

**Report to:** Cabinet  
Children and Young People's Panel

**Date:** 18 September 2008  
11 September 2008

**Subject:** Review of Provision and Use of Resourced Schools: Outcome of Statutory Consultation on the Provision of Resourced Places at Hawkley Hall High School

**Report of:** Director of Children and Young People's Services  
Kath Nelson Assistant Director k.nelson@wigan.gov.uk

**Contact officer:** Elaine Baulcombe 01942 486127 e.baulcombe@wigan.gov.uk

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**Purpose / summary:**

The purpose of this report is to:

- inform Panel and Cabinet of the outcome of statutory consultation on the proposal to provide resourced places for pupils with low severity autism at Hawkley Hall High School;
- seek Cabinet approval to implement the proposal.

**Alternative options considered and reason for selecting the one recommended:**

Contained within the report.

**Recommendation / decision:**

That, with effect from 1<sup>st</sup> September 2009, Hawkley Hall High School will provide resourced places for up to 15 pupils with low severity autism, whose difficulties are not so severe as to warrant special school placement, but who would have difficulty accessing their local mainstream school, even with considerable support.

**Key Decision:**

This report involves a key decision within ground(s) 1.

The decision made as a result of this report will be published within **48 hours** and cannot be actioned until **seven working days** have elapsed, i.e. before 30<sup>th</sup> September 2008

This item is included in the Forward Plan.

**Risks / Implications:**

Financial: Costs incurred will be met through revenue  
 Staffing: savings made as a result of changes to  
 specialist provision across the borough.  
 Policy: School Organisation Plan. LA Inclusion  
 Strategy  
 Equal Opportunities - Has a Yes  
 Diversity Impact Assessment  
 been conducted?  
 Wards affected: All

**Property Implications – Does the proposal involve a reduction, addition or change to the Council’s asset base or its occupation?**

No

**If yes, have the property implications been agreed with the Corporate Property Officer?**

**Does this proposal have significant implications for the Council and the local population?**

A diversity impact assessment is not necessary at this stage, however, equality and diversity implications have been considered when producing this report.

**Does this proposal involve a new policy or procedure or significant changes to an existing policy or procedure?**

A diversity impact assessment has been undertaken and is attached as an appendix to this report.

Has the Service Director - Borough Solicitor confirmed that the recommendations within this report are lawful and comply with the Council’s Constitution? **Yes**

Has the Service Director - Corporate Services confirmed that any expenditure referred to within this report is consistent with the Council’s budget? **Yes**

Are any of the recommendations within this report contrary to the Policy Framework of the Council? **No**

\* delete which applicable

**For Cabinet reports only :**

Categorisation of the report:	<b>X</b>		<b>X</b>
Discussion leading to a decision		Discussion	
Monitoring		Decision	<b>X</b>
Sharing for corporate understanding		Information	

**Tracking/Process:**

	Consultation	Ward Members	Partners
Panel	Overview & Scrutiny	Cabinet	Council
11/09/2008		18/09/2008	

List of Background Papers in accordance with Section 100D of the Local Government Act 1972:

Title of document	Which meeting did it go to?	Date of meeting	Copy available from?
Review of Provision and Use of Resourced Schools: Consultation on the Provision of Resourced Places for Pupils with Low Severity Autism at Hawkey Hall High School	Children and Young People's Panel / Cabinet	22 May 2008 / 29 May 2008	Children and Young People's Services, Progress House, Westwood Park Drive, Wigan WN3 4HH

