is that increasing the number of school places through the proposed permanent school expansion programme will either have a positive or neutral impact on protected groups, including children, disability, ethnicity / race.

#### **4 Summary of representations**

##### **4.1 Consultation questionnaire**

A total of 10 completed questionnaires have been received of which the majority are strongly in favour of the proposed expansion of Beckmead School.

##### **4.2 Drop in session**

A drop in session was held at Applegarth Academy on 15 March 2017 where representatives from the Council and Beckmead family of schools attended to explain the proposed expansion of Beckmead School, seek views and answer any questions regarding the expansion.

##### **4.3 Email responses**

The Council did not receive any email responses during the representation period.

- 4.4 Overall the responses received during the representation period show that the majority support the proposed expansion of Beckmead School. Of the 10 respondents who completed the questionnaire during the representation period:

- 6 strongly in favour of the proposed expansion
- 1 not sure
- 1 not in favour
- 1 strongly against
- 1 no response

#### **5 Key issues raised during the representation period**

- 5.1 Traffic and parking issues were the main comment/concern mentioned on the questionnaire, email and at the drop in session.
- 5.2 A detailed analysis of responses, including equality and diversity monitoring is attached at Annex A below.

#### **6 Response to concern**

- 6.1 In relation to traffic and parking issues, we are looking at options to minimise any traffic/parking disruption. Part of this includes



commissioning a traffic impact assessment to ascertain how the local area would cope with all modes of movements by people and vehicles, taking account of accessibility and safety issues. The health and safety of the whole school community, including local residents is paramount

- 6.2 If the proposal is approved, the Council and the school would work with the local community and parents/carers to explore ways to minimise any negative impact resulting from the expansion of the school.

## **7. Next steps**

- 7.1 Following the representation period, the Council's Cabinet Committee will decide whether the proposal to permanently expand Beckmead School from September 2017 should be implemented. This will be based on responses received which will be balanced against the needs for pupil places.
- 7.2 In line with the Department for Education School Organisation guidance, decisions must be made within a period of two months of the end of the representation period, by 29 May 2017, or they must be referred to the Schools Adjudicator.
- 7.3 If approval is given by Cabinet to proceed to the implementation stage, the school will be permanently expanded to create extra classes and facilities to accommodate the additional pupils from September 2017. The school will receive additional funding to employ extra teaching staff and meet the extra costs associated with the additional children being admitted at the school.

