

Report to: Children and Young People's Panel
Cabinet

Date: 6 November 2008
13 November 2008

Subject: Review of Provision and Use of Resourced Schools:
Consultation on the Provision of Resourced Places at
Tyldesley Garrett Hall Primary School

Report of: Director of Children and Young People's Services

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Purpose / summary: The purpose of this report is to:

- inform Panel and Cabinet of the outcome of Stage 1 consultation on the proposal to provide resourced places at Tyldesley Garrett Hall Primary School for up to 10 children with special education needs. These will include children who may require observation and assessment, and those requiring support for specific speech and language difficulties and/or low severity Autistic Spectrum Disorder (ASD). Implementation of the proposal would be with effect from 1st September 2009.
- seek Cabinet approval to proceed to the next stage of consultation.

Alternative options considered and reason for selecting the one recommended: Contained within the report.

Recommendation / decision: Members are recommended to note the content of this report and approve the request of the Director of Children and Young People's Services to proceed to the next stage of consultation.

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 25 November 2008.

This item is included in the Forward Plan.

Risks / Implications:

Financial:	There will be no financial or staffing implications directly as a result of this report.
Staffing:	
Policy:	School Organisation Plan. LA Inclusion Strategy.
Equal Opportunities - Has a Diversity Impact Assessment been conducted?	Yes
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?

N/A

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

For Cabinet reports only :

Categorisation of the report:	X
Discussion leading to a decision	
Monitoring	
Sharing for corporate understanding	

	X
Discussion	
Decision	X
Information	

Tracking/Process:

	Consultation	Ward Members	Partners
Panel	Overview & Scrutiny	Cabinet	Council
06/11/08		13/11/08	

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	CYPP Cabinet	24/05/07 31/05/07	Progress House Westwood Park Drive Wigan WN3 4HH

Proper Officer



Date

15/10/08

1 Background

1.1 In May 2007, Cabinet approved a range of proposals, made by the Director of Children and Young People's Services, concerning specialist resourced provision in Wigan, and agreement to consult was granted.

1.2 The proposals were to:

- identify a primary school in the east of the borough to offer resourced mainstream provision for children requiring observation and assessment, and those requiring support for specific speech and language difficulties and/or low severity ASD;
- discontinue the resourced nursery facility at Meadowbank School if the school did not self-refer to become the resourced primary school in the east;
- discontinue the Speech and Language Development Centre at Hindley Green Primary School;
- identify a secondary school to offer resourced provision for pupils with ASD.

1.3 Consultation on the proposals regarding Meadowbank and Hindley Green Schools led to Cabinet agreement, in January 2008, to implementation of the proposals.

The resourced nursery provision at Meadowbank ceased with effect from 1st September 2008, and the closure of the Speech and Language Development Centre at Hindley Green will be with effect from 1st September 2009.

Revenue savings made as a result of the changes at Meadowbank and Hindley Green Schools will be redirected to develop resourced provision.

1.4 The timescale for identifying a primary school in the east of the borough and a secondary school from across the borough to become resourced was extended to allow further discussions with schools.

1.5 The headteacher and governors of Hawkley Hall High School expressed an interest in the school becoming resourced, and statutory consultation was conducted on the proposal. In September 2008, Cabinet considered the outcome of this, and approved the proposal.

With effect from 1st September 2009, Hawkley Hall High School will provide for up to 15 young people with low-severity ASD, who find it difficult to access their local mainstream school.

1.6 The headteacher and governors of Garrett Hall Primary School have now expressed an interest in the school becoming the primary school in the east of the borough to offer resourced mainstream provision.

Garrett Hall currently provides for up to 480 children between the ages of 3 and 11 years. If the proposal is approved, up to 10 of those places will be reserved for children requiring observation and assessment, and those requiring support for specific speech and language difficulties and/or low-severity ASD, who find it difficult to access their local mainstream school.