Proper Officer



Date

22nd August 2008

## **1.0 Background**

- 1.1 In May 2007, Cabinet approved a range of LA proposals concerning specialist resourced provision in Wigan, and agreement to conduct first stage consultation was granted.
  - 1.1.1 Included in those proposals, was the establishment of resourced provision for a number of secondary-aged pupils with low severity autism (Autistic Spectrum Disorder) who find it difficult to access their local mainstream school, even with considerable support.
  - 1.1.2 Following Cabinet approval, all secondary schools were invited to express an interest in becoming the secondary school to offer such provision, and the timescale for identification was extended to allow for further discussions with schools.
  - 1.1.3 The headteacher and governors of Hawkey Hall High School expressed an interest and, following lengthy discussions with officers, and full consideration of the possibility and practicalities of this proposal, in April 2008, first stage consultation took place.
  - 1.1.4 The alternative option considered, at that time, was that the provision at Hawkey Hall School should remain unchanged.
  - 1.1.5 The reason for the recommended option was to meet an identified need for provision within the borough for those pupils on the autistic spectrum whose needs are not so severe as to warrant placement in a special school, but who experience difficulty accessing their local mainstream school, even with considerable support.
- 1.2 In May 2008, the outcome of first stage consultation on the proposal to provide for up to 15 young people with low severity autism at Hawkey Hall High School was reported to Cabinet.
- 1.3 On presentation of the evidence, Cabinet authorised the Director of Children and Young People's Services to further consult with a wider audience.
- 1.4 On 19<sup>th</sup> June 2008, the proposal was published, in accordance with statutory requirements. The Notice (Appendix A) invited comments and/or objections to be received within a six week representation period, ie by 31<sup>st</sup> July 2008. The complete proposal (Appendix B) was circulated as directed and made available on request.

## **2.0 Response to Consultation**

During the representation period, the Director of Children and Young People's Services received no comments on or objections to the proposal.

## **3.0 Decision Making**

- 3.1 Hawkey Hall High School is a maintained Community School. To implement the proposal would constitute making a prescribed alteration at the school.

- 3.2 The Education and Inspections Act 2006 and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, as revised, makes detailed provision for the consideration of prescribed alteration proposals.
- 3.3 Cabinet approved the procedure for school organisation decision making on 7<sup>th</sup> February 2008. This made it clear that Cabinet was to be the decision maker. However, on re-reading of the report, under the heading “Stage 4 Decision”, in the first bullet point, it is not made sufficiently clear that Cabinet can make the decision except where the proposer is the Local Authority **of a new school**. This was a typographical error and should have read “except where the proposer is the Local Authority of a new school or in certain circumstances ...” instead of simply “except where the proposer is the Local Authority or in certain circumstances.”
- 3.4 The table below is an extract from DCSF Statutory Guidance relating to School Organisation Regulations and decision making.

Who can Publish?	School Category & type of proposal	Decision Maker	Power to Appeal? - if so to whom (by whom in brackets)
Local Authority	Community & Community Special Schools:		
(1)	New schools:- <ul style="list-style-type: none"> <li>• in a Competition (subject to regulations – see Note 3); or</li> <li>• without a Competition (with the consent of the Secretary of State)</li> </ul>	Adjudicator	None
(2)	Proposals to discontinue school	LA	Adjudicator (RC & CofE diocese, LSC) (NB – Except where proposals decided under Para 19 of Schedule to the Education and Inspections Act 2006 – no objections and proposals not related to other proposals – if so no appeal permitted)
(3)	Physically enlarge the school, increase the number of pupils in any relevant age-group by 27 or more, or add a sixth form education (excepted expansions)	LA	Adjudicator (RC & CofE diocese, LSC and GB)
(4)	All other proposals except to: <ul style="list-style-type: none"> <li>• remove selection from a grammar school; or</li> <li>• change a category to Foundation, VA or VC, or Community Special to Foundation Special</li> </ul>	LA	Adjudicator (RC & CofE diocese and LSC)

- 3.5 In this case, the Local Authority is the decision making body and the type of proposal lies within Category (4). Cabinet is required to make a decision within 2 months of

the end of the representation period, otherwise, the proposal must be forwarded to the Schools' Adjudicator.

#### **4.0 Recommendation**

- 4.1 Taking into account the supporting evidence presented to Cabinet from the first stage of consultation; the lack of response during the representation stage; and the identified need for such provision locally, the recommendation is that:
- Cabinet approves the implementation of the proposal that, with effect from 1<sup>st</sup> September 2009, Hawkley Hall High School will provide resourced places for up to 15 young people with low severity autism, whose difficulties are not so severe as to warrant special school placement, but who would have difficulty accessing their local mainstream school, even with considerable support.
- 4.2 That Cabinet note the correction to the report presented to the Cabinet meeting of 7<sup>th</sup> February 2008, referred to in paragraph 3.3 of this report, and that Cabinet reaffirm its decision taken on 7<sup>th</sup> February 2008 at minute 288 in relation to school organisation proposals having regard to the amendment to the report.