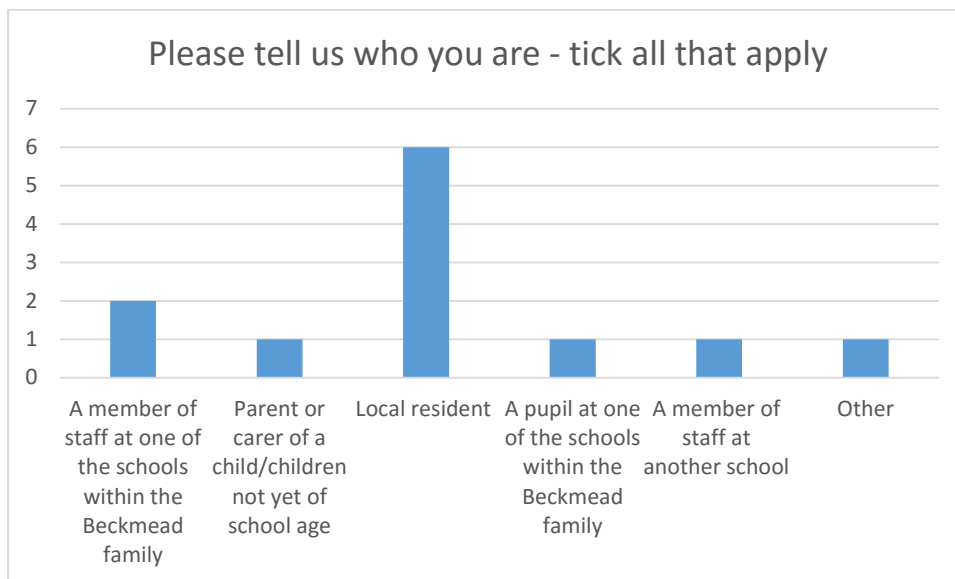
## Annex A

### Beckmead School– detailed analysis of responses.

#### 1. Please tell us who you are?

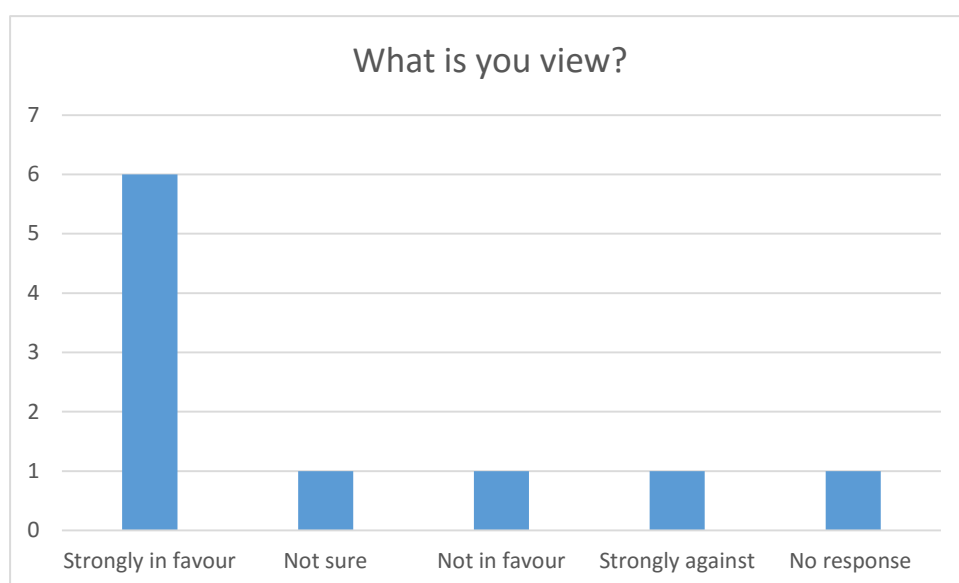
\*12 responses from 10 completed questionnaires

Response	Number	Percentage
A member of staff at one of the schools within the Beckmead family	2	18
Parent or carer of a child/children not yet of school age	1	8
Local resident	6	50
A pupil at one of the schools within the Beckmead family	1	8
A member of staff at another school	1	8
Other	1	8
<b>Total</b>	<b>12</b>	<b>100%</b>



## 2. What is your view

Response	Number	Percentage
Strongly in favour	6	60%
Not sure	1	10%
Not in favour	1	10%
Strongly against	1	10%
No response	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>



- **Strongly in favour – 6 responses:**
  - 2 were a member of staff at one of the schools within the Beckmead family
  - 1 was a Parent or carer of a child/children not yet of school age and also a local resident
  - 1 was a local resident
  - 1 stated other and was a local resident
  - 1 was a member of staff at another school
- **Not sure – 1 response :**
  - This was a pupil at one of the schools within the Beckmead family
- **Not in favour – 1 response**
  - This was a local resident

- **Strongly against – 1 response**

- This was a local resident

- **No response – 1 response**

- This was a local resident

**3. Comments submitted on the questionnaire – below are a few comments from the completed questionnaires.**

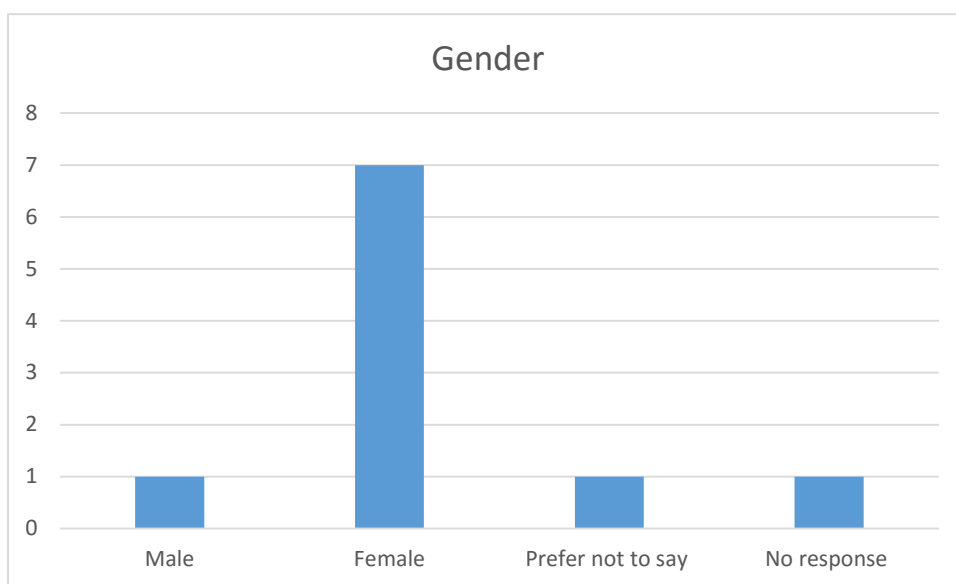
- *Comments submitted on the questionnaire – below are a few comments from the completed questionnaires.*

- *well aware of the extra support and provision they often need, so in favour of any further provision in the borough for these children, especially at an early age*