1.7 After full consideration of the possibility and practicalities of this proposal, Stage 1 consultation took place.

2 Alternative options considered and reasons for the recommended option

2.1 The alternative option considered was the 'no change' option.

2.2 The reason for the recommended option, however, would be to provide a resourced primary school, in the east of the borough, similar to those which have been established at Platt Bridge Community School and Children's Centre and Westfield Community School and Children's Centre, in the centre and west of the borough. This would enable more children to access this type of provision closer to home.

2.3 The results of the first stage of consultation substantiate the recommended option.

3 Details of Consultation

3.1 Extensive consultation on the proposal took place between 29th September and 13th October 2008.

3.2 The consultation document is attached at Appendix 1. The circulation list is attached at Appendix 2.

3.3 Responses were invited, either via the consultation response form provided, which was also accessible via the Wigan Council website, or by any other written method.

4 Consultation Responses

The Director Children and Young People's Services received a total of 45 responses during the consultation period. Of those, 31 were in favour of the proposal.

A summary of responses is attached at Appendix 3.

4.1 Issues Raised

In the main, the issues raised relate to the difficulties the integration of children with special educational needs may lead to, for the children themselves and their peers; overcrowding at the school; and the use of resources.

4.2 Comments on Issues Raised

- There is evidence to show that many pupils with varying levels of special educational needs are already happy and thriving in mainstream schools. There are a number of resourced schools operating very successfully in Wigan, where pupils are included, and treated and respected as individuals.

The integration of children with any learning difficulty or disability into a

mainstream school should only serve to enrich and enhance the experiences of all concerned, to increase mutual understanding, promote equality, respect, and the acceptance of diversity.

- The admission number at Garrett Hall Primary School will be unaffected by the implementation of this proposal. The additional funding will enhance 10 already established places.
- The Local Authority is committed to providing high level support and resources for all children and young people. Training will be made available for staff at the school to enable them to enhance and develop their skills even further, and Garrett Hall School will continue to provide quality education in a caring and inclusive setting.

5 Conclusion

- 5.1 Taking into consideration the extent of the consultation, response was low. However, approximately 69 per cent of those who did respond expressed the opinion that the plan to provide resourced places at Garrett Hall Primary School should be pursued.

6 Recommendation

- 6.1 Based upon the content of this report, and the findings of the consultation exercise, the success of schools already operating as resourced, and the inclusive attitude and commitment of the headteacher and governors at Garrett Hall School, the recommendation is that:

- Members approve the request of the Director of Children and Young People's Services to conduct further statutory consultation on the proposal to provide resourced mainstream provision for children requiring observation and assessment, and those requiring support for specific speech and language difficulties and/or low severity ASD at Tyldesley Garrett Hall Primary School.

Diversity Impact Assessment form

Section: Children and Young People's Services

Policy/Service Area: Care and Inclusion Branch

Person Completing Form: Elaine Baulcombe

Date: 26.09.08

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 an unmet need for children in the East of the Borough who may require observation and assessment, and those with specific speech and language difficulties and/or low severity Autistic Spectrum Disorder.

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

Stage 1 consultation on the proposal has been conducted. A list of consultees is attached as an appendix to the report.

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

Children and Young People's Services

CONSULTATION ON THE PROPOSAL TO PROVIDE RESOURCED PLACES AT GARRETT HALL PRIMARY SCHOOL

29th September 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 Garrett Hall Primary School, Garrett Lane, Tyldesley, to provide a small number of 'resourced' places. These will be specifically reserved for children requiring observation and assessment, in the short-term, and, in the longer-term, for those with specific additional learning needs.

Background

There are currently two other primary schools in Wigan operating, very successfully, on this basis. They are at Platt Bridge Community School and Children's Centre, in the centre of the borough, and Westfield Community School and Children's Centre, in the west.

Wigan Council aims to provide inclusive and equitable education across the borough. To be able to provide a resourced primary school in the east, would allow those children who live in the area, and who require this type of provision, the opportunity to access their education closer to home.

To meet the need for provision of this type in the east of the borough, those primary schools in the area, with nursery facilities, were invited to express an interest in becoming resourced. The Headteacher and Governors at Garrett Hall School have indicated that they would welcome the opportunity to further promote the school's caring and inclusive ethos by adopting this status.