## Diversity Impact Assessment form

Section: Children and Young People's Services

Policy/Service Area: Care and Inclusion Team

Person Completing Form: Elaine Baulcombe

Date: 01.08.08

Do any of the below groups suffer specific disadvantage (please indicate)

	Yes	No		Yes	No
Race		x	Disability		x
Ethnicity		x	Gender		x
Age		x	Religion		x
Class		x	Sexual Orientation		x

Is there evidence of disadvantage or associated problems?

There is no evidence of disadvantage or associated problems. The proposals promote equality and address unmet need for young people with low severity autism.

How was the information collected and/or who have you consulted with?

There has been stage 1 and stage 2 consultation on the proposal. Details of stage 1 were presented to Cabinet in May 2008. Details of stage 2 are included in the report for presentation to Cabinet in September 2008, which is accompanied by this diversity impact assessment form.

Action Plan – *What specific actions are planned to tackle any disadvantage identified?*

No disadvantages have been identified.

Is the policy in line with current equality legislation and relevant codes of practice?

Yes. Equality legislation has been taken into consideration and an Equality Impact Assessment has been completed.

The proposal supports SEN policies and is in line with the SEN Code of Practice.

Timescale	
Responsibility	
Comments	

**Are the actions specified included in any other documents/plans? N/A**

Departmental Service Plan	
Section/Team Plan	
Other (Specify)	

Date for further review N/A
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Children and Young People's Services



## **Proposal to Provide Resourced Places for Young People with Low Severity Autism at Hawkley Hall High School**

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that, with effect from 01 September 2009, Wigan Council intends to make a prescribed alteration to Hawkley Hall Community High School, Carr Lane, Hawkley Hall, Wigan WN3 5NY.

The proposal is that the school will make provision for up to 15 young people with low severity autism (Autistic Spectrum Disorder).

This proposal is not linked to any other proposals which have been, or are about to be, published.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from Wigan Council, Director of Children and Young People's Services, Progress House, Westwood Park Drive, Wigan WN3 4HH or [www.wigan.gov.uk](http://www.wigan.gov.uk)

Within six weeks from the date of publication of this proposal, that is by 31 July 2008, any person may comment on, or object to, the proposal by sending their comments or objections to Wigan Council, Director of Children and Young People's Services, Progress House, Westwood Park Drive, Wigan WN3 4HH.

Signed: Nick Hudson  
Director of Children and Young People's Services

Date: 19 June 2008



**Proposal to Provide Resourced Places  
for Young People with Low Severity Autism  
at Hawkley Hall High School**

**19 June 2008**

**Children and Young People's Services**

**PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS:** Information to be included in or provided in relation to proposals

*Insert the information asked for in the expandable box below each section.*

**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.

N/A

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

1. The name, address and category of the school and a contact address for the local education authority who are publishing the proposals.

School:	Hawkley Hall Community High School Carr Lane Hawkley Hall Wigan WN3 5NY
Proposer:	Wigan Council – Children and Young People's Services Progress House Westwood Park Drive Wigan WN3 4HH

**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.

Planned implementation date: 01 September 2009

**Objections and comments**

3. A statement explaining the procedure for making representations, including—
- (a) the date by which objections or comments should be sent to the local education authority; and
  - (b) the address of the authority to which objections or comments should be sent.

Comments or objections should be made in writing and sent to:

Wigan Council  
Director of Children and Young People's Services  
Progress House  
Westwood Park Drive  
Wigan WN3 4HH

- by 31<sup>st</sup> July 2008

## 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.

The proposal is that the school will make provision for up to 15 young people with low severity autism.

## School capacity

5.— Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 or paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, 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;

N/A

(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;

N/A

(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;

N/A

(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.

N/A

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 to 4, and 7 and 8 of Schedule 2 or paragraphs 1, 2, 8, 18 and 19 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 a statement of the number of pupils at the school at the time of the publication of the proposals.

N/A

## 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.

N/A

## Additional Site

7.— 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.

There will be no new or additional site required if the proposals are implemented.

(1) 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.