**4. About you – this section is used to monitor equality and diversity**

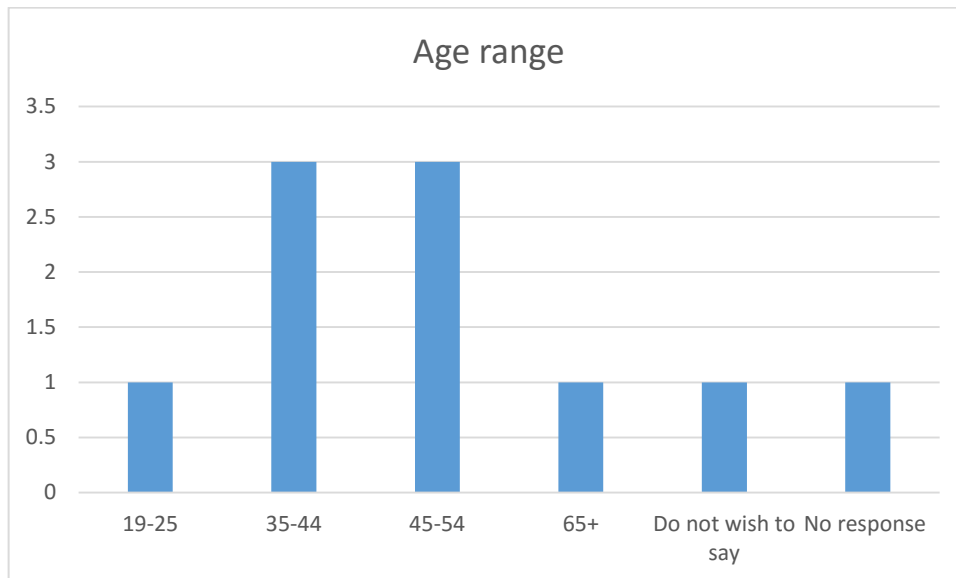
**Gender**

Response	Number	Percentage
Male	1	10%
Female	7	70%
Prefer not to say	1	10%
No response	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>



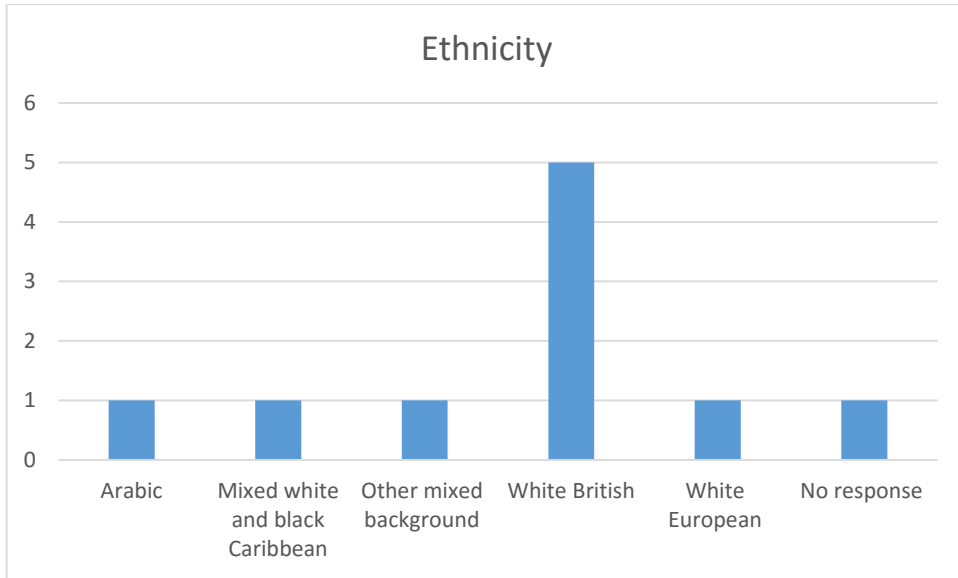
**Age range**

Response	Number	Percentage
19-25	1	10%
35-44	3	30%
45-54	3	30%
65+	1	10%
Do not wish to say	1	10%
No response	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>



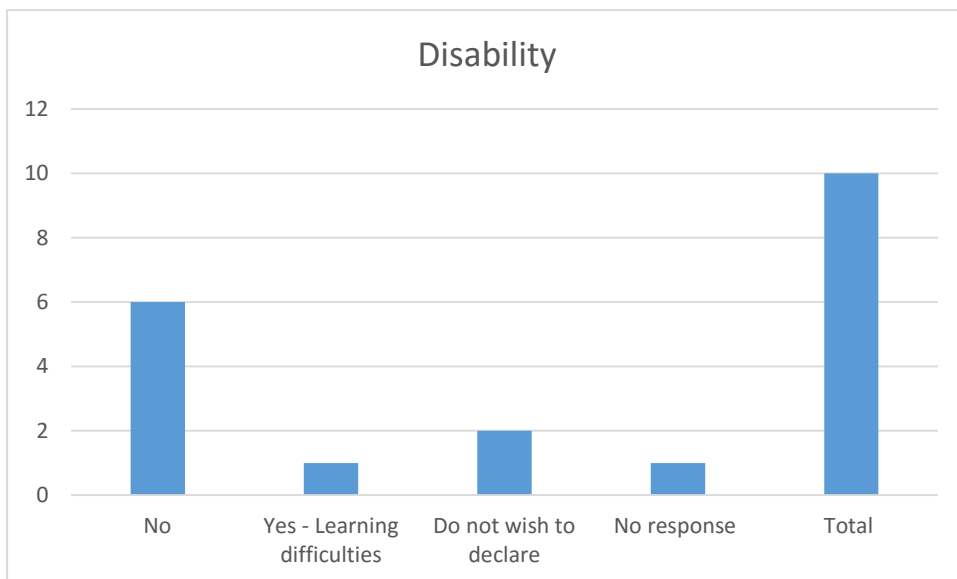
## Ethnicity

Response	Number	Percentage
Arabic	1	10%
Mixed white and black Caribbean	1	10%
Other mixed background	1	10%
White British	5	50%
White European	1	10%
No response	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>



### Disability

Response	Number	Percentage
No	6	60%
Yes - Learning difficulties	1	10%
Do not wish to declare	2	20%
No response	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>