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

What is the proposal and what does it mean?

The proposal is that, from 1st September 2009, Garrett Hall Primary School will provide resourced places for up to 10 children with special educational needs.

This means that the school will continue to provide high quality provision for up to 480 children, aged 3-11, but 10 places will be reserved for children who may require observation and assessment, or support for specific speech and language difficulties and/or low-severity autistic spectrum disorder who find it difficult to access their local mainstream school.

How will the places be allocated?

Set criteria will be used when considering admissions to the 10 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, 13th October, 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 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 Garrett Hall Primary School, and at Progress House.

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 notice 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
Consultation: During this time you can make your views known either by writing to, or emailing, CYPS OR by completing and returning the response form.	29 th September – 13 th October 2008
Results of consultation will go to Cabinet who will decide whether or not to carry on with the proposal.	13 th November 2008
Representation Period: 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.	8 th January – 19 th February 2009
Final Decision Date:	19 th March 2009

Certain organisations are entitled to 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 Garrett Hall 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, 13th October, 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

My preferred option for Garrett Hall Primary 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 provide for up to 10 children who may require observation and assessment, or support for specific speech and language difficulties and/or low-severity autistic spectrum disorder.

Reason

Comments

I am: a parent / carer of a pupil at Garrett Hall Primary School

a governor of Garrett Hall Primary School

a member of staff at Garrett Hall Primary School

a governor of another school (please say which)

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

Other (please state)

**TYLDESLEY GARRETT HALL PRIMARY SCHOOL
STAGE 1 CONSULTATION
29 September – 13th October 2008**

CIRCULATION LIST

Distributed by school:	
Garrett Hall Primary School	- Families / Governors / Staff
Mail:	
Neighbouring Local Authorities	
Local MPs	
Diocesan Representatives	
Teaching Associations	
JCC Level 3	
Township Managers	
Sure Start	
NHS Trust	
Primary Care Trust	
Connexions	
Parent Partnership Service	
Choice Advice Service	
Embrace	
Chief Executives Department	
Douglas Valley Partnership	
Email:	
All Wigan East Primary Schools	- Headteacher / Chair of Governors
All Wigan East Secondary Schools	- Headteacher / Chair of Governors
All Special and Resourced Schools	- Headteacher / Chair of Governors
All CYPS Extended Management Team	
All Elected Members	
Made available at:	
Local Library	
CYPS Headquarters	
Wigan Council Website	

CONSULTATION ON THE PROPOSAL TO PROVIDE RESOURCED PLACES AT TYLDESLEY GARRETT HALL PRIMARY SCHOOL

SUMMARY OF RESPONSES

Stage 1 consultation ran from 29th September – 13th October 2008.

Consultees were provided with a response form and asked to choose from the following two options:

- Option 1: There should be no change to the type of provision at the school.
- Option 2: The school should receive additional funding which will allow it to provide for up to 10 children who may require observation and assessment, or support for specific speech and language difficulties and/or low severity autistic spectrum disorder.

The response form also provided the opportunity to comment.

Of the 45 responses received, 31 were in favour of the proposal.

The breakdown of responses is shown below. (Six respondents fell into more than one category.)

Preference	Garrett Hall Parent	Garrett Hall Gov	Garrett Hall Staff	Other Gov	Other Staff	Other / Anon	Total
Option 1 No change	12			1		1	14
Option 2 Change	20	4			1	6	31

