
**Manchester City Council
Report for Resolution**

Report To: Children and Young People Overview and Scrutiny
Committee – 13 October 2009
Executive – 21 October 2009

Subject: The Future Development of Grange, Ewing and
Lancasterian schools

Report of: Director of Children's Services

Summary

This report advises the Executive of the responses received during statutory consultation on proposals for the future development of Grange School for pupils with autistic spectrum disorder (ASD), Ewing school for pupils with speech language and communication needs (SLCN) which currently includes some pupils with autistic spectrum disorder (ASD) and some pupils with specific language impairment (SLI) and Lancasterian school for pupils with physical disabilities and complex medical needs (PD). This report should be read in conjunction with the report on the designation of specialist resourced primary and high schools on this agenda.

In the light of the consultation responses received, the Executive is asked to agree that the Director of Children's Services should proceed to the next stage of the relevant statutory change processes in respect of the proposals for each of Grange, Ewing and Lancasterian Schools.

Recommendations

The Executive is asked to note the report and, in respect of Grange school:

- i. agree that the statutory consultation carried out was appropriate;
- ii. note the comments made and views expressed during statutory consultation;
- iii. agree that this report, its attachments, the additional information available for inspection and the statutory consultation literature, provide sufficient information on which to reach an informed decision about the proposal, in accordance with statutory guidance;
- iv. agree that the Director of Children's Services should now proceed to the next stage of the statutory change process, by publishing a formal notice on the following basis:
 - the location of Grange School will change from Dickenson Road in Rusholme to new, purpose built premises on the former site of Cedar Mount High School on Mount Road/ Matthews Lane in Gorton;

- Horizon provision (a satellite provision for secondary age high ability pupils with ASD managed by Grange and currently delivered in the Grange annex) will be relocated from the former Roundwood School premises in Wythenshawe to the new site in Gorton;
- the number of full time, day places provided by Grange (including Horizons) will increase from 70 to 150.

The Executive is asked to note the report and, in respect of Lancasterian school to:

- i. agree that the statutory consultation carried out was appropriate;
- ii. note the comments made and views expressed during statutory consultation;
- iii. agree that this report, its attachments, the additional information available for inspection and the statutory consultation literature, provide sufficient information on which to reach an informed decision about the proposal, in accordance with statutory guidance;
- iv. agree that the Director of Children's Services should now proceed to the next stage of the statutory change process, by publishing a formal notice on the following basis:
 - the number of full time, day places provided by Lancasterian will reduce from 94 to 75 which will include 15 to 25 places for pupils with specific language impairment (SLI) whose needs cannot be met within a mainstream school or specialist resourced provision;
 - the school will be redesignated as a specialist support school for Physical Disabilities and Communication and Interaction;
 - the age range of the school will be changed to 3 to 16 years from 2 to 16 years.

Related to this prescribed alteration is the proposal to:

- designate three secondary schools as specialist resourced schools each for up to 5 additional pupils with physical disabilities and complex medical needs.

The 'prescribed alteration' required to designate the identified schools has been consulted on in parallel to the statutory consultation on these proposals and is the subject of a separate report on this agenda.

The Executive is asked to note the report and, in respect of Ewing school to:

- i. agree that the statutory consultation carried out was appropriate;
- ii. note the comments made and views expressed during statutory consultation;
- iii. agree that this report, its attachments, the additional information available

for inspection and the statutory consultation literature, provide sufficient information on which to reach an informed decision about the proposal, in accordance with statutory guidance;

iv. agree that the Director of Children’s Services should now proceed to the next stage of the statutory change process, by publishing a formal notice to close the school on 31 August 2012.

Related to this closure is the proposal to:

- designate six mainstream primary schools as specialist resourced provision, with up to 7 places for pupils with ASD/SLI, creating up to 42 specialist pupil places across the City;
- designate three mainstream secondary schools as specialist resourced provision, with up to 10 places for pupils with ASD/SLI, creating up to 30 specialist pupil places across the City;
- The ‘prescribed alteration’ required to designate the identified schools has been consulted on in parallel to the statutory consultation on these proposals and is the subject of a separate report on this agenda.

Wards Affected: All

Community Strategy Spine	Summary of the contribution to the strategy
Performance of the economy of the region and sub region	The rebuild of Grange and refurbishment of the Lancasterian premises will be delivered through the relevant City Council Framework, thereby bringing employment opportunities to Manchester residents employed by the Delivery Framework partners.
Reaching full potential in education and employment	Grange, Ewing and Lancasterian proposals seek to improve the educational experience and outcomes for particularly vulnerable groups of children and young people, thereby improving their life chances eg greater personal independence, moving on to further education or taking up employment.

Individual and collective self esteem – mutual respect	The proposed changes to provision seek to improve the quality of education for children and young people with physical disabilities (PD), autistic spectrum disorder (ASD) and specific language impairment (SLI), by providing greater scope for inclusion in mainstream settings. This will create an environment where mutual respect and self esteem is developed and valued.
Neighbourhoods of Choice	The proposals will enable more pupils with PD, ASD and SLI, to attend their local mainstream schools. This will also have significant benefits for children already attending the schools in the neighbourhood.

Full details are in the body of the report, along with any implications for:

- Risk Management
- Legal Considerations

Equal Opportunities Implications

a) The proposals contained in this report seek to ensure that appropriate provision is in place to meet the needs of all children and young people with Autistic Spectrum Disorder (ASD), Specific language impairment (SLI) and Physical Disabilities (PD), with an increased emphasis on providing greater access to mainstream provision and significantly improved equality of access to specialist staff and provision.

b) When a Local Authority proposes changes to provision or policy, it is required to carry out an Equality Impact Assessment. The purpose is to ensure that all developments are consistent with statutory and regulatory requirements, that the intended benefits and improvements are desirable and realisable and that the changes do not have unintentional disadvantages for any particular group. Manchester Local Authority has carried out Equality Impact Assessments in respect of each proposal (see appendices 1,2 and 3).

c) The Equality Impact Assessment on the proposals relating to children with SLI and/or ASD currently at Ewing School shows evidence that the proposals would have a positive differential impact on race, gender, disability and age and would have no adverse impact relating to sexuality, faith and belief. In particular, it is worth noting that currently at Ewing School there is a disproportionately small number of pupils from black and minority ethnic groups (24.7%) when compared to the rest of Manchester school population (44.7%). The main cause of this is possibly the uneven geographical spread of where pupils at Ewing School live. By developing specialist resourced schools across the City and improving accessing to specialist provision within

communities, the proposed pattern of provision for children with SLI/ASD will become overall more representative.

d) There is an over representation of boys at both Ewing and Grange Schools (6:1). The development of specialist resourced mainstream provision provides an opportunity to ensure that there is equitable access to specialist provision for girls and the location in a mainstream school will enable girls to access a peer group.

e) The Equality Impact Assessment on the proposals for children with physical disabilities and complex medical needs shows evidence that the proposals would not have an adverse differential impact on gender, disability, age, sexuality faith or beliefs. In terms of race the proposal could have a slight differential impact which would be monitored over time in relation to the ethnic profile of children and young people with physical disabilities and the number of mainstream schools that children with physical disabilities attend.

f) An analysis of where the pupils live who currently attend Ewing School shows that 57% live in Wythenshawe and Central West districts even though these districts combined actually represent 32.1% of the Manchester school age population. Only 4.2% of Ewing pupils live in the North West district which represents 23.7% of Manchester's school age population.

g) These discrepancies reflect the finding in the Bercow Report (2008) that provision for children across the continuum of speech, language and communication needs was often 'inequitable' with parents in some areas getting a provision that was less accessible for families in other areas. The proposals to develop specialist resourced provision in each district for the City for primary age pupils and in the north, central and south for secondary age pupils would ensure equality of access to specialist support for all children with significant levels of ASD and/or SLI.

h) The proposals would also ensure that there is more equality of access to specialist staff for children and young people with physical disabilities and complex medical needs. Currently only 1.4% of the population of Lancastrian live in North West and 1.4% live in North East districts. The majority of pupils live in Wythenshawe district (26.1%). The proposals to develop specialist resourced provision in the secondary schools in the north, central and south, access to assessment within a district specialist Sure Start Children's Centre and better access to primary provision across the city would significantly reduce this inequality in access to provision.

Staffing Implications

The proposals referred to in this report will not lead to a reduction in the number of teachers and teaching assistants employed to support children and young people with ASD, SLI and PD. The reality is that, to ensure proper delivery of the full range of improved provision, there will be a redistribution of existing staff and expertise (particularly from Ewing school).

Environmental Implications

The rebuilding of Grange and refurbishment of the Lancasterian premises will be done in ways which complement the local surroundings and in ways which support fuel efficiency and general sustainability.

The SEN Test

The proposals have also been considered in relation to the SEN Improvement Test set out in 'Planning and Developing Special Educational Provision: A Guide for Local Authorities and Other Proposers (DfES)'. The proposals meet the requirement to demonstrate likely improvements in provision as a result of the proposals (Appendices 4, 5 and 6). In particular, the proposals will lead to:

- Improved access to education and associated services including curriculum, wider school activities, facilities and equipment;
- Improved access to specialist staff including external support and outreach services;
- Improved access to suitable accommodation;
- Improved supply of places.

Financial Consequences – Revenue

a) The majority of funding for pupil related spend is through the ring fenced Dedicated Schools Grant (DSG).

b) Over time the plan to increase the overall number of places in maintained schools will prove more cost effective as the reliance on costly, external provision decreases. There will be an associated, incremental financial benefit, as costly, new admissions to the independent sector reduce and existing placements end when the pupils involved leave school. Although savings would be secured from the closure of Ewing school, there will be a period when Ewing, Grange and Lancasterian will need to run in parallel, as the transition of pupils takes place. During this time new admissions to Ewing would cease. Following the closure of Ewing the revenue budget will be used to support the mainstream resourced provision schools and additional SLI provision at Lancasterian.

c) Additional resources will be required to support the period of transition. It is intended that this funding will come from within the DSG with the release of £0.7m budget from 2010/11 as historical debt is repaid, together with a contribution from existing resources held within the SEN central budget of £0.8m. The longer term recurring costs would be met from the savings achieved by closing Ewing school and from the reduction of placements in the independent sector. Further work is required to map out the detail of the pupil changes over time and the resource impact that this will have.

Financial Consequences – Capital

a) The capital cost of building the proposed specialist resourced provision in designated mainstream schools (including ICT equipment), the proposed new Grange School building and the refurbishment of Lancasterian school will be met entirely from Building Schools for the Future (BSF) Wave 4 funding. The

Outline Business Case for BSF Wave 4 submitted to Partnerships for Schools (Pfs) was approved on 2 September 2009.

b) Consideration will be given to the future use of the premises and land currently occupied by Ewing School and Grange School, in consultation with key stakeholders. If the land is declared surplus to requirements, it will be released for disposal.

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- Report to CYPOS and Executive on Strategies for Change: Nov 2008
- Report to CYPOS on Proposals for provision for children and young people with Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD): March 2009
- Report for Resolution to CYPOS on Proposals for children and young people with physical disabilities and/or complex medical needs: March 2009

- Manchester City Council Children and Young People's Plan
- Manchester City Council, Autistic Spectrum Disorder Strategy (draft)
- Inclusion: Does it matter where pupils are taught? OfSTED 2006
- The Bercow Report : DCSF 2008
- Better Communication: DCSF 2008
- Planning and Developing Special Educational Provision: DfES 2007
- Aiming High for Disabled Children: DSCF and DOH 2007
- Report to the Executive Member and Director of Children's Services
- Written responses from organisations/individuals responding to statutory consultation
- LA officers' notes taken at 1:1 or small group discussions with parents/carers/pupils
- Report for Information to CYPOS: July 2009

1.0 Introduction and Background

1.1 Specialist provision for children and young people with ASD is largely concentrated at Grange school (Rusholme) while specialist provision for speech, language and communication needs (SLCN) which includes some pupils with ASD and pupils with SLI is made by Ewing School (Didsbury). Specialist provision for children and young people with physical disabilities and complex medical needs is largely concentrated at Lancasterian school (Didsbury).

2.0 Strategic Content

2.1 There have been a number of developments over the last few years which influence the approach to long term planning of educational provision for children and young people with a range of learning difficulties and disabilities (LDD) and special educational needs (SEN) These include:

- the Disability Discrimination Act (DDA) 1995 amended in 2002 makes it unlawful to treat disabled children less favourably than their peers (including in relation to admissions) and places a duty on schools to make reasonable adjustments (DDA Code of Practice for Schools, Disability Rights Commission 2002);
- the Disability Equality Duty was introduced into the DDA in 2005 and places a duty on schools to be proactive about becoming more accessible. Schools are required to publish a Disability Equality Scheme;
- increasing national support for the 'social model of disability', adopted by Manchester City Council, which is working towards removing or altering as many barriers as possible to disabled people;
- a substantial review nationally of the numbers, needs and provision for children and young people with SLCN, was reported in the Bercow Report (January 2008) and followed up in Better Communication: An action plan to improve services for children and young people with SLCN (DCSF December 2008);
- evidence from OFSTED 2006 (Inclusion: Does it matter where pupils are taught?) which found that mainstream schools with additionally resourced provision are particularly successful in achieving high outcomes for pupils academically, socially and personally and that pupils with even the most severe and complex needs are able to make outstanding progress;
- Aiming High for Disabled Children (Department of Health and Department for Children, Schools and Families) which aims to improve outcomes and services for disabled children and their families.
- Getting a Life Project, for which Manchester is a pilot local authority, aims to raise expectations about what young people with a disability can achieve as they move into adulthood and to ensure that young people have access to a full range of opportunities for further and higher education, employment and/or training.

3.0 The Manchester Context

3.1 Manchester has made a commitment through its Community Strategy to establishing neighbourhoods of choice where children and their families learn, live,

and play; enabling residents to achieve their full potential.

3.2 This commitment is developed in the Children and Young People's Plan where Manchester's vision for children and young people with Learning Difficulties and Disabilities (LDD) is the same as it is for all children and young people. The Local Authority wants all Manchester's children to become resilient, confident and competent citizens who are able to realise their full potential and take a full and active part in the wider community.

3.3 A key strand of this plan is Manchester's Special Educational Needs and Inclusion Strategy which aims to increase continually the presence, participation and achievement of all young people, including those at greatest risk of marginalisation and underachievement. This Strategy places less reliance on segregated SEN provision by developing a wider range of flexible support in mainstream settings.

3.4 Through Wave 1 of Building Schools for the Future (BSF) secondary specialist support schools have been co-located with mainstream schools, strengthening the move to a more inclusive system. This is already demonstrated at Gorton Education Village and Higher Blackley Education Village where young people with disabilities are able to access a broad and balanced curriculum, are included in some mainstream activities and are able to use the facilities in the mainstream school as appropriate.

3.5 Following completion of the BSF and Academies Programme most high schools and Academies will be fully accessible to children and young people with physical disabilities. Many primary schools are already compliant with DDA and all new build primary schools are compliant with DDA standards.