## Appendix 3

### PROPOSAL TO EXPAND ST NICHOLAS SCHOOL REPRESENTATION (FORMAL CONSULTATION) OUTCOMES REPORT

#### 1. Introduction

- 1.1 The purpose of this report is to provide the Cabinet Member for Children, Young People & Learning, and the School's Leadership Team with the outcomes from the consultation on proposal to expand St Nicholas Special School by one form of entry from September 2018.
- 1.2 St Nicholas School is a special community school for boys and girls of primary age, between 4 – 11 years old, with a range of needs including moderate learning difficulties, communication difficulties and autistic spectrum disorders. The school is located at Reedham Drive, Purley, CR8 4DS.
- 1.3 This is a popular and successful school with strong leadership and governance. The school has been judged by Ofsted as a good school that is effective in delivering outcomes that provide well for all its pupils' needs. The behaviour and safety of pupils has been judged as outstanding.

#### Permanent expansion of St Nicholas School from September 2017

- 1.4 In January 2016, the Council's Cabinet Committee approved the proposed permanent expansion of St Nicholas School by one form of entry from September 2017. This means that an additional 56 pupils (around 8 per class), will be offered a school place over a 7 year period from September 2017.
- 1.5 Due to increasing demand for Special Educational Needs (SEN) places, the improved financial viability of providing more places on one site, the Council and the school agreed to look at the feasibility of expanding the school by an additional 1FE.

#### Proposed expansion of St Nicholas School from September 2018

- 1.6 In January 2017, Cabinet agreed for consultation to be undertaken on the permanent expansion of the school by a further 1FE by September 2018. The proposal would increasing its capacity of the school year on year by 8 places (minimum) from September 2018 until it reaches its full capacity of 224 in 2024/25.
- 1.7 An initial viability study has indicated that the school site has the physical capacity to be expanded, although further investigation is to be carried out including a traffic assessment.
- 1.8 This report is based on the responses received during the representation (formal consultation) period following the publication of the statutory notice where anyone with an interest could object or comment on the proposal to expand St Nicholas School by a further one form of entry.

## **2. Background**

- 2.1 The proposal and St Nicholas School is part of the Council's supply strategy to ensure sufficient SEN pupil places are available within the borough to meet increasing demand for SEN school places.
- 2.2 The proposal has been developed in partnership with the school's leadership team, including the governing body.
- 2.3 In line with the Special Educational Needs Code of Practice, Local Authorities have a duty to ensure that SEN provision is in place as specified in the Education, Health and Care Plan (EHCP).

## **3. Publication/ Representation (formal consultation)**

- 3.1 When proposing to expand a Special School, where it would increase by 10% or 20 pupils the Councils is required to follow a statutory process, including publication of statutory proposal; and a four week representation (formal consultation) period where anyone can comment on or object to the proposed expansion.
- 3.2 In accordance with statutory regulations<sup>1</sup> for making significant changes to schools, a statutory notice was published, which started a 4 week representation period – 01 March to 29 March 2017 – which invited anyone with an interest to make representations – comment or object to the proposal.
- 3.3 The statutory proposal was published in the local Croydon Guardian newspaper; on the Council's and school's websites; displayed on the school gates; and in the local library. A copy of the statutory notice was sent to the Member of Parliament and Ward councillors.

## **4. Communication and Consultation activities**

- 4.1 A consultation document, including a questionnaire was used as a basis of informing stakeholders, including parents/carers and local residents, about educational rationale and inviting feedback on the proposed permanent expansion of St Nicholas Special School.
- 4.2 A range of modes and methods of communication were used to inform and facilitate feedback from stakeholders on the proposed expansion of St Nicholas School. Stakeholders were given the opportunity to express their views verbally at the public meeting (held at the school).in writing via the questionnaire by post or email.
- 4.3 Communication activities included the circulation of the consultation document, including questionnaire and leaflet via:
  - Schools E-Bulletin



- ✓ Schools' E-bulletin to all schools within the borough
- **Email:**
  - ✓ Ward Councillors / MP
  - ✓ schools within neighbouring/adjourning borough
  - ✓ Trade unions
- **Website:**
  - ✓ consultation document including questionnaire published on the Croydon website
  - ✓ Consultation document, including questionnaire on school's website
  - ✓ Online questionnaire (Get Involved)
- **Printed documents**
  - ✓ consultation document /questionnaire available at school and from Council
  - ✓ consultation leaflets distributed to local residents informing them about the consultation and invitation to public meeting – 4,800 leaflets were distributed to residents living within the vicinity of the school
  - ✓ document sent/given to parents/carers by school
  - ✓ Leaflet displayed in local library

#### 4.4 **Public meeting at St Nicholas School**

A public consultation meeting was held at St Nicholas School on 14 March 2017 where the educational rationale and consultation process for the proposed expansion were explained. The attendees were able to express their views, ask questions, raise concerns and offer suggestions.

#### 4.5 **Equality and Diversity Monitoring**

As part of the consultation process, respondents were asked to complete an equality and diversity questionnaire looking at Gender, Age, Ethnicity and Disability. The information collected will help identify any special requirements, promote equality, and improve choice and diversity.