N/A

## Changes in boarding arrangements

8.— 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 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

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

N/A

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

N/A

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

N/A

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

N/A

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

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

N/A

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

N/A

### **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;

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

## Objectives

10. The objectives of the proposals.

The objective of the proposal is to meet an identified need for provision within the Borough, for those pupils on the autistic spectrum disorder continuum, whose needs are not so severe as to warrant placement in a specialist school, but who experience difficulty accessing their local mainstream school, even with considerable support.

## 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.

A list of persons consulted is attached at Appendix 1. This gives details of how the consultation document was made available.

Notes from the meeting with Hawkey Hall student representatives are attached at Appendix 2.

A summary of responses is attached at Appendix 3.

The consultation document is attached at Appendix 4.

Consultation prior to the publication of the Notice has been conducted in line with all applicable statutory requirements.

## 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.

Any capital costs, which are expected to be minimal, will be funded from within existing resources, by re-cycling the monies released through the disestablishment of other specialist provision which was surplus to requirements.

**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).

N/A

### **Age range**

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

N/A

### **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;

N/A

- (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;

N/A

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

N/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;

N/A

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

N/A

## Changes to sixth form provision

16. (1) 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—

- (a) improve the educational or training achievements;
- (b) increase participation in education or training; and
- (c) expand the range of educational or training opportunities for 16-19 year olds in the area.

N/A

(2) Where the proposals are to alter the upper age limit of the school so that the school will provide sixth form education, the proposed number of sixth form places to be provided.

N/A

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.

## 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;

Hawkley Hall High School is a mainstream school. The proposal is to resource the school with additional funding to support a proportion of pupils with difficulties on the autistic spectrum disorder continuum. The admission number at the school will be unaffected by the implementation of this proposal. The additional funding will enhance 15 already established places.

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

Wigan Council will support the school in identifying and providing any additional specialist features which may be required.

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

The provision will be made for up to 15 pupils.

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

The provision will be funded by re-cycling the monies released from the disestablishment of other specialist primary provision which was surplus to requirements. This proposal was approved in January 2008, following statutory consultation.

(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;

In rare cases, a young person may access resourced provision at the school on a temporary basis whilst undergoing a period of observation and assessment. In this situation, their name will remain on the roll of their mainstream school until such a time as the temporary placement is made permanent.

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

The resourced provision at the school will be in addition to that provided through the school's delegated budget, and will be funded through 'planned places'.

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

N/A

(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;

N/A

(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.

The school does not currently reserve places for young people with special educational needs. If the proposal is approved, there will be 15 such places. Except in rare cases, entry to the school will be automatic, by virtue of a statement of special educational needs naming the school.

**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;

N/A

- (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;

N/A

- (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;

N/A

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

N/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.

- a) This proposal forms part of an Inclusion Strategy designed to ensure that support for pupils with special educational needs is delivered as effectively as possible. At the heart of the proposal is the desire to improve educational opportunities for all children, and Wigan Council will continue to invest resources to achieve this.

In line with the Council's Accessibility Strategy, the proposal supports the entitlement of all children and young people to access mainstream education locally.

- b) Funding for the proposal will allow for a high level of support in school for the young people accessing this provision. Enhanced support from the Educational Psychology Service, and other support services, to supplement that provided by school, will also be available.
- c) Wigan Council is committed to providing suitable accommodation for all its pupils, and the accommodation at Hawkley Hall High School is more than adequate to meet the needs of those pupils to whom this proposal relates.
- d) As a new facility in Wigan, the establishment of resourced secondary provision for pupils with low severity autism will improve the supply of suitable places for young people with additional needs.

### 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;

N/A

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

N/A

- (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).

N/A

**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;

N/A

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

N/A

## 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.

N/A

## Need or demand for 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;

N/A

- (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;

N/A

- (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.

N/A

**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;

N/A

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

N/A

## 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) paragraphs 1 and 2 of Part 1 to Schedule 2 and paragraphs 12 and 13 of Part 2 to Schedule 2; ;

(b) (for proposals published by the LA) paragraphs 1 and 2 of Part 1 to Schedule 4 of the Prescribed Alteration regulations.

(3) Whilst not required by regulations to provide this information for any LA proposals to expand a voluntary or foundation school, it is desirable to provide this below.