3.6 Consultation with parents and carers of children with disabilities and other stakeholders in October 2008 as part of the development of a strategy on LDD for the City has shown that some of the things they would like to see developed are:

- universal services which are flexible, understanding and accountable with well trained staff who are able to respond to a wide range of need and can respond to changing needs;
- access to locality based services that can meet the needs of children with disabilities;
- more and better choice;
- high expectations for the life chances of children and young people with disabilities;
- specialist services that come to the child.

3.7 Furthermore, following extensive consultation on the Manchester Children's Service's Autism Strategy throughout the Autumn Term 2008, the following priorities for improving and increasing overall services and provision for ASD children and young people were identified:

- greater sharing of information between professionals;
- improved training for all staff in schools and early years settings;
- development of specialist resourced provision across the city;

- development of specialist provision for children and young people with high-functioning autism (Asperger's Syndrome);
- development of residential provision for children and young people with higher levels of need so that they can be educated in Manchester;
- providing dedicated post-16 educational provision for those young people with ASD who cannot access main sector courses and colleges;
- more 'short break' support at weekends, evenings and during holiday periods.

3.8 In order to achieve this, Manchester is committed to developing a continuum of provision for children and young people with learning difficulties and disabilities (LDD) including physical disabilities, autistic spectrum disorder and specific language impairment allowing the highest level of access to mainstream environments, where this is appropriate. A well-developed and resourced continuum of provision will provide parents/carers with greater choice in their children's education, including the following options:

- fully accessible local mainstream provision with additional support;
- mainstream specialist provision within a locality or district;
- special school provision
- residential provision

This proposed model of a continuum of provision ensures that the majority of disabled children and young people can have their needs met in their local community. When required they can have local access to specialist teaching supported by specialist resources and learning environments.

3.9 Currently, in Manchester a higher proportion of children and young people are placed in special school (1.52%) compared to our statistical neighbours (1.31) and other North West Authorities (1.36).

3.10 In relation to these proposals, 8.4% of pupils placed in special schools have physical disability as their primary need compared to 4.5% of the special school population in the North West region and 4.7% in England even though the percentage of children and young people identified with a physical disability as their primary need is below the percentage in the North West and England.

3.11 Furthermore, 9.0% of pupils placed in special provision in Manchester have a speech, language or communication need (SLCN) (which includes SLI) as their primary need compared to 3.5% in the North West and 4.6% in England. This is also in the context of fewer children within the overall SEN population, in primary schools in particular, being identified as having a SLCN as their primary need in Manchester (15.5%) compared to 20.1% in the North West and 25.2% in England. Placement of children and young people with ASD in special provision is broadly in line with the North West picture and less than nationally.

SLCN

Region	Manchester	North average	West	National average
% SEN pupils – primary Schools	15.5%	20.1%		25.2%
% SEN pupils – secondary school	6.1%	5.8%		7.4%
% SEN pupils - in special provision	9.0%	3.5%		4.6%

ASD

Region	Manchester	North average	West	National average
% SEN pupils – primary Schools	4.3%	5.1%		6.2%
% SEN pupils – secondary school	3.7%	4.9%		5.9%
% SEN pupils - in special provision	15.5%	15.3%		17.1%

Physical disabilities

Region	Manchester	North average	West	National average
% SEN pupils – primary Schools	3.8%	4.2%		4.0%
% SEN pupils – secondary school	3.2%	3.4%		3.3%
% SEN pupils - in special provision	8.4%	4.5%		4.7%

3.12 Although the numbers of children and young people placed in specialist provision out of the City has reduced in recent years, Manchester currently has 90 pupils with Statements placed in schools out of the City. This includes 35 children and young people with ASD and 4 children and young people with SLCN. 28 children and young people with ASD and 4 with SLCN attend specialist day provision and 7 children and young people with ASD are in residential provision. The total cost of all out of city specialist provision for children and young people with ASD and SLCN in 09/10 is £2,192,458 (excluding transport costs).

3.13 Having residential provision within the City reduces reliance on often expensive specialist provision (currently £1,257,779 for children and young people with ASD), enables the family to maintain contact with their child, enables the young person to remain as part of their community, eases transition to adult services and enables the Local Authority to monitor outcomes and ensure a high quality of provision.

3.14 The proposals for change outlined in this report involve a major expansion and transformation of provision at Grange School, a change in designation and a reduction in the number of places provided at Lancasterian School and closure of Ewing School. These measures are underpinned by proposals to create specialist resourced provision at a number of mainstream schools and settings across the City

and to develop and expand the range of specialist outreach services available to all schools and settings. The overall aim through these proposals is to increase choice and maintain quality for parents/carers and pupils by developing a continuum of provision which includes:

- i. increased access to local mainstream provision;
- ii. more flexible access to specialist support within a mainstream setting in the locality;
- iii. access to highly specialist provision;
- iv. access to residential specialist provision where appropriate.

3.15 To bring about the proposed changes, the City Council has to follow the relevant statutory change procedures, the first stage of which is statutory consultation. The initial eight week period set aside for statutory consultation on the proposals for Grange, Lancasterian and Ewing Schools, began on 1 April 2009.

3.16 Having considered all the consultation responses, the Director of Children's Services in consultation with the Executive Member for Children's Services decided to extend statutory consultation to allow for consideration of a further option. Extended statutory consultation ran from 2 September to 2 October 2009.

3.17 The proposals developed in respect of Grange, Lancasterian and Ewing schools are interrelated. However, the statutory processes needed to bring about the changes dictate that each set of proposals must be capable of separate identification and determination. The paragraphs that follow therefore set out the statutory consultation arrangements and responses received (including those made during the period of extended consultation) in the following order:

Part A : Grange School

Part B : Lancasterian School

Part C : Ewing School

3.18 The number of written contributions received in response to statutory consultation is significant in respect of all three proposals. To keep this report and its attachments to manageable proportions, not all of the written responses referred to are reproduced as appendices. However, all written responses received are available on demand for inspection and will be available at the Executive meeting. Statutory consultation on the prescribed alterations required to develop specialist resourced mainstream schools is being managed and reported separately.

4.0 PART A: GRANGE SCHOOL

Background and Proposals

4.1 Grange school is located in the (Rusholme) area of the City, in a school

building formerly occupied by the Birches school (for pupils with severe learning difficulties). It is established as a day special school for up to 70 children and young people aged 3-19, with autistic spectrum disorder (ASD).

4.2 The original proposals for Grange school were as follows:

- increase the number of day places from 70 to 150 places;
- change the location of Grange School from Dickenson Road in Rusholme to new, purpose built premises on the former site of Cedar Mount High School on Mount Road/ Matthews Lane in Gorton;
- relocate the Horizon provision from the former Roundwood School premises in Wythenshawe to the new site for Grange School;
- create residential facilities at Grange School for up to 10 children and young people,
- provide short break day and residential facilities for up to 10 children and young people to be available out of school hours, at weekends and during holidays.
- designate six mainstream primary schools as specialist resourced provision, each additionally resourced to provide up to 7 places for pupils with ASD and/or SLI, creating up to 42 specialist pupil places across the City.
- designate three mainstream secondary schools as specialist resourced provision, each additionally resourced to provide up to 10 places for pupils with ASD and/or SLI, creating up to 30 specialist pupil places across the City.

Arrangements for Statutory Consultation Initial Period

4.3 In school organisation terms the proposals for Grange represent a significant variation to its existing size, remit and location. As a result the City Council has to follow a statutory process to bring about a “prescribed alteration” to the formal designation of the school. This process began with statutory consultation. Eight clear weeks were set aside for the initial period of statutory consultation, beginning on 1 April 2009 and ending on 19 June 2009. The following stakeholders were invited to submit written comments during this period:

- i. the governing body, staff and parents/ carers of all children currently on roll at Grange School;
- ii. the trade union and teacher association representatives of all staff at Grange School;
- iii. all other schools in the City;
- iv. the CE and RC Diocesan Education Authorities;
- v. neighbouring local authorities;
- vi. all Manchester MPs and other MPs with Grange pupils living in their constituencies;

vii. NHS Manchester;

viii. the Child Adolescent Mental Health Service.

4.4 In addition to the opportunity to submit written comments, consultation events were arranged for those most closely connected with the school ie:

Date	Event
5 May	Meeting with staff and their trade union/ teacher association representatives
6 May	Drop in for the parents/ carers of pupils attending Grange
8 June	Second drop in for the parents/ carers of pupils attending Grange
10 June	Meeting with the governing body

4.5 To assist consultees to come to an informed view, a leaflet was produced. This gave answers to the most frequently asked questions.

Extended Period of Statutory Consultation

4.6 All previous consultees were invited to make written comments during the extended consultation period. Copies of the letters of invitation, which explain the changes to the Ewing and Lancasterian proposals, are available on the report file for inspection.

4.7 In addition to the opportunity to submit written comments, further consultation events were arranged for those most closely connected with the school ie:

Date	Event
7 Sept	Meeting with staff and their trade union/ teacher association representatives
9 Sept	Drop in for the parents/ carers of pupils attending Grange
16 Sept	Meeting with the governing body

4.8 The meetings for staff and their trade union/ teacher association representatives during initial and extended consultation were formal events, with Local Authority officers present to provide clarification and to answer questions.

4.9 The meetings with the governing body were formal events, with Local Authority officers present to answer questions and to provide any further information requested. Governors then recorded their views as formal resolutions which are

available for scrutiny..

4.10 The drop in events were arranged to allow parents/ carers access to Local Authority officers on a 1:1 or small group basis. Points of view were recorded by Local Authority officers. All the handwritten notes are available for inspection.

4.11 In addition to the views gathered at the two drop in events and at the formal consultation meetings, nine written responses were received and acknowledged in respect of Grange proposal.

From	By
Headteacher of Gorton Mount Primary	letter
Mr and Mrs Vaughan	letter
Ms A Ferguson (Manchester NHS))	letter
Juliet Eadie (Manchester NHS)	e mail/ letter
Headteacher of Grange school (Governor's Resolution)	e mail
CAMHS	e mail
Newall Green High School	letter
Stockport MBC	letter
Headteacher and governing body of Abraham Moss High School	(x2) letter
Avis Gordon, Manchester PCT	Letter

ISSUES RAISED DURING STATUTORY CONSULTATION

4.12 During the period of statutory consultation seven (7) parents/carers attended the drop in events; overall there was overwhelming support from the parents/carers for the proposals regarding Grange. Staff meetings were attended by the majority of staff each time. Only two governors (including one staff governor) and the headteacher were present at the meeting with governors during the initial consultation period and at the second consultation meeting five governors were present.

4.13 Staff and governors supported the proposals to relocate Grange (including the Horizon provision), expand the number of places available and to include residential provision. Governors in their written response have expressed concerns about levels of speech and language therapy in general and the extent of speech and language therapy that would be available at the expanded school.

4.14 A detailed Equality Impact Assessment has been completed in relation to the proposed changes and is included in full at Appendix 1. In summary it was found that the proposal would have a positive impact on children and young people with a disability and age. There would be no adverse impact on race, sexuality or faith. In terms of gender the proposal could have a more positive impact on boys than for girls with ASD because the boy:girl (6:1) ratio at Grange is above the ratio of boy:girl with ASD in the general population (4:1). This will need to be monitored over time.

4.15 The following paragraphs set out in more detail the views expressed during the period of statutory consultation, along with the responses of the Director of Children's Services to the issues raised.

ISSUE 1 – The proposals in general

4.16 There is a great deal of overall support for the proposal to relocate Grange School to a new site on Matthews Lane, Gorton. The response has been very positive to the proposed extension to the amount, range and type of provision. Parents and carers and different agencies particularly welcome plans to include residential and short break facilities for families. Developing provision for children and young people with high functioning autism (Aspergers Syndrome) who currently attend the Grange annex (Horizon) was also welcomed. The increase in the number of specialist Autistic Spectrum Disorder (ASD) places available at Grange from 70 to 150 was seen as very positive. While supporting these aspects of the proposals the Governing Body expressed concern about the range of needs to be met by Grange School and the inclusion in the future of some young people who might formerly have attended Ewing School.

ISSUE 1 - Response of the Director of Children's Services

4.17 The extent of overall support for the proposals is very encouraging. The proposals are based on the outcomes of extensive consultation on the Children's Services Autism Strategy (2008) when parents, and other partners, including Child Adolescent and Mental Health Services (CAMHs) identified clear priorities for improving and increasing services and provision for children and young people with ASD. The Equality Impact Assessment (**Appendix 1**) shows how the proposals are likely to have a very positive impact on outcomes for young people with ASD.

4.18 Grange School does already meet a wide range of need and young people currently at Horizon have a similar profile of need to many young people currently attending Ewing. The organization including the curriculum, use of personalization and staffing deployment will ensure that in the future Grange School continues to cater for and meet a wide range of need. There will be an option of a place at Grange for Ewing pupils with ASD who cannot access specialist resourced mainstream provision and the expansion in the number of places has taken this into account. If there is a need for Horizon type provision for primary age children, the Local Authority will work with Grange to accommodate this.

4.19 The new Grange School will be designed and built using 'autism-friendly' design principles. It is intended that the new facilities will be recognised as a centre of excellence for services for children and young people with ASD and their families. The design will provide an appropriate level of separation between age range and type of need. Grange will also be the focal point for support, advice, training and resources for staff across different agencies working with pupils who have ASD in Manchester and parents/carers of children with ASD.

ISSUE 2 – Attendance at school

4.20 Some respondents felt that the proposals do not make reference to the children and young people with ASD who may not be attending school and/or who may be on part time timetables and whether the new provision would have a role in addressing this.

4.21 Other respondents stated that, although the changes to SEN provision in Manchester are for accessible education in a local district, this does not appear to be the case with ASD. Grange could become a segregated and isolated community. Some young people with autism will want to learn alongside their mainstream peers rather than on a specialist ASD site.

ISSUE 2 - Response of the Director of Children's Services

4.22 All children in Manchester should attend school on a full-time basis and the expectation is that all children have a school place and they attend regularly. The proposed continuum of provision will support this by ensuring that there are full time places accessible for all children with ASD either in a local mainstream school with or without support, in a designated specialist resourced mainstream school or at Grange School which will include the Horizon provision. Grange School will continue to develop its outreach role working in partnership with other agencies to develop and build the capacity (knowledge and skills) of staff in mainstream schools and settings. School governors have a responsibility to ensure that all pupils on roll are attending school full time and should challenge poor attendance and persistent absence. School Improvement Partners, and School Effectiveness Officers (SEOs) have a role in monitoring the progress and outcomes for all pupils in schools and will provide challenge and support. External scrutiny of school practice is provided by the OFSTED inspection framework. Increasingly, inspectors are required to report on outcomes for pupils with SEN including attendance.

4.33 Provision in the specialist resourced mainstream schools will ensure that wherever possible children and young people can be taught in their local district. However, there may always be some pupils who need specialist provision. Grange School will develop strong partnerships with the specialist resourced mainstream schools including through networking and coordination of training.

4.34 Young people currently accessing Horizon provision have often found aspects of secondary mainstream schooling extremely difficult. Although Horizon would be on the same site as Grange it would have a separate entrance and identity from the rest of the school. It is intended that the children and young people accessing Horizon provision would develop links with mainstream schools and access opportunities to learn alongside mainstream peers as some young people attending the Horizon provision do now.