#### 4.6 **Equalities Impact Assessment**

An Equalities Impact Assessment (EQIA) has been undertaken for the proposed permanent school expansion programme, including St Nicholas School, as part of the January 2017 cabinet report. The Equality analysis enables the Council to target its services, and budgets, more effectively and understand how they affect all our communities.

- 4.7 The conclusion of the EQIA is that increasing the number of school places through the proposed permanent school expansion programme will either have a positive or neutral impact on protected groups, including children, disability, ethnicity / race.

## 5 **Summary of representations**

### 5.1 **Consultation questionnaire**

A total of 41 completed questionnaires (online and hard copy) have been received. The majority of the respondents are in support of the proposed expansion of St Nicholas School. A detailed consultation outcomes report is attached at Annex A.

## 5.2 **Public Consultation meeting**

A total of 14 people attended the public meeting that was held at the school on 14 March 2017. The Council representatives explained the expansion proposal, invited feedback and responded to questions.

## 5.3 **Email responses**

The Council received 3 representations via email. None of the email respondents opposed the proposal, however, they did mention concerns and offered suggestions.

5.4 Overall the responses received during the representation period shows that the majority of the respondents were in favour of the proposed expansion of St Nicholas School. Of the 41 respondents that completed the questionnaire during the representation period:

- 31 were in favour of the proposed expansion
- 4 were against the proposed expansion
- 4 were not sure about the proposed expansion
- 2 did not specify their view on the proposed expansion

## 6 **Key issues raised during the representation period**

6.1 The main comments/concerns mentioned in the questionnaire, emails and at the public meeting fall under the following broad themes:

- Traffic and parking issues
- Safety of children and residents
- Disruption to children

## 6.2 Frequently Asked Questions (FAQ)

A Question and Answer sheet was published and distributed to help answer some of the key concerns raised by stakeholders about the proposed permanent expansion of St Nicholas School.

6.3 A detailed analysis of responses, including equality and diversity monitoring is attached in Annex A.

## 7 **Response to concerns**

7.1 In relation to traffic and parking issues, we are looking at options to minimise any traffic/parking disruption. Part of this includes commissioning a traffic impact assessment to ascertain how the local area would cope with all modes of movements by people and vehicles, taking account of accessibility and

safety issues. The health and safety of the whole school community, including local residents is paramount.

- 7.2 Generally, the noisiest and heaviest construction works tend to take place during the school holidays. Off-site construction methods will be used which means a considerable reduction in the potential disruption for the school. However any expansion project will inevitably present some challenges and this is an issue that we will manage throughout the project. For example, any building works during term time will be planned very carefully to ensure that pupils' and the school are not unduly disrupted.

## **8 General points**

If the proposal is approved, the Council and the school would work with the local community and parents/carers to explore ways to minimise any negative impact resulting from the expansion.

## **9. Next steps**

- 9.1 Following the representation period, the Council's Cabinet Committee will decide whether the proposal to permanently expand St Nicholas School from September 2018 should be implemented. This will be based on responses received which will be balanced against the needs for pupil places.
- 9.2 In line with the Department for Education School Organisation guidance, decisions must be made within a period of two months, , of the end of the representation period, by 29 May 2017, or they must be referred to the Schools Adjudicator.
- 9.3 If approval is given by Cabinet to proceed to the implementation stage, the school will be permanently expanded, subject to planning permission. Construction will take place to enlarge the school to create extra classes and facilities to accommodate the additional pupils from September 2018. The school will receive additional funding to employ extra teaching staff and meet the extra costs associated with the additional children being admitted at the school.
- 9.4 Stakeholders, including parents/carers and local residents will be consulted again at the planning application stage, when building designs and traffic considerations will be available.