N/A

### **Additional information in the case of special schools**

**26.** Where the proposals relate to a special school the following information must also be provided—

(a) information as to the numbers, age range, sex and special educational needs of the pupils (distinguishing boarding and day pupils) for whom provision is made at the school;

N/A

(b) information on the predicted rise or fall (as the case may be) in the number of children with particular types of special educational needs requiring specific types of special educational provision;

N/A

(c) a statement about the alternative provision for pupils who may be displaced as a result of the alteration;

N/A

(d) where the proposals would result in the school being organised to make provision for pupils with a different type or types of special educational needs with the result that the provision which would be made for pupils currently at the school would be inappropriate to their needs, details of the other schools which such pupils may attend including any interim arrangements and transport arrangements to such schools;

N/A

(e) where the proposals relate to a foundation special 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.

N/A

Appendix 1

**HAWKLEY HALL HIGH SCHOOL  
INFORMAL CONSULTATION 7<sup>th</sup> – 21<sup>st</sup> April 2008  
CIRCULATION LIST**

<b>Distributed by schools:</b>	
Hawkley Hall High School	- Families / Governors / Staff (900)
8 Wigan South Primary Schools with children who may attend Hawkley in the future	- Families / Governors / Staff (2,350)
<b>Mail:</b>	
Local Colleges (3)	
Neighbouring Local Authorities (6)	
Local MPs (4)	
Diocesan Representatives (7)	
Teaching Associations (5)	
JCC Level 3 (11)	
Township Managers (8)	
NHS Trust	
Primary Care Trust	
Learning and Skills Council	
Connexions	
Parent Partnership Service	
Choice Advice Service	
Embrace	
Chief Executives Department	
Young Friends Together	
Greater Manchester Police	
Douglas Valley Partnership	
Youth Offending Team	
<b>Email:</b>	
All remaining Wigan Primary Schools (99)	- Headteacher / Chair of Governors
All Secondary Schools (20)	- Headteacher / Chair of Governors
All Special Schools (8)	- Headteacher / Chair of Governors
All CYPS Extended Management Team	
All Elected Members	

<b>Made available at:</b>
CYPS Headquarters
Wigan South Libraries
Wigan Council Website

## CONSULTATION ON THE PROPOSAL TO PROVIDE RESOURCED PLACES FOR PUPILS WITH LOW SEVERITY AUTISM AT HAWKLEY HALL HIGH SCHOOL

### PUPIL VIEWS: Notes from a Meeting held in School on 16<sup>th</sup> April 2008

#### Background and Purpose of the Meeting

Statutory Guidance advises that Local Authorities are under a duty to consult pupils on any proposed changes to school organisation that may affect them. It was with this in mind, and in an attempt to make the consultation as inclusive as possible, that the LA invited a representative cross-section of the Hawkley Hall student community to meet with officers, in an informal setting, to express their views and opinions on the proposal. A member of staff was also present.

#### Introduction

Dr Simon Jenner, Principal Educational Psychologist, opened the meeting and thanked the students for volunteering to take part in the discussions. The students were given the opportunity to read and digest the consultation document before Dr Jenner provided a verbal overview of its content and the consultation process.

The students were encouraged to be open and honest in expressing their views, and it was explained how these would be fed back to Cabinet Members, with other consultation responses, to form the basis of the decision as to whether the consultation should move to the next stage.

Dr Jenner went on to clarify the term 'low severity autism', or Asperger's Syndrome. He described some of the traits and characteristics displayed by young people with autistic spectrum disorder, which is sometimes referred to as ASD.

The students were provided with the opportunity to ask questions.

Further discussion was prompted by Dr Jenner asking the questions below. Responses have been summarised and are in italics.

#### What do you think are the positives about the proposal:

- **for the students with ASD who may come to Hawkley Hall?**
  - *they would benefit from the experience of attending a 'normal' school*
  - *they would be able to go to the same school as their friends*
  - *they would be able to make more friends*
  - *they would learn to feel more comfortable around other people*
  - *all the above would lead to boosting their confidence*
- **for the school and the students already here?**
  - *it would bring the school community closer together*
  - *it would make the students feel good about themselves because they would be able to help*
  - *it would help the students to understand and appreciate other people's difficulties*
  - *it would help them learn to feel more comfortable around people who are different to themselves*

- *the benefit of extra funding (extra equipment and staff)*

When asked if the students had any concerns, or could foresee any problems related to the integration of the new students because of their difficulties, they said that they had no issues to raise.