ISSUE 3 – Residential Provision

4.35 Some respondents felt that the Local Authority has not explained properly how the residential unit would be resourced and staffed and/or how children would be placed in residential provision. Governors also questioned whether children currently in Out-of-City residential provision should be returned to Manchester.

ISSUE 3 - Response of the Director of Children's Services

4.36 Resources for staffing the residential aspect of the Grange provision will be allocated through the Dedicated Schools Grant. Residential provision staffing levels and qualifications of staff will adhere to National Care Standards; the provision will be monitored internally and externally against the Care Standards.

4.37 The Local Authority will work closely with Social Care teams, NHS Manchester and Child Adolescent and Mental Health Services to ensure that multi-agency teams are in place to support the complex and challenging needs of the children and young people who may have a place in the residential unit. Placement in residential provision will always be the result of multi-agency assessment, including the Child Adolescent and Mental Health Services (CAMHS) and in discussion with and the agreement of parents/carers.

4.38 Parents of children currently in Out-of-City provision will be given the option of returning to Manchester. However the Local Authority will not insist on this transition for a vulnerable group of young people. Admission to the new residential provision at Grange will be done incrementally.

ISSUE 4 - Speech and Language Therapy

4.39 The proposals do not mention the speech and language therapy allocation for Grange School yet this has been identified for the specialist resourced mainstream schools. Consideration also needs to be given to the amount of speech and language therapy an expanded Grange School will need.

4.40 Governors raised concerns related to their understanding of the number of children sent to schools outside Manchester in order to address more fully children's needs, including speech and language therapy. Governors are keen to secure additional speech and language therapy support for Grange and would like speech and language therapists to come under the direct line management of Grange School.

ISSUE 4 - Response of the Director of Children's Services

4.41 The managers of the speech and language therapy provision in Manchester have been involved in the proposed changes and fully support these. Input from speech and language therapy is essential for children and young people who have ASD and this will be an integral part of the provision available at Grange. The amount of speech and language therapy for Grange School will be agreed and jointly commissioned by NHS Manchester and the Local Authority.

4.42 Over the last 12 months Grange School and the Local Authority have worked together to develop the Horizon provision using resources that previously would have been used to fund Out-of-City places. This has been a successful development and has contributed to a reduction in the number of placements made in Out-of-City specialist provision. This is a strategy that will continue incrementally.

4.43 In terms of commissioning additional speech and language therapists, the

Local Authority position is that this should be commissioned from NHS Manchester to ensure speech and language therapists are paid appropriately and receive professional development and clinical supervision from the Speech and Language Therapy Service. Day to day management can be with the headteacher. Under a commissioning arrangement the school can be clear about the level of support it expects including number of sessions, focus of the work etc.

5.0 PART B: LANCASTERIAN SCHOOL

Background and Proposals

5.1 Lancasterian is established as a day special school for children aged 3-16 who have physical disabilities and complex medical needs. It is located on Elizabeth Slinger Road, Didsbury. It currently provides 94 full time places and supports a number of children and young people with physical disabilities in primary schools across the City through what has in the past been described as the “barrier free initiative”.

5.2 The original proposal was to retain Lancasterian as a specialist resource operating under special school Regulations, reducing the number of places from 94 to 40, as a greater number of children with physical disabilities than in the past would attend mainstream schools, on a supported basis, by virtue of complementary proposals to designate:

- i. eighteen assessment places for children with physical disabilities/complex medical needs across six existing Children’s Centres
- ii. three existing primaries as specialist resourced schools for pupils with PD/complex medical needs;
- iii. three secondaries, as specialist resourced schools for pupils with PD/complex medical needs.

5.3 During the initial period of statutory consultation a particular concern expressed was around the proposal to reduce the number of places at Lancasterian from 94 to 40. Strong views were expressed, that this was too substantial a reduction, which might weaken the ability of Lancasterian to continue to deliver high quality provision. There was also significant opposition to the proposal to develop specialist resourced provision in three designated primary schools. It was felt that this model would not necessarily deliver localised provision or options for parents/carers and that more should be done to build on existing partnership arrangements which Lancasterian has with mainstream schools and extend partnerships linking with more mainstream schools.

5.4 It was also believed that insufficient attention had been given in the original proposal to the school’s specialist status for Communication and Interaction. In a parallel consultation process regarding the proposals for Ewing School concerns were expressed by consultees that the needs of some pupils at Ewing who have a specific language impairment (SLI) and who could not access any form of mainstream provision, could not have their needs met at Grange as they do not have

an autistic spectrum disorder (ASD).

5.5 As a result an alternative proposal was developed, to reduce the number of day places provided at Lancasterian from 94 to 75. This would include 50 to 60 places for children and young people who have severe and/or complex medical needs and 15 to 25 places for children and young people with specific language impairment (SLI) who would not be able to access specialist resourced mainstream provision. The new option also proposed that rather than developing three specialist resourced primary schools for children with physical disabilities, there would be a focus on working with newly built and other suitably accessible primary schools to include more children with physical disabilities and building on existing partnership arrangements with mainstream schools.

Arrangements for Statutory Consultation

Initial Period

5.6 In school organisation terms the proposed reduction from 94 to either 40 or 75 places would amount to a significant variation. As a result the City Council has to follow a statutory process to bring about a "prescribed alteration" to the formal designation of Lancasterian.

5.7 This process began with statutory consultation. Eight clear weeks were set aside for this purpose, beginning on 1 April 2009. The following stakeholders were invited to submit written comments about the proposals:

- i. the governing body, staff and parents/ carers of all children currently on roll at Lancasterian;
- ii. the trade union and teacher association representatives of all Lancasterian staff;
- iii. all other schools in the City;
- iv. the CE and RC Diocesan Education Authorities;
- v. neighbouring local authorities;
- vi. all Manchester MPs, other MPs with Lancasterian pupils living in their constituencies, NHS Manchester and the Child Adolescent Mental Health Service.

5.9 In addition to the opportunity to submit written comments, consultation events were arranged for those most closely connected with Lancasterian ie:

Date	Event
11 May	Meeting with Lancasterian staff and their trade union/ teacher association representatives

13 May	Drop in for Lancasterian parents/ carers
11 June	Second drop in for Lancasterian parents/ carers
11 June	Meeting with members of the School Council
15 June	Meeting with Lancasterian governing body

5.10 To assist consultees to come to an informed view, a leaflet was produced which gave answers to the most frequently asked questions.

Extended Period of Statutory Consultation

5.11 All previous consultees were invited to make written comments during the extended consultation period. Copies of the letters of invitation, which explain the changes to the Ewing and Lancasterian proposals, are available on the report file for inspection.

5.12 In addition to the opportunity to submit written comments, further consultation events were arranged for those most closely connected with the school ie:

Date	Event
10 Sept	Meeting with staff and their trade union/ teacher association representatives
15 Sept	Drop in for the parents/ carers of pupils attending Lancasterian
23 Sept	Meeting with the governing body

5.13 The meetings for staff and their trade union/ teacher association representatives during both initial and extended consultation were formal events, with Local Authority officers present to provide clarification and answer questions. Local Authority officer notes of each meeting are reproduced at appendix B. The meetings with the governing body were also formal events, with Local Authority staff present to answer questions and provide any further information requested. Governors then recorded their views, which are available for scrutiny.

5.14 The drop in events allowed parents/ carers access to Local Authority officers on a 1:1 or small group basis. Points of view were recorded by Local Authority staff. Although not reproduced as appendices to this report, all the handwritten notes are available for inspection.

5.15 In addition to the views gathered at the drop in events and at the formal consultation meetings, a further 25 written responses were received. These came from organisations and individual respondents, as follows:

From	By
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John Leech MP	e mail	
Paul Goggins MP	letter	
Councillor M Clayton	e mail	
Councillor Graham Shaw	letter and e mail	
Councillor Cowell on behalf of Helen Earley	letters	
Councillor Cowell on behalf of Claire Howard	letters	
Robert Massey	e mail	
Ben Wallace	e mail	
Rachel Evans	letter	
Bethan Glen	letter	
Sally Inman	letter	
Jennifer Riley	letter	
Neil Dooley	letter	
Mr and Mrs L Croft	e mail	
Miss A Clarke	letter	
Ms A Ferguson (Manchester NHS)	letter (x2)	
Sandra O'Mahony	e mail	
Nicky Boag Manchester Community Health		letter
Crossacres Primary School	fax	
Juliet Eadie (Manchester NHS)	letter and e mail	
CAMHS	e mail	
Governors of Lancasterian	e mail and letter (Governors resolution)	
Newall Green High School	letter	
Parent of pupil Y	letter	
Stockport MBC	letter	
Headteacher and Chair of Governors Abraham Moss High School	letter (x2)	
MS C Bird	letter	
Christina Walker	letter	
Christine Waver		
Alma Park	letter	
Avis Gordon Manchester PCT	letter	

5.16 To avoid excessive paperwork, none of the written responses referred to above are reproduced as appendices to this report and will be available at Executive. The points raised are also described later in this report along with the response of the Director of Children's Services. All of the written responses are available on demand for inspection.

ISSUES RAISED DURING STATUTORY CONSULTATION

5.17 Throughout the consultation period and in meetings with governors and senior leaders, they expressed a clear wish to work with the Local Authority and have supported the general direction towards more inclusion of children with disabilities in their local communities. The school worked hard to ensure that there was the fullest possible engagement with parents/carers and eighty-two (82) parents/carers attended the drop-in sessions during the initial consultation period and thirty-five (35) attended the drop in sessions during the extended consultation period. All governors and staff attended both sets of consultation meetings with Local Authority officers.

5.18 A detailed Equality Impact Assessment has been completed in relation to the proposed changes and is included in full at Appendix 2. In summary it was found that the proposal would have a positive impact on children and young people with a disability, on age and faith and belief. There would be no adverse impact on gender or sexuality. In terms of race the proposal could have a slight differential impact which would be monitored over time in relation to the ethnic profile of children and young people with physical disabilities and the number of mainstream schools that children with physical disabilities attend.

5.19 The following paragraphs set out the views expressed during both periods of statutory consultation, along with the response of the Director of Children's Services to the issues raised.

ISSUE 1 - Mainstream schools

5.20 Parents and families are encouraged and pleased that their views have been listened to and that the period of consultation has been extended to allow for another option to be considered. Some families fully support the idea of more mainstream opportunities provided that the schools will be properly resourced. It was felt by some that the initial proposal to develop three specialist resourced primary schools would not necessarily have enabled children with physical disabilities to have attended their preferred school within their local community and may have limited parental preference. It was seen as positive that Lancasterian should build on and extend partnerships to a wider range of mainstream schools.

5.21 Governors believe that parental preference particularly for secondary age pupils would be severely compromised with (i) the reduction in provision at Lancasterian (ii) the limited options offered by having only three resourced mainstream high schools. Lancasterian delivers a very broad and extensive curriculum which includes independent living skills. This type of learning increases pupils' self confidence as they learn about responsibility but there are concerns that there will not be opportunity for this in mainstream. Some of those consulted felt that not all children and young people can cope in mainstream schools. Secondary schools in particular are very large and children can be isolated and can even get lost. There is also higher incidence of bullying in mainstream schools.

5.22 The provision of individualized education available to pupils with disabilities is likely to be inferior in larger organizations which have a different mission to Lancasterian.

ISSUE 1 - Response of the Director of Children's Services

5.23 There are already high numbers of children and young people with significant physical disabilities and complex medical needs fully accessing mainstream schools across the City.

5.24 Over a number of years many schools have built up experience and high levels of expertise and skills in providing a high quality education for these pupils. This is the case with the three proposed designated high schools where the

development of additional provision will be building upon well established very good practice. The headteachers and governing bodies of each of the three high schools are committed to inclusion and they fully embrace the opportunity for every pupil to access a broad and balanced curriculum in a 21st century learning environment.

5.25 Lancasterian will be asked to develop partnership arrangements with other schools across the City to allow even more opportunity for children and young people to be educated in their local community. This will be further supported as more mainstream schools become fully accessible through the Building Schools for the Future (BSF) and the Primary Capital Programme.

5.26 The specialist resourced high schools would have purpose built facilities specifically designed for pupils who have physical disabilities and this would include hygiene suites and therapy rooms. The level of resources, including technological equipment would be the same, if not greater, than that which children and young people currently receive at Lancasterian School. The provision would be integral to the school and part of the school community. Pupils in one of the designated specialist resourced school places will have a statement of SEN and personalised learning would be central to meeting individual needs. There would be the opportunity for pupils to have improved access to teachers with a subject specialism, subject specific facilities and resources. Pupils would access lessons with their mainstream peers wherever possible but the emphasis would be on access to an individualized programme matched to needs.

5.27 All mainstream schools teach Personal, Social, Health and Citizenship Education (PSHCE) which includes independent living skills and self worth. This area of the curriculum would automatically be available and would be differentiated according to need. It will be taught in conjunction with class teachers and/or subject leaders. Mainstream schools offer a wealth of extra curricular activities and all pupils are enabled to take part. Many mainstream high schools already access for their pupils the Independence Development Service (IDS) managed by Lancasterian; this practice will continue and develop.

5.28 All schools have anti-bullying strategies in place and have worked with the City Council to create an effective framework to address bullying. Children and young people who move into more local provision will be protected by such strategies and will be supported by specialist staff.

ISSUE 2 - Transition to mainstream provision

5.29 Children may have to move into mainstream schools before the provision is fully in place because Lancasterian will have to reduce its numbers. Parents are anxious to be kept informed of the implementation process and how their child will be placed and supported through the transition process.

5.30 Not all pupils have a statement of special educational need which means that resources to support their learning in a mainstream school would be though delegated funding and this may not be enough.

ISSUE 2 - Response of the Director of Children's Services

5.31 The reduction in numbers at Lancasterian would happen gradually as more children and young people are able to access localised mainstream provision and as the specialist resourced Sure Start Centres develop their assessment role and relationship with Lancasterian.

5.32 Lancasterian would continue to admit children and young people with physical disabilities/highly complex medical needs who cannot access mainstream provision and who require highly specialised provision in order for their needs to be met.

5.33 For pupils at Lancasterian, staff at the school will work as they do now with parents and carers and the Local Authority to decide if and when a child is ready to begin a carefully planned and individualized transition programme to a mainstream school which is more local to where they live. Staff in the mainstream schools will have accessed a comprehensive training programme before any child or young person moves and ongoing support, advice and training will be available to the school from Lancasterian School. Staff at Lancasterian have developed considerable experience of managing transition arrangements for pupils moving into mainstream schools. Local Authority officers will be available to offer additional support. Statements will be amended to reflect any change in provision.

5.34 Pupils currently at Lancasterian without a statement of SEN who move into mainstream provision will be funded through the mainstream school's delegated funding for pupils with SEN. In addition, all schools have a statutory duty under the SEN and Disability Act to make 'reasonable adjustments' to ensure full access to all aspects of school life for pupils with a disability. Schools are also able to apply for additional funding for pupils who require high levels of support specific to their needs which cannot reasonably be provided by the school.

5.35 In the future, as for all special schools, pupils attending Lancasterian School or a specialist resourced mainstream school will have a statement of SEN.