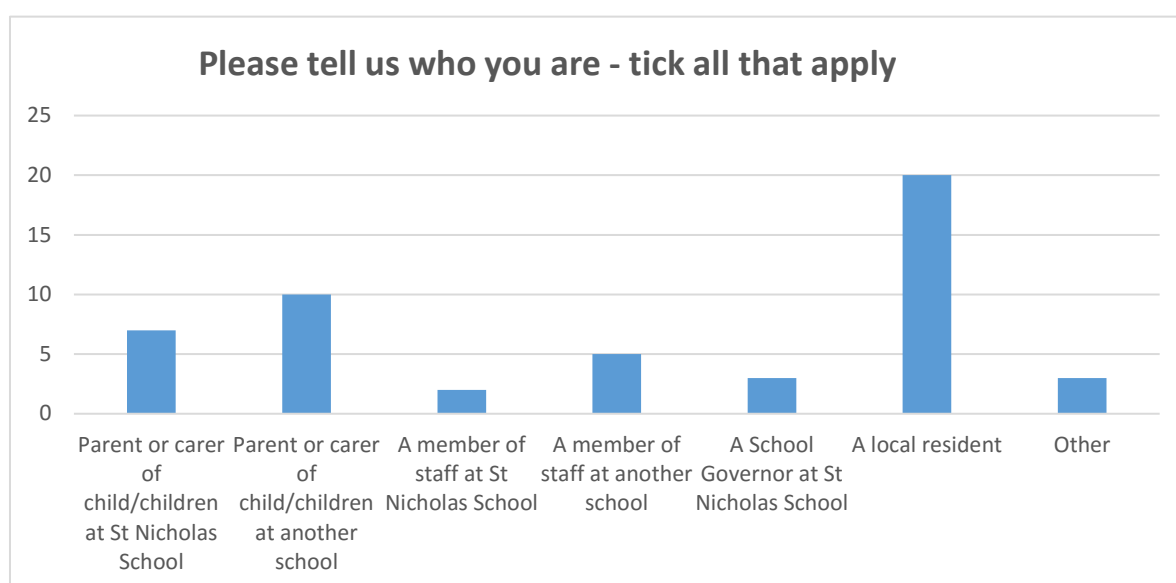
## Annex A

### St Nicholas School – detailed analysis of responses.

#### 1. Please tell us who you are?

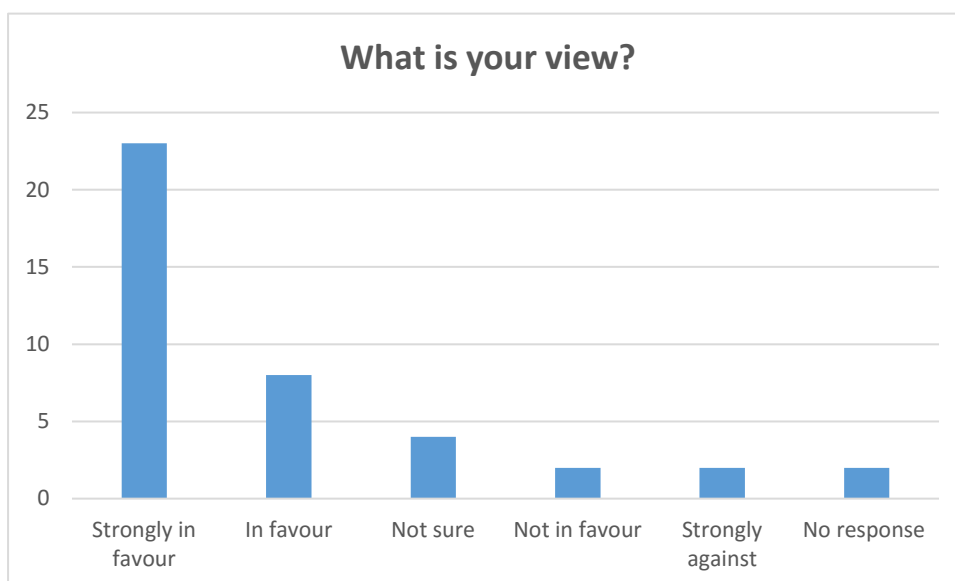
\*50 responses from 41 completed questionnaires

Response	Number	Percentage
Parent or carer of child/children at St Nicholas School	7	14%
Parent or carer of child/children at another school	10	20%
A member of staff at St Nicholas School	2	4%
A member of staff at another school	5	10%
A School Governor at St Nicholas School	3	6%
A local resident	20	40%
Other	3	6%
<b>Total</b>	<b>50</b>	<b>100%</b>



#### 2. What is your view

Response	Number	Percentage
Strongly in favour	23	55%
In favour	8	20%
Not sure	4	10%
Not in favour	2	5
Strongly against	2	5
No response	2	5
<b>Total</b>	<b>41</b>	<b>100%</b>



- **Strongly in favour – 23 responses**
  - 5 were local residents
  - 4 were members of staff at another school
  - 1 was a member of staff at St Nicholas School
  - 1 was a School Governor at St Nicholas School
  - 2 stated Other
  - 6 were a parent of carer of a child/children at St Nicholas School
  - 4 were a parent/carers of a child/children at another school
    - 2 of which were also local residents
    - 1 of which was also a local resident and a member of staff at St Nicholas School
    - 1 of which was also a local resident and a member of staff at another school
  
- **In favour – 8 responses**
  - 2 were local residents
  - 2 was a School Governor at St Nicholas School
  - 3 were a parent/carers of a child/children at another school
  - 1 was a parent of carer of a child/children at St Nicholas School
  
- **Not sure – 4 responses**
  - 3 were local residents
  - 1 was a parent/carers of a child/children at another school
  
- **Not in favour – 2 responses**
  - Both were local residents
    - 1 of which was also a parent/carers of a child/children at another school
  
- **Strongly against – 2 responses**
  - 1 stated other

- 1 was a parent/carer of a child/children at another school and also a local resident