**All the students present said that they agreed with the proposal.**

Dr Jenner explained that, if the proposal is approved, it is hoped to be able to convene further meetings to facilitate open discussion and exchange ideas. The students welcomed the idea of being trained in being able to understand and accommodate the new students, and when asked if anyone would be interested in becoming a 'buddy', half of those present said that they would.

The students' enthusiastic and caring attitude was very encouraging.

## CONSULTATION ON THE PROPOSAL TO PROVIDE RESOURCED PLACES FOR PUPILS WITH LOW SEVERITY AUTISM AT HAWKLEY HALL HIGH SCHOOL

### SUMMARY OF RESPONSES

Out of 106 written responses, 101 respondents were in favour of the proposal.

The breakdown of responses is shown below. However, many respondents fell into more than one category.

Preference	Hawkley Parent	Wigan South Parent	Hawkley Staff	Other Staff	Hawkley Gov.	Other/ Anon	Total
No change	1	2	0	0	0	2	5
Change	29	25	18	8	5	16	101

#### Below is a sample taken from the comments received to support the proposal:

(A comprehensive list is available on request.)

<ul style="list-style-type: none"> <li>I fully support Hawkley Hall in their efforts to become a Centre of Excellence for communication and social development.</li> </ul>
<ul style="list-style-type: none"> <li>This is an excellent proposal for the school. It will help children to mix. All will benefit and learn to accept each other. Children with autism should have the opportunity to go to mainstream schools.</li> </ul>
<ul style="list-style-type: none"> <li>I believe all children deserve to be included wherever possible in mainstream and the extra funding is essential to ensure success.</li> </ul>
<ul style="list-style-type: none"> <li>Any change for a better future for any child can only bring a brighter and healthier community for our children to grow up in.</li> </ul>
<ul style="list-style-type: none"> <li>Children with special needs in mainstream primary schools will have the opportunity to continue their mainstream education in the secondary phase.</li> </ul>
<ul style="list-style-type: none"> <li>I would not want to deny these children the opportunity to develop and learn in mainstream.</li> </ul>
<ul style="list-style-type: none"> <li>Any change that benefits the children should always be welcomed. It will help the children with autism to integrate into society and help the non-autistic children to better understand the condition and have more empathy.</li> </ul>
<ul style="list-style-type: none"> <li>Social inclusion is the only way to promote anti-discrimination, and supports the philosophy of 'every child matters'.</li> </ul>
<ul style="list-style-type: none"> <li>The school has the right ethos, staff and community to enable children with any special needs to fulfil their educational potential and additional provision would enhance that.</li> </ul>
<ul style="list-style-type: none"> <li>Hawkley Hall is a caring environment and this would ensure that other pupils recognise the challenges that some young people face in learning and managing and developing their personal capabilities.</li> </ul>
<ul style="list-style-type: none"> <li>Hawkley Hall High School has achieved an impressive turn around in achievement for pupils and the community in recent years. The funding can only strengthen the school's aims to continue to improve and excel.</li> </ul>
<ul style="list-style-type: none"> <li>If Hawkley is made a Centre of Excellence the students with low severity autism will have the opportunity to get the specialist help they need without being made to feel different from any other young person.</li> </ul>
<ul style="list-style-type: none"> <li>Much more needs to be done to ensure all children's educational needs are met to allow them to be able to reach their full potential. All need to be treated and respected as individuals with individual needs and abilities.</li> </ul>