ISSUE 3 - Transport

5.36 Many children at Lancasterian get transport to and from school.

ISSUE 3 - Response of the Director of Children's Services

5.37 Home to school travel will continue to be available within the terms of the current policy and wherever possible pupils will be encouraged, as they are now, to learn the skills required for independent travel supported through the Manchester Travel Training Partnership (MTTP) managed by Lancasterian School on behalf of the Local Authority.

ISSUE 4 - Barrier free provision

5.38 Although barrier free schools and partnership schools have developed a particularly positive ethos in respect of meeting the needs of pupils with physical disabilities, a number of other mainstream schools have yet to reach the same level of understanding. There should be more barrier free schools.

5.39 Parents and carers need reassurance that the support from Lancasterian to the barrier free partnership schools would remain and if needed, would move with the child into secondary education. Not all families will want their child to travel to one of the specialist resourced mainstream high schools.

5.40 Clarity is needed around the funding arrangements for the barrier free provision if the proposals are accepted. It is difficult to find staff with expertise in this field of education. Some children and young people in the barrier free provision do not have a statement of special educational need.

ISSUE 4 - Response of the Director of Children's Services

5.41 Barrier free provision has provided children and young people with excellent opportunities to learn alongside their peers in a mainstream setting. In primary schools it is intended that the Local Authority builds on some of the best practice on inclusion of children with physical disabilities to enable schools to meet higher levels of need and extend this practice and learning to other primary schools across the city.

5.42 Through Building Schools for the Future (BSF) the Local Authority has the opportunity to develop additional specialist facilities and expand provision within three high schools all of which already have experience and expertise in meeting the needs of young people with physical disabilities and complex medical needs.

5.43 The Local Authority is aware of the concerns about recruiting specialist staff to permanent contracts. One of the reasons why a significant amount of funding for SEN has been delegated to schools is to enable schools to have a predictable budget for a period of three years which enables them to strategically plan, recruit, train and retain additional staff. This has resulted in many staff being recruited to permanent contracts. Additional funding for specialist resourced high schools will be through an Service Level Agreement with the Local Authority and they will be expected to use funding to recruit specialist staff on a permanent basis.

5.44 The Local Authority will be meeting with existing barrier free schools to discuss future funding arrangements to enable them to continue to provide high quality support for pupils with physical disabilities in partnership with Lancasterian.

ISSUE 5 - Early Years Provision

5.45 Consultees expressed a view that the number of pre-school places for children with additional needs is very limited in the City. These children require a high level of nursing, therapy and medical care in addition to their educational needs. The Specialist Sure Start Centres would need to have appropriate conditions for hearing tests, access to hydrotherapy and appropriate space for health staff to work with children.

5.46 The children will need specialist equipment which is currently provided by Lancasterian and the proposals do not explain how this will be funded in the future.

There is an increased risk of expensive equipment getting broken and it is not clear who will be responsible for maintaining it.

5.47 Lancasterian Governors expressed concern that the Sure Start Centres will not offer Lancasterian to parents/carers as an appropriate option for children. They also felt that it was not clear how Lancasterian will work with the Sure Start Centres.

ISSUE 5 - Response of the Director of Children's Services

5.48 Many children with a whole range of learning difficulties and disabilities, including some children with very high levels of need, currently attend SureStart Settings across the City. This was positively commented on during a recent HMI Thematic Inspection (21-24 September 2009) when members of the Inspection Team were looking at provision for children and young people with SEN/LDD across the City. Very young children undergoing assessment at Lancasterian are currently not experiencing an integrated early years environment.

5.49 The six Specialist Resourced Sure Start Centres (Lyndene Road (W), Old Moat (S), Moss Side (CW), Gorton South (CE), Hallam Road (NE) and Woodville (NW)) will differ from others in Manchester because they will have appropriate facilities, resources and staffing to meet the needs of young children with learning difficulties and disabilities within the District. This aspect is a fundamental element of the 0 – 7 Strategy. Parents of children with additional needs that have taken part in the consultation, for example, at the Hallam Road Centre have commented on how keen they are to see this happen. They want their children to receive services close to where they live. This view was also supported by parents consulted as part of the Aiming High programme.

5.50 There will also be 3 designated places in the Specialist Resourced Centre for the assessment of children with physical disabilities and complex medical needs. They will be supported by staff from Lancasterian School and staff from a range of other specialist services and agencies. Some of these staff will be line managed through Sure Start management structures and some of the staff including those from Lancasterian will be managed as they are now but commissioned to work for a period of time in the Sure Start Centres.

5.51 Assessments of children will be multi agency and used to inform placement to either their local mainstream school with or without support, to a partnership school or, for those children with very complex needs, to specialist provision such as Lancasterian.

5.52 For some children whose needs have already been assessed and are very clear at a young age, it will be appropriate for them to access provision in a specialist school like Lancasterian rather than undergo further assessment in a Children's Centre.

5.53 There is a separate capital programme to develop additional facilities in the designated six centres to ensure that the needs of children with physical disabilities and complex medical needs can be provided for.

ISSUE 6: Development of 14 – 19 Provision

5.54 Governors are keen for Lancasterian to be involved in the development of 14-19 pathways and provision, particularly post-16 provision, for young people with physical disabilities

ISSUE 6 - Response of the Director of Children's Services

5.55 The Local Authority has been working with Lancasterian to ensure that the school is fully contributing to the development of a range of alternative pathways. Through this joint working Lancasterian School can positively influence the development of the 14 – 19 Strategy.

ISSUE 7 - Lancasterian School

5.56 Lancasterian School provides high quality education which has been endorsed by OfSTED. The school gives vulnerable children the support that will set them up for life. Education is tailored to the individual in a supportive and nurturing way. It will be very difficult to replicate this provision elsewhere. The money available through this proposal should be spent on developing Lancasterian and building a similar school in the north of the City.

5.57 Lancasterian School is in need of refurbishment. The roof needs replacing and alterations will be needed if Lancasterian changes its designation to a school for children and young people with physical disabilities and communication and interaction needs. There is concern that £2.2 million for capital investment will not be enough to make the building sustainable and to enable the school to deliver 21st century education standards for pupils. The viability of this provision appears in doubt and the land must be a financial asset for the City.

ISSUE 7 - Response of the Director of Children's Services

5.58 There is no doubt that Lancasterian provides good quality education for children and young people and that staff at the school have a high level of expertise. However, through our building programmes the Council has an increasing numbers of schools which are fully accessible for children and young people with physical disabilities and it is therefore important that this expertise is shared across the Local Authority so that more pupils with a physical disability can access a mainstream environment within their local community. It is important that through an expansion of their outreach role, staff from Lancasterian work with mainstream school staff and leaders to raise aspirations and expectations for what children and young people with a physical disability can achieve and to perceive disability differently.

5.59 Building a segregated special school for children with physical disabilities is not consistent with the Local Authority's Inclusion Strategy which aims to increase continually the presence, participation and achievement of all young people including those at greatest risk of marginalisation and under achievement. This Strategy places less reliance on segregated SEN provision by developing a wider range of flexible support in mainstream settings.

5.60 Lancasterian is in need of refurbishment in terms of weather proofing works to the building structure, the quality of the learning environment and the accommodation needs relating to the proposed designation as a school for children and young people with physical disabilities and communication and interaction needs. An initial budget of £2.2 million has been allocated for this work and the budget will be finalized following detailed survey work to ascertain the scope of work required.

ISSUE 8 - Number of places

5.61 There is no evidence that an assessment of the numbers of pupils with a physical disability across the city has been done and therefore no rationale behind the places proposed for Lancasterian in the future. The proposal does not take into

account the growing number and complexity of needs of pupils being referred to Lancasterian and the current pressure for special school places.

ISSUE 8 - Response of the Director of Children's Services

5.62 The Local Authority will continue to monitor and review the demand for places at Lancasterian and across all specialist provision as it does for all mainstream school places within the City. This information will inform place planning. Lancasterian will also have a role in ongoing surveillance and identification of all children and young people in the City with physical disabilities and complex medical needs. As systems for sharing, collecting and analyzing data with other agencies are improved, this information will provide the basis upon which the Local Authority will target, plan and develop specialist services in the future.

5.63 The Local Authority believes that the designation of 75 places at Lancasterian, with 50 - 60 for children with physical disabilities, provides sufficient specialist places but also sets some challenging targets for increasing the number of children and young people with physical disabilities who are accessing mainstream provision. This is consistent with the discussion with governors following the initial proposal when they confirmed their aspiration to enable more children with a physical disability to attend their local mainstream school.

5.64 Lancasterian will continue to have a funding formula based on pupil numbers and needs as well as funding to enable them to deliver the outreach services and functions described in the proposals. The school will receive devolved capital funding to maintain the building, as it does now, through its budget allocation.

ISSUE 9 - School Ethos

5.65 Lancasterian provides a warm, welcoming and supportive community for parents and carers. Staff from the school make home visits and the whole experience of being a parent of a child at Lancasterian is a very positive one. Staff empathise with and support families particularly if there are issues and concerns at home. The relationship between home and school is vital but mainstream schools are far too busy to provide this.

5.66 Change can be extremely difficult not only for children and young people with a disability but also for their families. Parents and carers need reassurances that their child is not going to be isolated or vulnerable.

ISSUE 9 - Response of the Director of Children's Services

5.67 The Local Authority recognizes that Lancasterian provides significant levels of support for parents and carers. Mainstream schools also have a positive and inclusive ethos and good relationships with parents/carers. By enabling pupils with physical disabilities to attend more local provision in many cases parents will be able to have daily contact with their child's school.

5.68 Through the outreach role of Lancasterian school as well as training and networks for mainstream schools, it will be possible to ensure that effective practice

is replicated in schools across the City. This approach is further supported through the new OFSTED framework which has a particular focus on ensuring that schools are effectively engaging with parents/carers of vulnerable pupils including those with disabilities

ISSUE 10 - Staffing

5.69 The staff at Lancasterian are highly skilled and have a wealth of knowledge and expertise. Increasing their role for outreach work will result in fewer experienced staff to teach the children and young people attending Lancasterian. Staff in the specialist resourced secondary schools will not be able to share their experiences with one another when they are in different schools. They could become very isolated. Continual professional development for staff may lack co-ordination resulting in different standards across the city. It is not always easy to recruit staff with these specialisms.

5.70 The majority of staff in mainstream schools have no experience of physical disability and complex medical needs. They have no knowledge of appropriate teaching and learning strategies.

ISSUE 10 - Response of the Director of Children's Services

5.71 There is no doubt that parents and carers hold the staff at Lancasterian and their teaching in the highest regard. The proposal would allow opportunity for more staff to work with an increased number of mainstream schools to develop best practice and provide training, advice and support to mainstream staff. The reduction in pupil numbers at Lancasterian would allow more staff to fulfil this role although teachers and teaching assistants would still be needed for the children and young people attending the school.

5.72 Lancasterian staff will be crucial in developing strong working relations through professional development partnerships and networks with specialist resourced mainstream provision and other mainstream schools with significant numbers of pupils with physical disabilities. Included in this would be awareness raising for mainstream pupils so that the whole school community has the confidence and high expectation for effective learning for all. It is of equal importance for there to be a co-ordinated model of staff training which would be developed by Lancasterian, to maintain consistency of standards across the city.

5.73 The specialist provisions in the mainstream secondary schools will not be isolated and would be fully integral to the mainstream school. Mainstream staff, including the school's SENCO as well as both teaching and non teaching staff will be working with and alongside the specialist staff. This is currently the practice in the secondary schools identified to be developed as specialist resourced provisions.

ISSUE 11 - Other services provided by Lancasterian

5.74 Lancasterian has a high level of expertise and provides a highly respected service for children and young people with Acquired Brain Injury (ABI). What will happen to this service?

ISSUE 11 - Response of the Director of Children's Services

5.75 Lancasterian will continue to provide a service for pupils with Acquired Brain Injury. In addition, the Local Authority would maintain its commissioning arrangements with Lancasterian to run the Travel Training Partnership and the school would continue to manage the Independent Development Service. The Local Authority is currently developing arrangements with Lancasterian to provide a service across the City on Augmentative and Alternative or Assistive Technology.

ISSUE 12 - Support from other agencies

5.76 Children and young people receive regular and ongoing support from a range of agencies. Everything is on one site so it is easy for parents and carers to attend appointments with minimal interference to their work commitments. It is difficult to imagine how the excellent standards in both health care and education received at Lancasterian School can be replicated in mainstream. Any change to the existing provision must be equal to or better than what is available now.

5.77 Physiotherapists are based at Lancasterian and have a case load in clinic as well as having pupils in the barrier free provisions. Resources need to be kept centrally.

5.78 There is concern about multi agency working and the level of service input. Some children and young people have been waiting eighteen months to see an occupational therapist. Schools need someone to liaise with and organise multi agency working. Lancasterian coordinates therapists and quality assurance for this has to remain with them and be driven by them.

ISSUE 12 - Response of the Director of Children's Services

5.79 The Local Authority has met with officers from NHS Manchester who are committed to service delivery at a local level This echoes the views of the Children's Commission for England –*'wherever possible services for children should be provided where children live and go to school and not in centralised clinics or other provisions (including schools) and that local authorities should plan on that basis'*

5.80 If the proposals are accepted the Local Authority will continue to work closely with NHS Manchester. Following discussion with Health Service Managers and visits to mainstream schools and settings as part of the SEN/LDD Thematic Inspection HMI commented positively on the way that Health and Children's Services are working together. The suggestion of a working group to consider how health can continue to respond positively to the education plans is positively welcomed.

5.81 As for all children in school with additional need the coordination of services around a child is the responsibility of the most appropriate 'lead professional'. In most cases for children with SEN this would be the SENCO based in the school. The Local Authority has been advised by the DCSF Regional Advisor for SEN that as schools (mainstream and mainstream with specialist resourced provision) gain experience, skills and confidence in meeting the needs of pupils with physical disabilities these

services may be better delivered via a partnership agreement and through the mainstream sector rather than via a special school.

ISSUE 13 - Consultation process

5.82 Some parents are disappointed that the consultations are not taking place in a public arena so that families can support one another in expressing their views.

ISSUE 13 - Response of the Director of Children's Services

5.83 It is imperative that all parents and carers have the opportunity to express their opinions as comfortably as possible. Experience has shown that consultation events have been more productive and accessible to all where consultees speak to officers on an individual or small group basis.

ISSUE 14 – Limiting choice

5.84 Governors are concerned that the proposals will lead to less choice for parents who have children with a disability and high support needs. In addition they believe that for parents who have children with a disability and want them to attend their local high school the proposals are forcing them to attend one of the three designated high schools – this will not sustain localized education.

ISSUE 14 - Response of the Director of Children's Services

5.85 The Local Authority believes that these proposals will ensure that parents/carers have increased choice regarding provision for their children. As with the primary model parents/carers can continue to express a preference for their local mainstream school. The DDA legislation requires all schools to make reasonable adjustments to include children and young people with physical disabilities. Increasing the outreach role from Lancasterian and their training function will support local choice. In addition the extensive rebuilding programme through Building Schools for the Future and the ongoing Primary Capital Programme is making more and more schools and settings fully accessible.

ISSUE 15 – Lack of detailed information and speed of execution of the proposals

5.86 Governors state that there has been a lack of detailed information provided by the Local Authority within the proposals which highlights lack of strategy and planning. Details still need to be worked out to ensure the proposals deliver better opportunities than that which currently exists. The speed and execution of the proposals leave no time for risk analysis or failure mechanisms to be implemented.