- **No responses – 2**

- Both were local residents

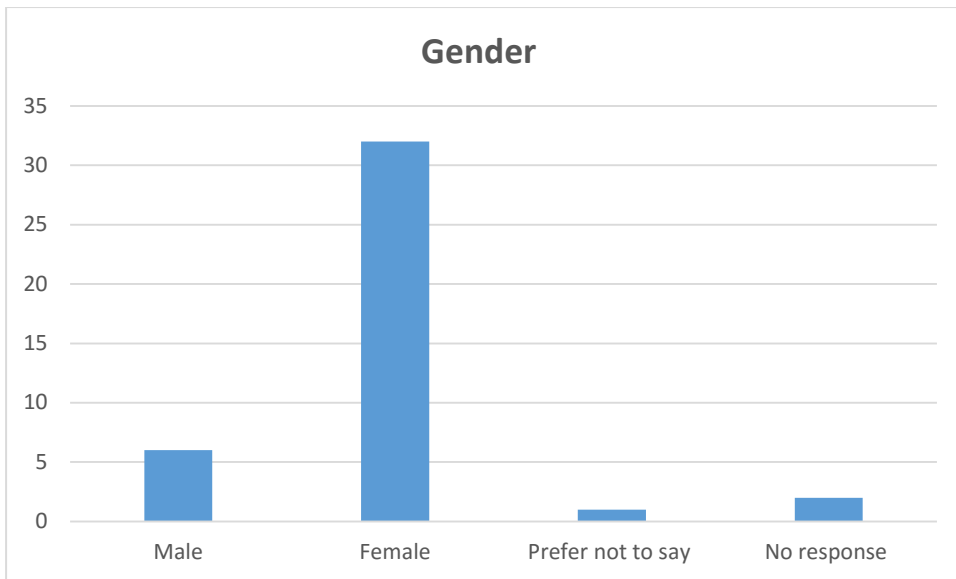
**3. Comments submitted on the questionnaire – below are a few comments from the completed questionnaires.**

- *“Good to expand the school so there are additional places for those in need.”*
- *“St Nick's is a fabulous school and due to the increase in children needing specialist teaching, and the lack of this provision within mainstream, I strongly feel we need more schools (like St Nicks) in the Croydon borough”.*
- *“As a local resident I understand the reasons being the proposal expansion however am concerned re the increased parking and the access/parking by contractors. I am also strongly opposed to any building or permanent parking on the green space/field at the bottom of the estate. There is already considerable congestion around this area partly due to the traffic at St Nicholas School and Beaumont schools and I am concerned re the additional strain this would add.”*
- *“A great opportunity to provide more children with the excellent facility that St Nicholas has to offer. I am writing as Chair of Governors. We have discussed the proposals regularly at Governors meetings. Whilst the plans have evolved somewhat, we are nevertheless supportive of the proposals because we know how high the demand is in Croydon and feel St Nicholas can offer a lot.”*

**4. About you – this section is used to monitor equality and diversity**

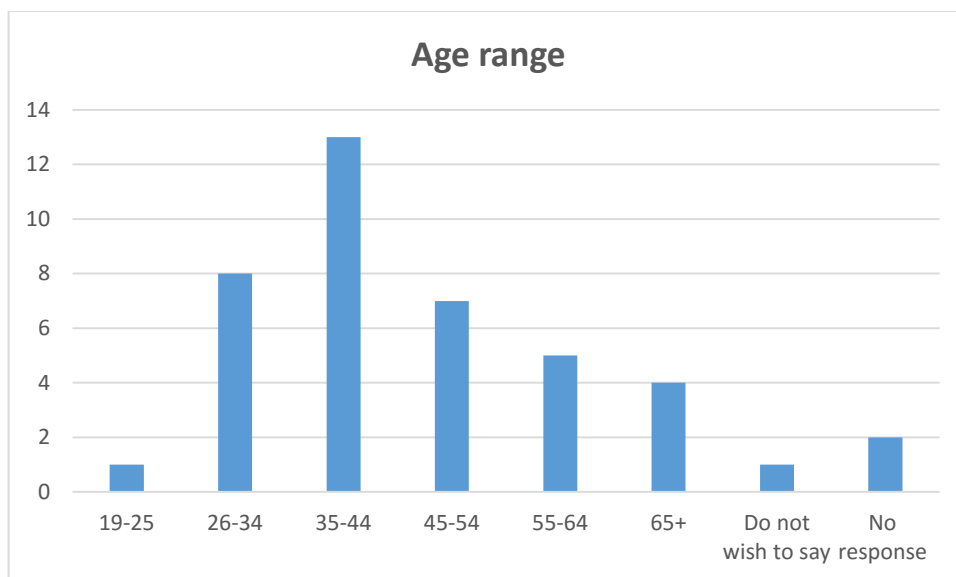
**Gender**

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
Male	6	15%
Female	32	78%
Prefer not to say	1	2%
No response	2	5%
<b>Total</b>	<b>41</b>	<b>100</b>