<ul style="list-style-type: none"> <li>Children with special needs should have the best possible facilities to be able to lead a normal life. By providing the school with the special funding it will help families in the area with children who require that little extra help. It is good to see the Government putting the education of young people in this area to the forefront.</li> </ul>
<ul style="list-style-type: none"> <li>Wigan needs this type of a school to avoid students having to travel far.</li> </ul>
<ul style="list-style-type: none"> <li>The extra funding will allow the school to provide the opportunity for our pupils to learn greater tolerance of others through inclusion.</li> </ul>
<ul style="list-style-type: none"> <li>The additional funding would allow the school to build upon the work that has already begun for current pupils with ASD who are gaining in confidence by mixing into the 'ordinary' school environment.</li> </ul>
<ul style="list-style-type: none"> <li>This would provide an excellent opportunity for staff and students to support students with ASD in reaching their full potential, and build upon the excellent reputation the school already has for inclusiveness.</li> </ul>
<ul style="list-style-type: none"> <li>The pupils with ASD already at the school are happy and settled. They enhance the school and enhance all pupils' understanding of 'every child matters'.</li> </ul>
<ul style="list-style-type: none"> <li>The provision would fill a gap. Hawkley is the right school for the job.</li> </ul>
<ul style="list-style-type: none"> <li>'The Hawkley Way' development work and personal development programmes have enabled the school to create a calm environment where everyone is treated with respect and consideration.</li> </ul>
<ul style="list-style-type: none"> <li>This would be a natural progression for the school which already has an excellent inclusion centre.</li> </ul>
<ul style="list-style-type: none"> <li>Hawkley has a team in place who will work hard to make a success of this, bringing huge benefits to all students in school and potential new students.</li> </ul>
<ul style="list-style-type: none"> <li>The school has the capacity to develop this provision to meet the needs of a small group of students who are able and entitled to access mainstream with appropriate support.</li> </ul>
<ul style="list-style-type: none"> <li>The school's ethos fully supports the inclusion agenda. Staff and students share a positive approach to equality and diversity.</li> </ul>
<ul style="list-style-type: none"> <li>Would maximise the use of resources and build capacity for staff expertise in a mainstream environment. The school has encouraged an understanding of mutual respect in its pupils and promotes inclusion.</li> </ul>

**The comments below, which oppose the proposal, have been represented to Cabinet, as decision-maker, along with the LA response:**

<ul style="list-style-type: none"> <li>The problems associated with Asperger's should be handled in an environment where only children with the same condition are, so that their peers understand their behaviour and can offer the appropriate support or empathy.</li> </ul>
<ul style="list-style-type: none"> <li>Integrating them into mainstream is detrimental to the non-Asperger's element.</li> </ul>
<ul style="list-style-type: none"> <li>I believe that implementation of the proposal would restrict my children's advancement and social blending, and that a divide would naturally be created between the children.</li> </ul>
<ul style="list-style-type: none"> <li>I am in favour of special provision for children with autism and similar conditions. Affected children can be unhappy in mainstream education and, therefore, are unable to make the progress they ought.</li> </ul>
<ul style="list-style-type: none"> <li>These children would, in my opinion, suffer from their peers in as much as they are insensitive to the conditions suffered by children with special needs. There is a special school at Hope where appropriate excellent teachers are available to give these children the education at the correct level and in accordance with the Development Plan.</li> </ul>

**LA response:**

*There is evidence to show that many students, with varying levels of difficulty, are already thriving in mainstream schools, where pupils are included and are treated and respected as*

*individuals, with differing degrees of need and ability.*

*The integration of children with any learning difficulty or disability into a mainstream school should serve to enrich and enhance the experiences of all concerned, to increase mutual understanding, and tolerance, and promote equality, respect and the acceptance of diversity.*

*The changes at Hawkley Hall will be based upon a broad consensus of informed opinion. Stakeholder comments received clearly acknowledge the school's fully inclusive ethos, and its excellent reputation, where pupils, generally, are happy and achieve.*

*The inclusive attitude, and commitment, of the headteacher, staff, governors, and wider school community is, obviously, very apparent, and deserving of the support the proposal has received.*

Children and Young People's Services

## **Consultation on the Proposal to Provide Resourced Places for Pupils with Low Severity Autism**



### **HAWKLEY HALL HIGH SCHOOL**

Carr Lane  
Hawkley Hall  
Wigan WN3 5NY

7<sup>th</sup> April 2008

#### **Introduction**

Local Authorities are required, by law, to keep their arrangements for special educational needs provision under review. As part of this, Wigan Council is proposing to make additional funding available at Hawkley Hall High School, to provide a small number of places which will be reserved for young people with low severity autism. These are known as resourced places.

The proposal has the full support of the Headteacher and the Governing Body, who are eager to further promote the school's already positive, caring and inclusive ethos, whilst maintaining high standards and quality education in 'The Hawkley Way'.