ISSUE 15 - Response of the Director of Children's Services

5.87 The Local Authority in discussion with the headteacher and Governing Body has explained that this proposal has a three year lead in time. Details of operational implementation will form a detailed Implementation Plan and will be developed in partnership with the School.

6.0 PART C – EWING SCHOOL

Background and Proposals

6.1 Ewing is established as a day special school for children aged 5 -16 who have speech, language and communication needs (SLCN). It is located on Central Road, Didsbury.

6.2 The original proposal was to close Ewing, its role being subsumed by the proposed expansion and improved arrangements for meeting the needs of children with ASD at Grange school and through the development of specialist resourced mainstream provision for children and young people with ASD/SLI in six primary schools and in three secondary schools.

6.3 Following the initial period of consultation it became apparent that there was a significant level of concern about the needs of some pupils currently at Ewing who have a specific language impairment (SLI), who it was felt would not be able to access any form of mainstream schooling and whose needs could not be met within an ASD specialist school as initially proposed.

6.4 Consequently, a new option within the proposal was developed which made provision for between 15 to 25 pupils with SLI at Lancasterian School. The period of consultation was extended to consult on this new option. The proposed closure of Ewing School was unchanged for the purpose of extended consultation.

Arrangements for Statutory Consultation

Initial Period

6.5 The proposed closure of Ewing requires the City Council to follow the relevant statutory process, which began with statutory consultation. Eight clear weeks were set aside for this purpose, beginning on 1 April 2009. The following stakeholders were invited to submit written comments about the proposals:

- i. the governing body, staff and parents/ carers of all children currently on roll at Ewing;
- ii. the trade union and teacher association representatives of all Ewing staff;
- iii. all other schools in the City;
- iv. the CE and RC Diocesan Education Authorities;
- v. neighbouring local authorities;
- vi. all Manchester MPs, other MPs with Ewing pupils living in their constituencies, NHS Manchester and the Child Adolescent Mental Health Service.

6.6 In addition to the opportunity to submit written comments, consultation events

were arranged for those most closely connected with Ewing ie:

Date	Event
18 May	Meeting with Ewing staff and their trade union/ teacher association representatives
19 May	Drop in for parents/ carers of pupils attending Ewing
11 June	Second Drop in for parents/ carers of pupils attending Ewing
10 June	Meeting with Ewing governing body
15 June	Meeting with representative group of pupils from Ewing

6.7 To assist consultees to come to an informed view, a leaflet was produced which gave answers to the most frequently asked questions.

Extended Period of Statutory Consultation

6.8 All previous consultees were invited to make written comments during the extended consultation period. Copies of the letters of invitation, which explain the changes to the Ewing and Lancasterian proposals, are available on the report file for inspection.

6.9 In addition to the opportunity to submit written comments, further consultation events were arranged for those most closely connected with the school ie:

Date	Event
8 th Sept	Meeting with staff and their trade union/ teacher association representatives
9 th Sept	Drop in for the parents/ carers of pupils attending Ewing
22 nd Sept	Second drop in for the parents/ carers of pupils attending Ewing
23 rd Sept	Meeting with the governing body

6.10 The meetings for staff and their trade union/ teacher association representatives during both initial and extended consultation periods were formal events, with Local Authority officers present to provide clarification and answer questions. The meetings with the governing body were also formal events, with Local Authority staff present to answer questions and provide any further information requested. Governors then recorded their views as formal resolutions

6.11 The drop in events allowed parents/ carers access to LA officers on a 1:1 or small group basis. Points of view were recorded by LA staff. Although not reproduced as appendices to this report, all the handwritten notes are available for public

inspection. A second event during initial consultation provided an opportunity for parents/ carers to put points of view to the Executive Member for Children's Services and senior Local Authority Officers.

6.12 A further 64 written responses were received and acknowledged in respect of the Ewing closure proposal. These additional contributions came from organisations and individual respondents, as follows:

Ewing Proposal

From	By
Sir Gerald Kaufman MP	letter
Paul Goggins MP	letter
Councillor Graham Shaw	e mail and letter
John Leech MP	e mail
Councillor Mark Clayton	e mail
Salford RC Diocesan Educ Authority	letter
Ms J Eason	letter (two)
Lubna Abdullah	e mail
Frances Jackson	e mail
D Williams	letter (three)
S McGuigan	e mail
D Brown	e mail
James Paton (pupil)	letter
GA Tullis	letter
Nicola Lomax	letter
Richard Small	letter
Mrs H Weatherley	letter
Ms Healey	letter
Ms Holmes	letter
Ms Thomas	letter
Ms Lally	letter
Mr Jackson MBE (RESCARE)	letter
Mrs K Kirby	letter
Ms E Leather	letter
Mrs E White	letter
Mrs L Swann	letter
Master J Williams (pupil)	letter
Master G Kirby (pupil)	letter
Miss A Kirby (pupil)	letter
Adam Famon (pupil)	letter
Ms S Famon	letter
Mr and Mrs Brown	letter
Mr and Mrs Mathers	letter
Mt T Bennett	letter
Alison Hunt	e mail and letter
Katie Weeds	e mail
Mr J Ward	letter
Ms J Reynolds	letter

Mr L Furber	letter	
Mr D Gibson	letter	
Ms L Jackson	letter	
Dr A Ferguson (Manchester NHS))	letter (x2)	
Jodie Tyrell	letter	
Chris Williams	letter	
Christine Tyrell	letter	
Headteacher, Ewing School	letter	
Alex Clarke	letter	
Elizabeth Jack	letter	
Pam Siddons	letter	
Julie Jones/Richard Hall		letter
Mrs W Sykes	letter	
Mr K Sykes	letter	
Diane Bennett	letter (x2)	
Mrs RJ Williams	letter	
Paul Daly	e mail	
Juliet Eadie (Manchester NHS)		e mail and letter
CAMHS	e mail	
M Saeki (National Autistic Society)		e mail
D Waters	letter	
Newall Green High School	letter	
Ewing governors	letter	
Loreto RC High School governors	e mail	
Headteacher and governors Abraham Moss High School		letter (x2)
Stockport MBC	letter	
Avis Gordon (Manchester NHS)	letter	
R S Jackson (MBE) RESCARE	Letter	(x2)
Lesley and Robet Vaughn	Letter	

6.13 To avoid excessive paperwork, none of the written responses referred to above are reproduced as appendices to this report but will be available at Executive. The points raised are, however, described later in this report along with the response of the Director of Children's Services. All the written responses are available on demand for inspection.

6.14 In addition to the above contributions, the parents/ carers of pupils at Ewing school have submitted a petition opposing the closure proposal. This contained 10,576 signatures. A standardised voting form opposing the closure proposal was also circulated. 61 were completed and submitted to the Local Authority.

ISSUES RAISED DURING STATUTORY CONSULTATION

6.15 During the initial consultation period 18 parents/carers attended the two drop in sessions provided and 8 parent/carers the two drop in sessions provided during the extended consultation period; many parents did not attend the consultation events or personally express their own views on the proposals. The majority of staff and governors attended the consultation meetings provided for them. Overall there was very strong opposition to the proposal to close Ewing School.

6.16 A detailed Equality Impact Assessment has been completed in relation to the proposed changes and is included in full at **Appendix 3**. In summary it was found that the proposal would have a positive impact on race, gender, disability and age. There would be no adverse impact on faith or sexuality.

6.17 The following paragraphs set out the views expressed during both periods of statutory consultation, along with the response of the Director of Children's Services to the issues raised.

ISSUE 1 - Mainstream specialist resourced schools

6.18 There appears to be little evidence that specialist resourced mainstream provision works therefore children and young people could be exposed to mistakes made during implementation. It would help inform parents' and families' views if there was provision of the type being proposed already in place in Manchester for them to see.

6.19 The receiving schools would not have the same culture and ethos and would not therefore be equipped to meet the very specific needs of children and young people currently at Ewing School. Inclusive practice cannot be embedded within the suggested timescale and children could be isolated and only taught by the specialist teachers. The resource bases could be used for children who have been removed from class because of behavioural problems and therefore be seen as the 'naughty' room.

6.20 Many children and young people at Ewing have had very bad experiences in mainstream schools. They were unhappy; some were on part time timetables whilst others became non-attendees. Sensory overload was very painful and mainstream schools could not accommodate for this. The whole experience had a very detrimental effect on families. Parents and carers need reassurance that this will not happen again. Mainstream secondary schools in particular are too big and noisy.

6.21 Teaching life skills is incorporated into the child's learning programmes at Ewing. Mainstream will not have the time to accommodate this vital area of learning. The individual learning plans will not be tailored to the individual as they will focus more on curriculum. Many pupils at Ewing gain GCSE's and other accredited qualifications. This option needs to be available if the proposals are to achieve better outcomes for the pupils.

ISSUE 1 - Response of the Director of Children's Services

6.22 The Local Authority has noted the strong concern of parents that there is no specialist resourced provision in the City for them to see and to make an informed decision. However, there are many schools across the City with very successful experiences of meeting the needs of children and young people with special and additional needs similar to those of the pupils at Ewing. Some of these schools have expressed an interest in becoming designated specialist resourced schools.

6.23 The designated mainstream schools have now been identified and the Local

Authority has received letters of support and commitment from all headteachers and governing bodies concerning these proposals.

6.24 There is evidence to show that specialist resourced provision works. An OFSTED review 'Inclusion: Does it matter where pupils are taught?' found that mainstream schools with additionally resourced provision were particularly successful in achieving high outcomes for pupils with SEN academically, socially and personally.

6.25 Other research also indicates that for pupils with SLI, supported provision in mainstream schools may provide better outcomes than specialist provision. This may account for why the vast majority of Local Authorities do not have special schools designated for children with SLI but have moved towards developing provision within a mainstream setting. For example none of the 14 North West Authorities have a designated school for SLI. The needs of children and young people with SLI are met in resourced mainstream provision or in mainstream schools with outreach support from specialist teachers and speech and language therapists.

6.26 Personalised learning is central to meeting individual needs which will be determined through robust multi agency assessment. There will be opportunities for all pupils to have improved access to teachers with a subject specialism, subject specific facilities and resources and to be part of the wider school community. They will have access to a wide range of externally accredited courses.

6.27 All mainstream schools teach Personal, Social, Health and Citizenship Education (PSHCE) which includes independent living skills and sex education. This area of the curriculum will automatically be available and will be differentiated according to need. It will be taught by either the specialist teachers or in conjunction with subject teachers. All mainstream schools also offer a wide range of GCSEs and a range of accredited courses and pathways which will be available for pupils accessing specialist resourced provision. PSHCE is also on the timetable for pupils in the Horizon provision. Horizon will offer GCSE and other accredited courses in partnership with mainstream schools and other providers to increase options for other qualification opportunities.

6.28 The specialist resourced provision would be very carefully monitored by the Local Authority through a Service Level Agreement. There will be strict criteria and the School Effectiveness Officer will continually review the provision and monitor pupil progress and outcomes. They would have a clear vision as to the purpose, rationale and use of the provision to ensure effective pupil outcomes. The specialist staff working with the school SENCO and leadership team would ensure that the health and welfare of each child and young person was met. Good and effective communications with parents and carers would ensure that families are kept informed of their child's progress.

ISSUE 2 - Identified schools

6.29 There is little or no choice for families of secondary aged pupils who do not want their child to go to a faith school.

ISSUE 2 - Response of the Director of Children's Services

6.30 The concerns of some parents and carers about the restricted option for non faith specialist resourced provision schools has been noted and Newall Green High School is the third high school that it is proposed will become designated as resourced provision. This gives a balance of one faith school (St Peter's) and two non-faith schools (Abraham Moss and Newall Green).

ISSUE 3 - Transition arrangements

6.31 If the proposals go ahead some pupils will be in the middle of their GCSE or other accredited courses when Ewing closes. Moving to another school to complete these could have an adverse effect on their exam results and achievements.

ISSUE 3 - Response of the Director of Children's Services

6.32 If the proposals are accepted pupils who are in the middle of accredited courses will not have their learning disrupted. City Council officers, working with the headteacher, staff and parents will support the School to put in place effective transition arrangements. A commitment has already been given to parents/carers that if the proposals are approved young people in Y10 and Y11 at the time of the closure (2012) can complete their education in a special school.

6.33 City Council officers will support Ewing School to develop effective transition arrangements. Prior to any child or young person changing schools, a very carefully planned and detailed transition programme would have been agreed in full consultation with parents and families and with contributions from pupils themselves wherever appropriate. Specialist teachers and teaching assistants would be in place and staff in the receiving schools would have accessed a comprehensive training programme including opportunities to spend time with staff and pupils at Ewing.

6.34 Home to school travel would continue to be available and wherever possible pupils would be encouraged to learn independent travel through The Manchester Travel Training Partnership.

ISSUE 4 - Specialist schools – provision at Grange

6.35 Ewing provides a community for pupils with similar needs and this whole school approach means everyone knows the children and young people. Some parents and carers have waited a long time to get their child into Ewing.

6.36 Grange School is for pupils with severe to moderate ASD and is very different to Ewing School. Governors of Ewing are concerned about placing high functioning children with ASD with children with more severe to moderate ASD because the type of curriculum, styles of teaching and accreditation are very different.

ISSUE 4 - Response of the Director of Children's Services

6.37 Grange School currently includes the Horizon provision for pupils with high functioning autism including Asperger's Syndrome. Many of the pupils who attend Horizon provision have very similar needs to those who currently attend Ewing

School.

6.38 Although Horizon is part of Grange School it is run quite separately which is reflected in the different strategies employed for teaching and learning and behaviour management. Horizon will be responsive to need and will make provision for primary age children if this is required.

6.39 PSHCE is on the timetable for pupils in the Horizon provision. Horizon will offer GCSE and other accredited courses in partnership with mainstream schools and other providers to increase options for other qualification opportunities.

ISSUE 5 - Specialist schools – provision at Lancasterian

6.40 Some pupils at Ewing have specific language impairment (SLI) and do not have an ASD. These pupils could not have their needs met in mainstream so what would the SLI provision proposed for Lancasterian School look like?

6.41 Governors at Ewing are concerned that pupils at Lancasterian School are physically fragile and may be at risk from Ewing children and young people. They state the types of communication needs for these two groups of pupils are essentially very different. Governors at Lancasterian question the impact pupils with SLI will have on the well-being and progress of pupils currently at Lancasterian.

ISSUE 5 - Response of the Director of Children's Services

6.42 The proposed SLI provision for Lancasterian will build on Lancasterian's specialist school status for Communication and Interaction. There will be places for pupils with SLI whose needs cannot be met within a mainstream school with support or within a specialist resourced mainstream provision.

4.43 The school would have additional specialist teachers and specialist teaching assistants with similar skills, knowledge and experience to those of Ewing staff and regular input from the SLI team based within the Speech and Language Therapy Service. Although the pupils at Lancasterian will have a physical disability and those coming from Ewing would have SLI, both groups will have in common the need to develop their independence and life skills. There may be aspects of learning which they will share or times when they are taught as two separate groups. There will need to be flexibility with personalised learning being central to achieving high outcomes for all.