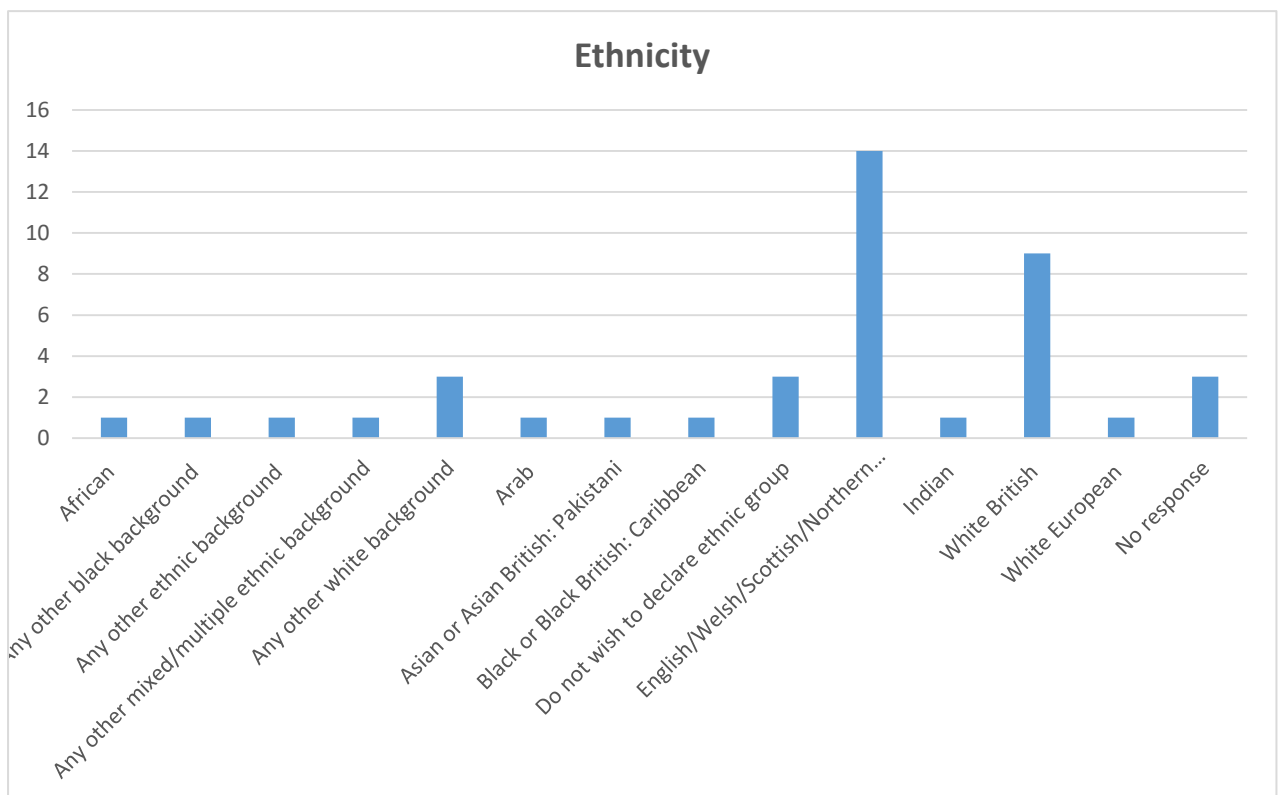
### Age range

Response	Number	Percentage
19-25	1	2%
26-34	8	20%
35-44	13	32%
45-54	7	16%
55-64	5	12%
65+	4	10%
Do not wish to say	1	3%
No response	2	5%
<b>Total</b>	<b>41</b>	<b>100%</b>



## Ethnicity

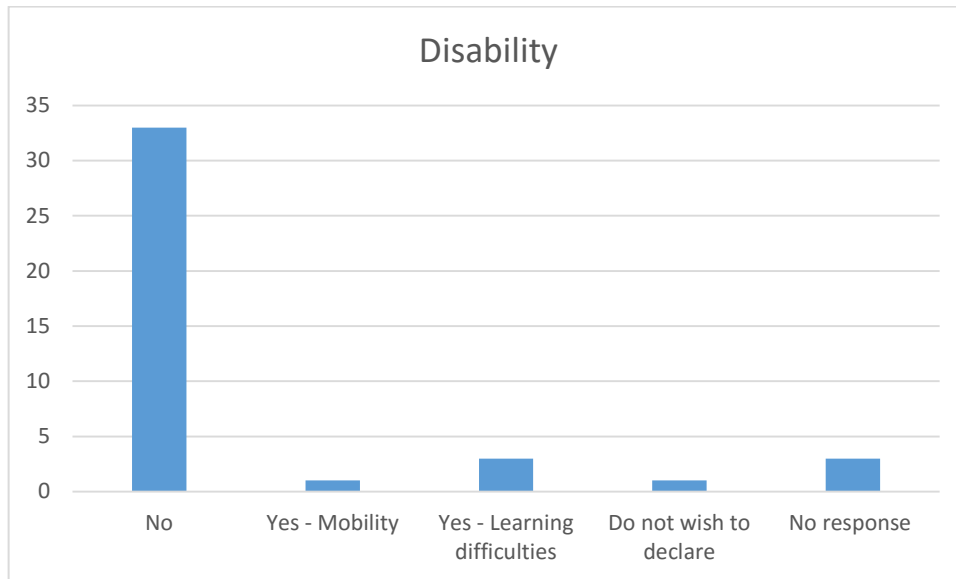
Response	Number	Percentage
African	1	3%
Any other black background	1	3%
Any other ethnic background	1	3%
Any other mixed/multiple ethnic background	1	3%
Any other white background	3	7%
Arab	1	3%
Asian or Asian British: Pakistani	1	3%
Black or Black British: Caribbean	1	3%
Do not wish to declare ethnic group	3	7%
English/Welsh/Scottish/Northern Irish/British	14	32%
Indian	1	3%
White British	9	20%
White European	1	3%
No response	3	7%
<b>Total</b>	<b>41</b>	<b>100%</b>





## Disability

Response	Number	Percentage
No	33	80%
Yes - Mobility	1	3%
Yes - Learning difficulties	3	7%
Do not wish to declare	1	3%
No response	3	7%
<b>Total</b>	<b>41</b>	<b>100%</b>



**END**