Sample of comments received supporting the proposal

Garrett Hall is an excellent school already, and the extra funding should make it even better for children who need extra attention.
I believe this is a very good proposal offered to a fantastic school and any parent in the area with a child who requires such resources would be delighted at this.
The additional funding should make it possible for all children to have the same level of education and the extra resources would help avoid any disruption.
Children will benefit as long as Wigan Council maintains the funding. It will be important that the children are assessed correctly and trained staff are employed.
Education and future prospects for children with these and other problems will benefit greatly from the extra funding.
This would provide the school with the opportunity to develop its range of expertise.
The ethos and belief running through the school is that every child does matter.
It would be good to allow children, and their families, the opportunity to attend a mainstream school with confidence.
Both the children already at the school, and those being integrated into mainstream

education, would benefit and develop a better understanding of each other.
Existing pupils will gain a wider, more inclusive schooling as will those being introduced into the school. All children will stand to gain.
Children with such difficulties should have the opportunity to become integrated into a mainstream school and be supported to do so. I would welcome the idea.
It would help children in the local community with these needs to learn and be involved in a mainstream school.
I believe all children irrespective of ability/disability should be allowed to be part of the school.
I am sure that Garrett Hall is the most suitable school to take on this status.
Great idea – I would want this if my child needed extra help.
I think it is important that every child gets the chance to attend a mainstream school no matter what the learning disability may be.
It is important that children with difficulties have the same opportunities as other children. Garrett Hall can offer these children valuable social experiences as well as educational. It is a lovely, safe environment that could benefit all children.
The existing pupils at Garrett Hall will also benefit by learning to co-operate with children who have difficulties. It will promote acceptance and understanding – which can only be a good thing.
The school is ideally located and large enough to absorb the allocated 10 places .
The additional funding will give the school the chance to get extra staff and materials required to support. This would also give the school a status in the Tyldesley area for parents to consider putting their children into mainstream schools.
This can only benefit the children and the school.
A resourced unit/school will hopefully allow some concentration of expertise to develop with appropriate resources from other partner agencies, eg Health.
By providing for children with special educational needs in more areas there will be less disruption to the social network, ie, they will be able to stay in the area where they have already developed friendships or have siblings.
I would like to see this type of provision to be available in all schools.
This would provide a welcome and much needed facility in the east of the borough as well as reducing travelling time and providing a good demographic mix for the prospective pupils and an increase in the experiences and tolerances of the existing pupils.

Issues raised opposing the proposal

(as represented and addressed within the report at paragraph 4)

The school already seems to be overcrowded. This seems to be a way for the school to get extra money.
I have seen the problems caused by ‘low-severity autistic spectrum disorder’ within a class and despite having a TA for the children the learning of the other children may be compromised.
I have seen various types of learning disorders in classrooms and these children are always better in a special school not in mainstream. For the sake of the learning and education of all the children involved I am against this proposal.
My perception is that children from the autistic spectrum do not cope well with change and sudden noise and thrive in schools that are more sensitive to this than schools that support inclusion.
Children with speech and language difficulties should be supported by speech therapy in the local PCT and by participation of parents not just in school.
I feel that staff and resources need to be used for the existing children at Garrett Hall, and that by putting extra time and resources into these children will only be beneficial to them.
The school needs to promote the level of education provided and thus promote its

exclusiveness based on children without special needs. If all efforts are put into this then the children will be pushed to higher academic levels.
I fear that the funding may be swallowed up by the school and not invested into teaching support required by these pupils to the detriment of others.
I feel having these children in school will provide a bad influence to the other children in school and more resources should be given the children already in school.
I would reserve the right to object if I felt that the inclusion of certain pupils were to result in severe behavioural management issues and prove detrimental to the well being and safety of my children.
Extra resources should be used for the majority of children, ie, to reduce class sizes and give all children the chance to get extra help and attention, rather than a teacher being brought in for one or two special needs children. We would like to know exactly what the requirements of the special needs children would be and how they would impact on the class.
My child has already had disruptive behaviour in her class due to a child with ADHD and other problems. I do not wish to have children with special needs in her school when they could be better catered for in a special school.
I am a qualified nurse who has worked with children with special learning needs before they can be disruptive aggressive and require a lot of time and attention as well as resources which will detract from our children's learning and education.
SEN resources should be shared more equitably in the east of the borough. All primary schools admit pupils with complex needs and require appropriate funding.
Children of the local community may be unable to obtain a place at the school if the school year has a high intake.
The school, most likely, will already have children in attendance with mild learning difficulties. Can funding not be provided for these?