ISSUE 6 - Staffing

6.44 Staff at Ewing are very skilled and have the specialism to teach children and young people with a range of complex needs. The team will not be able to share their knowledge and experience with one another when they move to different schools. They could become very isolated. Continual professional development for staff may lack coordination resulting in different standards across the City.

ISSUE 5 - Response of the Director of Children's Services

6.45 There is no doubt that the staff at Ewing School are very experienced in employing a range of successful teaching and learning strategies. It is important that this expertise is shared across the City so that more schools can access this knowledge and advice. The specialist staff would work closely with school staff, particularly with the special educational needs coordinator (SENCO) and members of the SEN department and class/subject teachers to increase their capacity in working with children and young people with ASD/SLI.

6.46 If the proposals are accepted, the expertise and skills of the specialist staff in the specialist resourced mainstream schools would be shared across each district through networking opportunities. Having a high level of speech and language therapy in the specialist resourced mainstream provisions would also allow for more joined up working with other SEN staff in the school. The presence of specialist resourced provisions in each district will also serve as models of good practice for other schools in the district, for example, through the development of language friendly learning environments.

6.47 The Local Authority will ensure a comprehensive training programme for mainstream staff would commence as soon as possible if the proposals are accepted. Many schools already have significant levels of experience, skills and knowledge in these areas of need. However, these proposals would allow three years for staff in the mainstream schools to further develop their understanding of SLI and ASD and to gain knowledge and some experience of working with these pupils prior to any changes in 2012.

6.48 Ewing staff would be crucial in developing strong working relations through professional development partnerships so that the whole school community has the confidence and high expectation for effective learning for all. It is important that there is a coordinated model of staff training and networking for the specialist resourced mainstream provisions to maintain consistency of standards across the City.

ISSUE 6 - School ethos

6.49 The family community at Ewing will be lost and this much needed support will not be available. It has taken a long time for some parents and carers to find the right school for their child. Families and pupils are anxious at the prospect of change and the disruption it will cause to education

ISSUE 6 - Response of the Director of Children's Services

6.50 The Local Authority recognises that families will be naturally anxious about future provision for their child. All specialist staff have experience of working with families. These staff with officers from the Local Authority would support families and pupils through the change. Specialist staff in the specialist resourced mainstream provisions would include parents and carers in decision making through the annual review process and through the regular home to school contact.

ISSUE 7 - Support from other agencies

6.51 The level of need for mental health issues is high and the headteacher of Ewing believes that 80% of her pupils are known to Child and Adolescent Mental Health Services (CAMHS). This has obvious implications for the level of liaison with the Clinical Psychology Service for Children with Disabilities (CP-LD) which, with the current amount of resources could not be met. The termly multi agency meetings with CAMHS could not take place in their current format.

6.52 The school nurse at Ewing has developed expertise and the paediatrician has a special interest. It would be difficult to continue this over the proposed nine sites.

6.53 It is difficult to see how the current resources within the Social Communication Assessment and Intervention Teams (SCAIT) could provide quality liaison.

6.54 There is a shortage of speech and language therapists particularly with the specialism that would be needed in the specialist resourced mainstream provisions and for those pupils with SLI at Lancasterian School

ISSUE 7 - Response of the Director of Children's Services

6.55 There are already many children within mainstream schools accessing CAMHS provision and through the Mental Health in School Initiative many high schools now have a mental health practitioner on site. Mainstream schools are also used to coordinating multi agency meetings, including with CAMHS, and will ensure that multi agency working for children with ASD/SLI continues. The Social Communication Assessment and Intervention Teams (SCAIT) work as 'virtual teams' and already work with mainstream schools - this will continue.

6.56 The paediatricians who provide medical care for children and young people with disability support the principle of developing safe and high quality educational provision closer to home and have expressed their willingness to work with the local authority, schools and others involved if the proposals are accepted.

6.56 The managers of the speech and language therapy provision in Manchester have been involved in the proposed changes and fully support them. They are particularly keen to have an active and integral role in the provision of training for all staff working with children and young people who have ASD and SLI. The SLI Team from speech and language therapy would work closely with Lancasterian School. The speech and language therapist in each of the specialist resourced mainstream provisions will be recruited to ensure that they have the appropriate specialism and experience.

7.0 CONCLUSIONS OF THE DIRECTOR OF CHILDREN'S SERVICES

7.1 Proposals to make changes to specialist provision are invariably received by parents and staff with caution, reflecting a general concern to safeguard the most vulnerable children and young people in the education system. This is entirely understandable and, in respect of the proposals affecting Grange, Lancasterian and Ewing, is a very positive reflection on the quality of provision currently provided by all three schools.

7.2 In spite of the natural caution provision for children and young people with special educational needs must develop and improve in line with local and national developments and improvements in education in general

7.3 These proposals will enable the development of a continuum of provision for pupils with SLI/ASD and physical disabilities allowing the highest level of access to mainstream environments, where this is appropriate. A well-developed and resourced continuum of provision provides parents/carers with greater choice and no diminution in quality in their children's education, including the following options:

- fully accessible local mainstream provision with additional support;
- mainstream specialist provision within a locality or district;
- special school provision
- residential provision

7.4 Currently, in Manchester for children and young people with significant SLI/ASD and physical disabilities parents only have an option of mainstream provision with access to additional support or a special school. As a result Manchester places a higher number of children in special school provision (1.52%) when compared to the average of our statistical neighbours (1.31%), other North West Local Authorities (1.36%) and the national average (1.1%).

7.5 In order to narrow the gap in outcomes which currently exists between children and young people with a disability and other children and young people and to ensure that children and young people with disabilities are enabled to reach their potential and be in a position to access work and independence as adults, the Local Authority will ensure that there are more and greater opportunities for inclusion. Building Schools for the Future Programme and the Primary Capital Programme enables the transformation of specialist provision. Research shows that access to high quality specialist staff and a commitment by leaders to create opportunities to include all pupils were keys to successful outcomes and that when these are in place, pupils with even the most severe and complex needs are able to make outstanding progress in all types of setting.

7.6 Manchester has made a commitment through its Community Strategy to establish neighbourhoods where families choose to learn, live and play. These proposals support the move towards more community based integrated services working in a more flexible and responsive way. Locating specialist staff in each district will also reduce the need for children having to spend a long time each day travelling across the City to access specialist provision and in many cases will enable children to attend the same school as their siblings and neighbours.

7.7 Mainstream schools are increasingly accessible, confident and successful in educating pupils with a wide range of learning difficulties and disabilities and developing personalised approaches to learning. As a result, more and more parents/carers of children with disabilities prefer mainstream to special schools.

Grange School

7.8 The proposals for Grange School, including the residential and short-break

provision, represent a major transformation of provision for children and young people with ASD in the City, and the proposals have generally met with approval.

Lancasterian School

7.9 The proposals for Lancasterian school have been adjusted to take account of views expressed during extended consultation. The increase in day places to 75 will reassure those who felt that 40 would be insufficient. It will also help the headteacher, staff and governing body to maintain and improve on the high quality of provision already being delivered. The principle of increased inclusion of pupils with physical disabilities in mainstream schools is supported by the governing body and the proposals to extend and increase partnership arrangements with mainstream primary schools will build on existing good practice. Lancasterian also supports their continued role in the development and management of a range of City-wide services for children and young people with physical disabilities, for example, the Independent Development Service and Manchester Travel Training Partnership. The designation of particular mainstream high schools as being additionally resourced for pupils with physical disabilities is a logical extension of current, successful practice and is fully supported by the headteachers and governors of Abraham Moss, St Peter's and Newall Green. However there is concern from Lancasterian about the reduction in places, the development of secondary specialist resourced provision and the impact of pupils from Ewing with SLI on the progress of pupils currently at Lancasterian.

Ewing School

7.10 The plan for Ewing school has attracted significant opposition. However, taken alongside the proposals for Grange and Lancasterian schools, the future provision for pupils with ASD and SLI pupils will be expanded and improved as follows:

- i. Grange school to be expanded from 70 to 150 day places, in new, purpose built premises immediately adjacent to the Gorton Education Village;
- ii. a new residential facility at Grange school for ASD pupils and their families, to provide short breaks out of school hours, at weekends and during holidays.
- iii. relocation of the Horizon provision from the former Roundwood School premises in Wythenshawe to the new Grange site;
- iv. retention and refurbishment of the Lancasterian school premises, with up to 25 places available for pupils with SLI;
- v. six mainstream primary schools designated as specialist provision, each additionally resourced to provide up to 7 places for either ASD or SLI pupils, creating up to 42 specialist pupil places across the City.
- vi. three mainstream secondary schools designated as specialist provision, each additionally resourced to provide up to 10 places for ASD or SLI pupils, creating up to 30 specialist pupil places across the City.

7.11 The expertise and skills of Ewing staff will not be lost post closure. They will be used in different ways and in different settings.

7.12 The designation of particular mainstream schools as being additionally resourced for pupils with ASD/SLI is a major step forward and has been identified in the past as a gap in provision. Many parents even though they do not support the closure of Ewing School, do support the development of specialist resourced provision for future generations of Manchester children. There has also been support for this development from the proposed specialist resourced mainstream schools.

8.0 Conclusion

8.1 In summary, statutory consultation has stimulated a full and detailed examination of all the issues arising from what is an extensive set of proposals. Consultation respondents are to be thanked for their many contributions. All issues raised have been responded to and the issues that have emerged from statutory consultation have not called into question the underlying validity of any of the proposals involving Grange, Lancasterian and Ewing schools. The Executive is therefore asked to agree that the Director of Children's Services should proceed to the next stage of the statutory process in respect of each school.

9.0 Next Stage of The Statutory Process

9.1 Having considered all the views expressed during statutory consultation and the responses of the Director of Children's Services, the Executive may take one of three courses of action in respect of each proposal ie:

- i. agree to go ahead with the proposal unchanged from its original form
- ii. abandon the proposal altogether;
- iii. continue with the proposal in an amended form.

9.2 If the Executive decides to proceed with the proposals (either unchanged or in an amended form) the second stage of the statutory process will begin, with publication of formal notices. This will introduce a period of six clear weeks during which any interested party may comment on or formally object to any or all of the published proposals. All comments/ objections received (plus the comments of the Director of Children's Services and all the documentation gathered during statutory consultation) will then be reported to the Executive for the final decision to be made.

Equality Impact Assessment

Proposals for Grange School

Directorate	Children's Services	Section	Education	Person responsible for the assessment	Amanda Corcoran
Name of the policy/service to be assessed	Grange School	Date of Assessment	September 2009	Is this a new or existing policy/service?	The proposals are for an extension of services provided by the school and an expansion of pupil places

1. Briefly describe the policy/service being assessed	<p>Under the Building Schools for the Future programme, significant levels of capital are being invested in the school estate in Manchester, including for pupils with Special Educational Needs (SEN). The investment in SEN provision follows detailed consideration of how well the city currently provides for a continuum of need, provides a choice for parents/carers and delivers equity across the city. Following a consideration of SEN provision for pupils with Autistic Spectrum Disorder (ASD), particularly those with needs at the more severe end of the spectrum, proposals have been made to extend the services provided at Grange School (to include residential provision and Short Break* provision) and expand the number of pupil places available.</p> <p>This Assessment considers the equality impact of extending and expanding Grange School.</p> <p>*Short Break provision provides families with out-of-hours and holiday-time activities for children, and short-term residential provision for children</p>
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<p>2. Who are the main stakeholders in relation to the policy/service?</p>	<p>The main 'client' stakeholders are:</p> <ul style="list-style-type: none"> • Pupils currently at Grange School, and their parents/carers • Pupils with ASD in out-of-borough special school placements, and their parents/carers • Pupils with ASD in mainstream schools, and their parents/carers <p>The main 'provider' stakeholders are:</p> <ul style="list-style-type: none"> • Staff and governors of Grange School • Staff and governors of Ewing School (in relation to the links between Grange and Ewing proposals) • Staff and governors of schools and settings earmarked for specialist resourced provision for pupils with ASD and Specific Language Impairment (SLI) • Staff and pupils of all schools who may receive improved training for meeting the needs of children and young people with ASD • The Social Communication Assessment and Intervention Team (SCAIT) who provide assessment and advice for children and young people with ASD • Other services, particularly Speech and Language Therapy Services 		
<p>3. What are the desired outcomes from this policy/service?</p>	<p>The desired outcomes for Grange School are:</p> <ul style="list-style-type: none"> • Effective identification of pupils with ASD, and in this assessment, particularly those with more severe or 'classic' ASD • Effective provision for pupils with ASD, leading to improved outcomes, including academic, social and emotional outcomes • Prevention or reduction of learning and behaviour difficulties associated with ASD • Ensuring the positive well-being, safety and health of pupils with ASD • Preparation of children and young people ASD for study, work and life after school • Improvement of mainstream educational provision for all children and young people with ASD 		
<p>4. Who will be consulted as part of this EIA? What types of consultation will be carried out?</p>	<p>Information for this Equality Impact Assessment has come from an analysis of:</p> <ul style="list-style-type: none"> • contextual and performance data for Grange School • analysis of age-of-entry data for Grange School • analysis of consultations with parents/carers, governors, school staff, council members and professionals from other agencies • analysis of 'PLASC' – Pupils Level Annual School Census • reference to research on ASD 		
<p>5. Could the policy/service have a differential impact relating to race?</p>	<p>Y</p>	<p>N</p> <p style="margin-top: 20px;">x</p>	<p>Please explain</p>