This document has been written in conjunction with the Headteacher, and contains details of the proposal, including the process for consultation, and how you can make your views known.

#### **Background**

Some young people with autism have their needs met in special schools. Others, whose autism is less severe, have their needs successfully met in mainstream schools, with the help of extra support.

However, a need has been identified for provision in Wigan for those pupils whose autism is less severe, but who find mainstream education difficult. Many of these may be described as having Asperger's Syndrome.

For primary-age children, this type of provision will be available on an area basis, in the west and centre of the borough, at Platt Bridge and Westfield Community Schools, and negotiations are underway to identify a third school to become the resourced primary school in the east.

In response to an invitation to all secondary schools, the Headteacher and Governors at Hawkley Hall have expressed an interest in the school becoming resourced, to develop a Centre of Excellence for communication and social development.

#### **What is the proposal?**

The proposal is for Hawkley Hall High School to provide high quality provision for up to 15 secondary-age pupils with low severity autism, or Asperger's, with effect from 1<sup>st</sup> September, 2009.

## How will the places be allocated?

Set criteria will be used when considering admissions to resourced places. Wigan Council will be responsible for these admissions, in consultation with the Headteacher.

## How do I make my views known?

To help make your views known, a response form is provided. Please complete and return to the address shown by **Monday, 21<sup>st</sup> April, 2008**. Or, alternatively you may write to us.

## What will happen then?

Strict legal procedures have to be followed.

All responses to this consultation will be summarised and reported back to Cabinet. You will be able to see copies of the report on the Wigan Council Website at [www.wigan.gov.uk](http://www.wigan.gov.uk) and at Progress House, Westwood Park Drive, Wigan WN3 4HH.

After full consideration of the content and recommendations of the report, Cabinet will decide whether or not to approve the proposal. If the proposal is approved, the process will enter the next stage. This means that statutory notices will be published in a local newspaper, and posted at the entrance to Hawkley Hall High School; at Progress House; and at another public place in the area, such as the local Post Office or Library.

At this stage, you can make your views known by writing to Children and Young People's Services (CYPS), at Progress House. You will have six weeks from the date of publication of the notices in which to express your views. This is known as the representation period.

Any written comments or objections received will be reported back to Cabinet for further consideration before a final decision is made. However, if Cabinet fails to reach a decision within two months of the closing date for responses, the decision will be passed to the Schools' Adjudicator.

Stage	Dates
<b>Consultation:</b> During this time you can make your views known either by writing to, or emailing, CYPS OR by completing and returning the response form.	7 <sup>th</sup> to 21 <sup>st</sup> April 2008
Results of consultation will go to Cabinet who will decide whether or not to carry on with the proposal.	29 <sup>th</sup> May 2008
<b>Representation Period:</b> You will have six weeks in which to make your views known by writing to CYPS, at Progress House. The closing date will be shown on the notice.	18 <sup>th</sup> June to 30 <sup>th</sup> July 2008
<b>Decision Date:</b>	18 <sup>th</sup> September 2008

Certain organisations may appeal against the decision, but this must be done within four weeks of the decision being made.

**Please note that these dates may change.** CYPS officers, staff and governors at Hawkley Hall High School will be able to tell you if this happens.

*Further copies of this document are available from CYPS (01942 486142). It is also available in other formats on request, and via the Wigan Council website.*

## Response Form

It is important that this is returned by **Monday, 21<sup>st</sup> April, 2008** to: Director of Children and Young People's Services, Access and Inclusion Team, Progress House, Westwood Park Drive, Wigan WN3 4HH

Email: [education@wigan.gov.uk](mailto:education@wigan.gov.uk)

My preferred option for Hawkley Hall High School is that: *(please tick)*

1. there should be no change to the type of provision at the school.

2. the school should receive additional funding which will allow it to develop a Centre of Excellence for communication and social development.

Reason

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Comments

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I am:  a parent / carer of a pupil at Hawkley Hall High School

a parent / carer of a pupil at another school who may attend Hawkley in the future

a member of staff at Hawkley Hall High School

a member of staff at another school (please say which)

a governor of Hawkley Hall High School

a governor of another school (please say which)

Other (please state)