<p>What evidence or data exists to support your analysis?</p>	<p>The following data is taken from the Integrated Data Set for Grange School.</p> <p><i>Table 1: Ethnicity of Pupils at Grange Schools, with Local Authority Comparisons</i></p> <table border="1" data-bbox="524 284 1845 810"> <thead> <tr> <th>Ethnic Group</th> <th>Number of Pupils at Grange School 2009</th> <th>Percentage of Grange Pupils 2009</th> <th>LA Primary Schools (% of pupils) 2009</th> </tr> </thead> <tbody> <tr><td>Asian Bangladeshi</td><td>2</td><td>2.7%</td><td>2.3%</td></tr> <tr><td>Asian Indian</td><td>1</td><td>1.4%</td><td>1.8%</td></tr> <tr><td>Asian Pakistani</td><td>8</td><td>11.0%</td><td>13.6%</td></tr> <tr><td>Other Asian</td><td>1</td><td>1.4%</td><td>1.5%</td></tr> <tr><td>Black African Somali</td><td>3</td><td>4.1%</td><td>3.3%</td></tr> <tr><td>Black Caribbean</td><td>3</td><td>4.1%</td><td>2.5%</td></tr> <tr><td>Other Black Background</td><td>4</td><td>5.5%</td><td>7.3%</td></tr> <tr><td>Chinese</td><td>0</td><td>0.0%</td><td>0.9%</td></tr> <tr><td>Mixed White & Black Caribbean</td><td>2</td><td>2.7%</td><td>2.6%</td></tr> <tr><td>Other Mixed Heritage</td><td>6</td><td>8.2%</td><td>4.2%</td></tr> <tr><td>White British</td><td>31</td><td>42.5%</td><td>46.8%</td></tr> <tr><td>White European</td><td>0</td><td>0.0%</td><td>2.0%</td></tr> <tr><td>Other White</td><td>1</td><td>1.4%</td><td>1.9%</td></tr> <tr><td>Traveller (Irish Heritage/Gypsy Roma)</td><td>0</td><td>0.0%</td><td>0.3%</td></tr> <tr><td>Other Ethnic Group</td><td>4</td><td>5.5%</td><td>4.6%</td></tr> </tbody> </table> <p>Given the small number of Grange School pupils in each category, the Black and Minority Ethnic (BME) profile of Grange School is very similar to that of the Local Authority as a whole. There is no reason to suppose that this will change when the school extends its functions and extends its capacity.</p>			Ethnic Group	Number of Pupils at Grange School 2009	Percentage of Grange Pupils 2009	LA Primary Schools (% of pupils) 2009	Asian Bangladeshi	2	2.7%	2.3%	Asian Indian	1	1.4%	1.8%	Asian Pakistani	8	11.0%	13.6%	Other Asian	1	1.4%	1.5%	Black African Somali	3	4.1%	3.3%	Black Caribbean	3	4.1%	2.5%	Other Black Background	4	5.5%	7.3%	Chinese	0	0.0%	0.9%	Mixed White & Black Caribbean	2	2.7%	2.6%	Other Mixed Heritage	6	8.2%	4.2%	White British	31	42.5%	46.8%	White European	0	0.0%	2.0%	Other White	1	1.4%	1.9%	Traveller (Irish Heritage/Gypsy Roma)	0	0.0%	0.3%	Other Ethnic Group	4	5.5%	4.6%
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<p>6. Could the policy/service have a differential impact relating to gender?</p>	<p>Y x</p>	<p>N</p>	<p>There is possibly risk that the expansion of Grange School would provide a more positive impact for boys than for girls with ASD because the boy-to-girl ratio at Grange is above that ratio of pupils in the general population. However, this may be explained by other factors. See notes below.</p>																																																																
<p>What evidence or data exists to supports your analysis?</p>	<p>At the 2009 pupil census, there were 63 boys and 10 girls attending Grange School, a boy-to-girl ratio of about 6 to 1. The ratio in the general population of pupils with ASD is about 4 to 1.</p> <p>There would appear to be an over-representation of boys at Grange School. However, in general boys with ASD are more likely than girls to have significant behavioural and other disabilities which would make a mainstream placement more difficult to maintain. It could be argued that this scale of over-representation could reflect these other factors.</p> <p>In either case, it would be advisable to monitor the gender ratio of pupils at the school – once the ratio goes above a certain level there is a risk of a perception developing that the school caters particularly for boys.</p>																																																																		
<p>7. Could the policy/service have a</p>	<p>Y</p>	<p>N</p>	<p>The proposals are likely to have a very positive impact for pupils with ASD learning disability because of the following improvements in provision:</p>																																																																

differential impact on disabled people?	X		<ul style="list-style-type: none"> • improved provision in mainstream environments, including improved outreach support and the development, in related proposals, of resourced provision • an increase in Primary, Secondary and post-16 places at Grange School, supporting the increased numbers of children identified with autism • the development of Short Break provision • the development of facilities at Grange School which will allow the school to provide for children and young people with ASD who have more challenging needs and circumstances, including the development of residential provision
What evidence or data exists to support your analysis?	The SEN Test for Grange School provides an analysis of the possible benefits of the proposed changes, and the arguments in this document were considered here.		
8. Could the policy/service have a differential impact relating to sexuality?	Y	N X	There is no reason to indicate that there may be differential impact with regard to sexuality.
What evidence or data exists to support your analysis?	Manchester has an effective campaign and programme in all schools to promote equality for children and young people who are lesbian, gay, bisexual, transgender (LGBT) – ‘Exceeding Expectations’ – see Manchester Website for Exceeding Expectation Newsletters		
9 Could the policy/service have a differential impact relating to age?	Y X	N	There may be particular benefits in the proposals for secondary-aged and post-16 pupils. (See below.)

<p>What evidence or data exists to support your analysis?</p>	<p>The table below shows the ages at which pupils were admitted to Grange School. It shows that the majority of pupils (53/73 or 73%) were admitted between the ages of 4 and 7, which is consistent with the ages at which one would expect a clear diagnosis of ASD to be emerge, and a detailed assessment of the child's special educational needs to be undertaken. However, ASD can develop over time in different ways for different children and young people and it can be expected that some parents/carers would seek special school provision for their children at later ages.</p> <p><i>Table 2: Age at Which Pupils at Ewing School (2009 Census) Were Admitted</i></p> <table border="1" data-bbox="519 375 1798 523"> <thead> <tr> <th>Age at Entry</th> <th>4 years old</th> <th>5 years old</th> <th>6 years old</th> <th>7 years old</th> <th>8 years old</th> <th>9 years old</th> <th>10 years old</th> <th>11 years old</th> <th>12 years old</th> <th>13 years old</th> <th>14-16 years old</th> <th>TOTAL:</th> </tr> </thead> <tbody> <tr> <td>Number of Pupils</td> <td>8</td> <td>24</td> <td>13</td> <td>8</td> <td>5</td> <td>1</td> <td>2</td> <td>1</td> <td>4</td> <td>4</td> <td>3</td> <td>73</td> </tr> </tbody> </table> <p>Some children and young people with ASD find it more difficult to cope in a secondary mainstream school environment than in a Primary school environment because the frequent changes of subject, classroom and teacher can be more difficult for them to manage. The proposed increase in the size of secondary school provision for these pupils may therefore be a benefit.</p> <p>In addition, the high proportion of out-of-borough placements for post-16 provision indicates that there is a need for increased provision for this age-group, as proposed.</p>						Age at Entry	4 years old	5 years old	6 years old	7 years old	8 years old	9 years old	10 years old	11 years old	12 years old	13 years old	14-16 years old	TOTAL:	Number of Pupils	8	24	13	8	5	1	2	1	4	4	3	73
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Number of Pupils	8	24	13	8	5	1	2	1	4	4	3	73																				
<p>10. Could the policy/service have a differential impact relating to religion and belief?</p>	<p>Y</p>	<p>N x</p>	<p>There is no reason to indicate that there may be a differential impact with regard to religious belief. The school celebrates the full range of religions and beliefs at the school.</p>																													
<p>What evidence or data exists to support your analysis?</p>	<p>There is a strong tradition in Manchester of celebrating the great richness and diversity of languages, cultures and religions which our pupils bring to our schools. Local Authority monitoring suggests that Grange Schools has good practice in this area.</p>																															
<p>11. In what areas could the differential impact identified in 6-9 be considered to be an adverse impact in this function?</p>	<p>Race</p>	<p>Gender x</p>	<p>Disability</p>	<p>Sexuality</p>	<p>Faith and Belief</p>	<p>Age</p>																										

12. What solutions will be introduced to overcome these adverse impacts?	It is recommended that the gender balance of pupils at the school be monitored over time to ensure that it does not become overly skewed towards the male population (although there will be a greater number of males reflecting the incidence of ASD in the general population).					
13. Which Business Plans or action plans have these actions been transferred to?	Depending on the outcome of the consultation exercise, the actions above will be incorporated into the planning processes relating to: <ul style="list-style-type: none"> • Grange School Development Plan • Local Authority monitoring through the School Effectiveness Officer 					
14. In what areas could the differential impact identified in 6-9 be considered to be a positive impact in this function?	Race	Gender	Disability X	Sexuality	Faith and Belief	Age x
15. What strategies will be introduced to safeguard and spread these positive impacts?	The profile of the school in terms of ethnicity and age will be the subject of on-going monitoring by the Local Authority School Effectiveness Officer.					
16. Which Business Plans or action plans have these actions been transferred to?	Depending on the outcome of the consultation exercise, the actions above will be incorporated into the planning processes relating to: <ul style="list-style-type: none"> • Building Schools for the Future Wave 4 Programme • SEN and Inclusion Strategy Action Plan 					

Equality Impact Assessment

Proposals for Provision for Pupils with Physical Disabilities (PD) and Complex Medical Needs, including Proposals for Lancasterian School

Directorate	Children's Services	Section	Education	Person responsible for the assessment	Amanda Corcoran (Strategic Lead for SEN)
Name of the policy/service to be assessed	New Proposals for Pupils with Physical Disabilities and Complex Medical Needs	Date of Assessment	July-September 2009	Is this a new or existing policy/service?	Change to existing service

1. Briefly describe the policy/service being assessed

Under the Building Schools for the Future (BSF) programme, significant levels of capital are being invested in the school estate in Manchester, including for pupils with Special Educational Needs (SEN) and disabilities.

In considering provision for pupils with physical disabilities and/or complex medical needs, it was important to take into account the significant improvements which are being made to the accessibility of school facilities across the city through the BSF/Academies and Primary Capital Programmes. These improvements are in accordance with Manchester City Council's social model of disability (which is about removing barriers which exclude disabled people); Manchester's goal is to be one of the most accessible cities in Europe. Manchester City Council is going beyond legal requirements for accessibility in building design and has developed the guidelines 'Design for Access 2'. In this context, Manchester Local Authority has developed proposals which aim to increase the choice available to parents/carers for children and young people with disabilities and complex medical needs to be able to attend their local mainstream school.

The current provision for children and young people with PD, and the newly proposed pattern of provision are summarised in Table 1 below in order to make the changes clear. In summary, Lancasterian School would be reduced in size from 90 to 75 places, while new specialist resourced mainstream provision would be developed – 18 places in specialist resourced Children's Centres and 15 places in specialist resourced mainstream secondary schools. Lancasterian School would become a school for 4-16 year-olds (rather than 3-16 year-olds). In related proposals, the school would also be designated to teach 15-25 pupils with specific language impairment (SLI) whose needs are too complex for them to be taught in a specialist resourced mainstream school. The number of schools providing 'wider access' would be increased significantly, and the outreach role of the school would be strengthened.

Table 1: Summary of Current and Proposed Provision for Pupils with PDD and/or Complex Medical Needs

Type of Provision		Number Pupils	
		Current Provision	Proposed Provision
Local mainstream school, with or without additional support funded by the Local Authority		There are <u>approximately 200 pupils</u> with PD registered as their primary need in mainstream schools. Of these, approximately 40-50 pupils are supported through the Barrier Free Partnership programme with Lancasterian School.	There would be <u>approximately 240-250 pupils</u> with PD registered as their primary need in mainstream schools. The number of schools providing wider access would be significantly increased, and more pupils would be supported through outreach work from Lancasterian School, delegated or additional funding
Specialist resourced mainstream provision	Early Years (2-4 years)	None	<u>18 places in total</u> at six Specialist Resourced Sure Start Centres (2-4 years old)
	Primary school-age (4-11 years)	None	None
	Secondary school-age (11-16 years)	None	<u>15 places in total</u> at three specialist resourced mainstream secondary provision for pupils with PD and/or complex medical needs
	Post-16 (16-19 years)	None	Access to 6 th form provision across the City including in one specialist resourced high school
Special school provision		<u>90 places</u> at Lancasterian School (2-16 years)	<u>50-60 places</u> for pupils with PD and/or complex medical needs (aged 4-16) and 15-25 places for pupils with SLI at Lancasterian School

Lancasterian school also runs the following city-wide services: Independent Development Service; Manchester Travel Training Partnership; Acquired Brain Injury Service; Augmentative, Assisted Communication Service. Under the new proposals, these city-wide services will continue to be run by Lancasterian School.

<p>2. Who are the main stakeholders in relation to the policy/service?</p>	<p>The main 'client' stakeholders are:</p> <ul style="list-style-type: none">• Pupils currently at Lancasterian School• All children and young people in Manchester, aged 2-19 years old, with PD• All children and young people, disabled and non-disabled, in schools and other settings• Parents/carers both of pupils currently at Lancasterian School and of children and young people throughout the city with PD• Those children and young people with SLI who currently attend Ewing School who continued to access special school provision <p>The main 'provider' stakeholders are:</p> <ul style="list-style-type: none">• Staff and governors of Lancasterian School• Staff of the six specialist Sure Start Children's Centres identified for the provision of assessment places• Staff of mainstream schools, including staff in those schools with wider access arrangements (formerly the Barrier Free Partnership) and staff in proposed specialist resourced mainstream schools• Other services, particularly NHS teams providing services for disabled children and young people and their families• Staff and governors of Ewing School
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<p>3. What are the desired outcomes from this policy/service?</p>	<p>Specialist provision for pupils with PD and/or complex medical needs should have two key functions. To secure positive outcomes for children and young people with PD through good provision; but also to work with the City Council, other schools and the wider community to tackle the barriers, including people's attitudes, which create disability by limiting access to everyday life and activities.</p> <p>The desired outcomes for specialist provision for PD and complex medical needs are:</p> <ul style="list-style-type: none"> • Early identification of pupils with PD and/or complex medical needs, early assessment of their needs, and early intervention, including for their speech, language and communication needs • Effective provision, to include good multi-agency working, which addresses their physical, medical and communication needs, tackles barriers to learning, and addresses barriers to the young person's full inclusion in the wider community • Good academic progress and development of Personal, Learning and Thinking Skills (PLTS) • Development of well-being and confidence • Provision which results in high attendance and helps to overcome barriers to attendance (e.g. through medical needs) • Experience of regular, mainstream environments, and opportunities to develop relationships with a diverse range of people • Preparation for independent living • Access to environments where they can choose to be part of an enabling 'disability culture', and where they have opportunities to develop an understanding of disability issues • Opportunities to engage in a range of sporting and leisure activities, both mainstream and for disabled people • Having their voice heard – high levels of involvement by children and young people in decisions and daily life at their school <p>The following outcomes are also key, and are part of a social approach to disability:</p> <ul style="list-style-type: none"> • Increase the number of mainstream schools which positively welcome children and young people with PD, and have the right learning and social environment for children and young people with PD • Increase the number of pupils with PD who have been able to access effective provision in their local mainstream schools • Build on the excellent disability sports and leisure activities which are already available • Work with other agencies to develop more accessibility and inclusive practice in mainstream sport and leisure facilities and activities 		
<p>4. Who will be consulted as part of this EIA? What types of consultation will be carried out?</p>	<p>Information for this EIA will come from analysis of:</p> <ul style="list-style-type: none"> • performance data for Lancasterian School, and Barrier Free schools • consultation with parents/carers of pupils at Lancasterian School and Barrier Free schools • consultation with pupils at Lancasterian School • consultation with pupils at Ewing School • consultation with other key stakeholders: Governors; Headteacher and staff; Council Members; Members of Parliament; Primary Care Trust employees and teams 		
<p>5. Could the policy/service have a differential impact relating to race?</p>	<p>Y x</p>	<p>N</p>	<p>Please explain</p> <p>The secondary specialist resourced mainstream schools, taken together, have a representative Black or Minority Ethnic (BME) profile. However, with so many factors at play in the choices made by parents/carers, it is difficult to predict what the impact will be in terms of race equality in these provisions. It would be useful to monitor race equality in this regard, and increase the number of secondary schools with wider access, as is intended.</p>

<p>What evidence or data exists to support your analysis?</p>	<p>The BME profile of pupils currently accessing Lancasterian School is representative of BME groups more broadly in Manchester. Using the January 2009 School Census:</p> <ul style="list-style-type: none">• Proportion of current Lancasterian pupils who are BME (Non White British): 53.2%• Proportion of current Manchester pupils who are BME (non-white British): 51.6%• In addition, the proportion of pupils from each BME Group is roughly in line with the Local Authority average. <p>Primary schools with wider access come from a varied cross-section of schools, with pupils from different ethnic groups being well represented. The proposals involve increasing this number of schools. It is very unlikely that this would have a negative differential impact; the more schools have wider access, the more representative these schools and their pupils are likely to be of Manchester as a whole.</p> <p>The three Secondary schools currently with wider access (Abraham Moss, St Peter's RC and Newall Green) are the schools being proposed for specialist resourced provision for PD. They have very different intakes. Pupils at Newall Green High School are 92% White British, with Other Mixed Background being the second largest category. This reflects the ethnicity within Wythenshawe where Newall Green is located. St Peter's RC has a very diverse intake which broadly reflects that of the city as a whole, with 40% of pupils being White British – the next largest group is Black African (inc. Somali and Nigerian etc) which make up 21% of pupils at the school. Abraham Moss School has low numbers of pupils who are White British (11%); the largest BME group at Abraham Moss is Pakistani (49.7%), though a wide range of groups are represented at the school. Because Abraham Moss High School provides for pupils with PD from throughout the North West and North East districts, the ethnicity of pupils with PD at the school is representative of the North districts, with a higher proportion of White British pupils than the school as a whole, though precise data on this is not currently available.</p> <p>Taken as a whole, the three secondary schools broadly reflect the ethnic diversity of the city as a whole. However, with so many factors at play in parents' choices about schools, it is not possible to predict what the impact will be in terms of access to specialist resourced provision by different BME groups. It will therefore be important to:</p> <ul style="list-style-type: none">• Develop wider access secondary schools in addition to the three specialist resourced mainstream high schools in order to have a wider choice of secondary schools for pupils with PD from ethnic minority backgrounds• have good processes in place for monitoring BME access to specialist resourced provision and other schools
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6. Could the policy/service have a differential impact relating to gender?	Y	N X	It is expected that there will not be a differential impact relating to gender.
What evidence or data exists to support your analysis?	At the 2009 census, there were 53 boys and 39 girls at Lancasterian School, a boy-to-girl ration of 4:1. There is little reliable epidemiological data about the prevalence of physical disability in boys versus girls – there are problems in this context about the definition of disability. However, in an educational context, of the 282 pupils with a physical disability recorded as their main SEN type in the Manchester January 2009 School Census, 165 are boys and 117 are girls, giving an overall boy-to-girl ratio of 4:1. The sex-ratio is the same for disabled children, whether they are accessing places in mainstream schools or at Lancasterian School.		
7. Could the policy/service have a differential impact on disabled people	Y X	N	<p>The new proposals will have a positive differential impact for children and young people with a physical disability by:</p> <ul style="list-style-type: none"> extending the choice of mainstream schools which they will be able to access providing assessment places at 6 designated specialist Sure Start Children's Centres which will give access to local joined-up services extending the role of Lancasterian School in developing inclusive values and practices in mainstream primary and secondary schools and other services, including work on disability-awareness and preventing bullying improving access to health and other services in mainstream schools (including those with wider access) through developments in multi-agency district working <p>The new proposals for Lancasterian School address concerns expressed by consultees about the viability of Lancasterian School if it were to have a small intake (initially suggested as 40 pupils). In the new proposals, the school will cater for 75 pupils, 50 of whom would be pupils with PD, with 15-25 being pupils with SLI.</p> <p>(There are also likely to be benefits for non-disabled children in growing up in the company of disabled children.)</p>
What evidence or data exists to support your analysis?	<p>Consultation with parents/carers of pupils with PD at schools with wider access (currently 'Barrier Free' schools) indicated a strong desire for wider access to be available at many more schools so that parents/carers and pupils were not limited to the schools currently in the Barrier Free Partnership. This included the wish to see more choices for pupils with PD with regard to Roman Catholic or Church of England schools. Under the new proposals these issues will be increasingly addressed as the number of schools with wider access increases significantly, taking advantage of the improved physical accessibility of schools in the city.</p> <p>At the same time, parents/carers of pupils currently at Lancasterian School wanted to retain the choice of special school provision at Lancasterian, which they saw as excellent. With this in mind, the new proposals include Lancasterian with provision for 75 pupils, including 15-25 pupils with SLI.</p>		

	<p>Several parents talked about the need for more awareness-raising about disability issues for children and staff in mainstream schools, and better training of staff about specific physical and medical needs. This included parental worries about bullying in mainstream schools. These issues will be addresses through a significant shift in the role of Lancasterian School – the school will have a strengthened outreach role and will have a stronger role in increasing disability awareness in all schools in Manchester.</p> <p>Studies (such as ‘Physically disabled pupils in mainstream schools’, Bailey, 1988) suggests there are clear benefits for non-disabled children and young people in growing up in the company of pupils with a disability.</p> <p>Parents/carers of pupils with PD at mainstream schools indicated that access to services (particularly Health services) at mainstream schools needs improvement. The proposals have been developed in collaboration with Health Services; schools with wider access will be in a position to benefit from the improved co-ordination of services, as services increasingly work in local districts.</p>		
8. Could the policy/service have a differential impact relating to sexuality?	Y	N X	There is no reason to indicate that there may be differential impact with regard to sexuality for Lancasterian School or for the alternative proposals for resourced provision.
What evidence or data exists to support your analysis?	Manchester has a strong campaign and programme to promote equality for children and young people who are lesbian, gay, bisexual or transgender (LGBT) – ‘Exceeding Expectations’ – see Manchester Website for Exceeding Expectation Newsletters		
9. Could the policy/service have a differential impact relating to age?	Y X	N	<p>There is likely to be a positive differential impact of Early Years provision for PD being based at specialist resourced Children’s Centres. They will provide more local services to families, giving them more continuity of care, and they will develop the child and family’s confidence about thriving in a mainstream environment.</p> <p>At 14-19, there is a positive impact: more pupils will have the opportunity to access the widening 14-19 curriculum; more pupils will be going into post-16 provision in a mainstream environment which is already familiar to them.</p>
What evidence or data exists to support your analysis?	<p>Impact on young children (Early Years - 2 to 3 years old)</p> <p>The new proposals involve moving Early Years provision for children with PD from Lancasterian School to specially resourced provision in six Sure Start Children’s Centres. Sure Start Children’s Centres already act as a base for multi-agency work, so the new PD designation of these six Specialist Sure Start Children’s Centres will be a natural extension of their role. It will mean that services local to the family (e.g. Health Visitors) will have strong links to</p>		

	<p>assessment provision at the Early Years provision, improving continuity of care. In addition, there are clear benefits of providing this Early Years assessment service within a mainstream environment: children and families will have the benefits of developing relationships with children and families local to their area, will have a mainstream language environment with specialist support where needed, and both children and parents will develop greater confidence about the child thriving in a mainstream environment.</p> <p>Therefore, though multi-agency provision at Lancasterian is recognised by parents/carers as being very good, the benefits of a local, joined-up and inclusive provision at Children’s Centres are likely to be very positive</p> <p>Impact on Young People Aged 14-19 Years Old Lancasterian School is actively developing its links with City College in order to enhance provision post-16 for pupils with PD. This will continue whether under current or proposed new arrangements.</p> <p>Under the new proposals, with more pupils supported in mainstream environments, these pupils will have more ready access to the broadening 14-19 curriculum (e.g. Diplomas) available in this sector.</p> <p>The new proposals include specialist resourced provision at Newall Green High School which now has V1 form provision. The other proposed specialist resourced High Schools have well established links with Loreto College and City College.</p>					
<p>10. Could the policy/service have a differential impact relating to religion and belief?</p>	<p>Y X</p>	<p>N</p>	<p>The new proposals could have a positive differential impact by developing more schools with wider access, including in faith schools.</p>			
<p>What evidence or data exists to support your analysis?</p>	<p>Both Lancasterian School and all other Manchester schools celebrate the full range of religions and beliefs at their school. However, consultation with parents/carers of children at Barrier Free schools indicated that some parents/carers would like there to be more accessible/supported local mainstream schools available to reflect the faith of families, e.g. RC Barrier Free schools for children from RC families.</p>					
<p>11. In what areas could the differential impact identified in 6-9 be considered to be an adverse impact in this function?</p>	<p>Race X</p>	<p>Gender</p>	<p>Disability</p>	<p>Sexuality</p>	<p>Age</p>	<p>Faith and Belief</p>
<p>12. What solutions will be introduced to overcome these adverse impacts?</p>	<p><u>Race Equality</u> A possible adverse impact in relation to race could emerge because of the small number of secondary schools which are currently Barrier Free/wider access and are proposed for specialist resourced provision. The solution would be to ensure that, under the new proposals, more secondary schools would have wider access. This should</p>					

	<p>be very achievable as most secondary schools are being rebuilt or refurbished to Access Manchester standards under Building Schools for the Future.</p>					
<p>13. Which Business Plans or action plans have these actions been transferred to?</p>	<p>Depending on the outcome of the consultation exercise, the actions above will be incorporated into the planning processes relating to:</p> <ul style="list-style-type: none"> • Building Schools for the Future Wave 4 Programme • SEN and Inclusion Strategy Action Plan 					
<p>14. In what areas could the differential impact identified in 6-9 be considered to be a positive impact in this function?</p>	<p>Race</p>	<p>Gender</p>	<p>Disability</p> <p style="text-align: center;">x</p>	<p>Sexuality</p>	<p>Age</p> <p style="text-align: center;">x</p>	<p>Faith and Belief</p> <p style="text-align: center;">x</p>
<p>15. What strategies will be introduced to safeguard and spread these positive impacts?</p>	<p><u>Disability</u> The positive impact in relation to an increased choice of mainstream schools (wider access or specialist resourced) and the availability of assessment places at Sure Start Children’s Centres arise directly from the implementation of the proposals.</p> <p>The new proposals also include a strengthened and extended role for Lancasterian School (taking account of their specialist status in Communication and Interaction) for developing inclusive values and practices in mainstream schools. In order to safeguard this important positive impact the Local Authority will include this awareness-raising work as part of the service which it commissions from Lancasterian School, with clear outputs and outcomes, and clear mechanisms for monitoring this.</p> <p><u>Age</u> The positive impact for Early Years arises directly from the proposals. Ensuring that young people with PD will have increased and, where possible, full access to the broadening 14-19 curriculum will be part of the role of Lancasterian School, in partnership with the Local Authority, in working with mainstream schools. Because of the new and specific issues raised by the 14-19 agenda, this issue may need to be explicitly referenced in delivery plans for the proposed changes, and in Lancasterian School’s Development Plan.</p> <p><u>Faith and Belief</u> During planning for the expansion in the number of schools with wider access, an analysis would be undertaken to ensure schools provided parents/carers with appropriate choices in relation to Faith, locality and other issues.</p>					
<p>16. Which Business Plans or action plans have these actions been transferred to?</p>	<p>Depending on the outcome of the consultation exercise, the actions above will be incorporated into the planning processes relating to:</p> <ul style="list-style-type: none"> • Building Schools for the Future Wave 4 Programme • SEN and Inclusion Strategy Action Plan • Lancasterian School Development Plan 					

Equality Impact Assessment

Proposals for SEN Provision for Pupils with Specific Language Impairment (SLI) and Less Severe Autistic Spectrum Disorder (ASD), including Ewing School

Directorate	Children's Services	Section	Education	Person responsible for the assessment	Amanda Corcoran
Name of the policy/service to be assessed	SEN Provision for Pupils with Specific Language Impairment (SLI) and less severe Autistic Spectrum Disorder (ASD)	Date of Assessment	September 2009	Is this a new or existing policy/service?	Proposals are to close Ewing School and create a new and expanded range of provision for SLI and ASD.

1. Briefly describe the policy/service being assessed

Under the Building Schools for the Future (BSF) programme, significant levels of capital are being invested in the school estate in Manchester, including for pupils with Special Educational Needs (SEN). The investment in SEN provision follows detailed consideration of how well the city currently provides for a continuum of need, provides a choice for parents/carers and delivers equity across the city. Following a consideration of SEN provision for pupils with Specific Language Impairment (SLI) and Autistic Spectrum Disorder (ASD), and more broadly for children with Speech, Language and Communication Needs (SLCN), proposals have been made to close Ewing School (a special school for pupils with Speech and Language Difficulties), and to replace this with a range of provision – specialist resourced provision in Children’s Centres, Primary schools and Secondary schools, and special school provision for SLI/ASD at Lancasterian School. Lancasterian School would be re-designated as a school for pupils with PD and communication and interaction difficulties. The provision at Children’s Centres would be important in co-ordinating early identification and intervention for children with SLI or ASD; early identification was considered to be crucial in the recent Bercow Review of services for children and young people with speech, language and communication needs.

This Assessment considers the equality impact of replacing Ewing School with this new proposed range of provision for SLI/ASD. Table 1 below summarises current and proposed provision across the full range of provision, from mainstream to special school.

Table 1: Summary of Current and Proposed Provision

Type of Provision		Number Pupils	
		Current Provision	Proposed Provision
Local mainstream school , with or without additional support funded by the Local Authority		Estimated number of pupils with language and communication needs in Manchester : <ul style="list-style-type: none"> • 4,000 with SLI (prevalence 7%); • 360 with ASD (prevalence 0.6%); • more than 15,000 with SLCN Support comes from speech and language therapists (SALT) and from Teaching Assistants in schools	Number of pupils as for current provision Specialist advice and support for children and young people with language and communication needs will improve under the proposed arrangements – there will be an outreach role for staff at Lancasterian School, Grange School and the specialist staff in the specialist resourced mainstream provisions
Specialist resourced mainstream provision	Early Years (2-4 years)	None	Development of Specialist Resourced Sure Start Centres will include trained staff, multi-agency working, access to specialist staff for all settings in district
	Primary school-age (4-11 years)	None	Up to 42 places for pupils with SLI &/or ASD: 6 Primary schools each with up to 7 places
	Secondary school-age (11-16 years)	None	30 places for pupils with SLI &/or ASD: 3 High Schools each with 10 places
	Post-16 (16-19 years)	None	1 of the specialist resourced secondary schools has sixth-form provision available to pupils with SLI/ASD. Access to 6 th form provision at Grange School.
Special school provision		Ewing School: 85 places for pupils with SLI and less severe ASD	15-25 places for pupils with severe SLI at Lancasterian School. In related proposals, there will also be an increase in provision for pupils with more severe ASD at Grange School (from 70 to 150 places)
Short Break* provision for pupils with ASD and their families		None	Short break provision being developed at Grange School will be of particular benefit for children and young people with ASD and their families.

*Short Break provision provides families with out-of-hours and holiday-time activities for children, and short-term residential provision for children

<p>2. Who are the main stakeholders in relation to the policy/service?</p>	<p>The main 'client' stakeholders are:</p> <ul style="list-style-type: none"> • Pupils currently at Ewing School, mainstream schools earmarked for specialist resourced provision, and at Lancasterian School • Children and young people with the full range of speech, language and communication needs, including those with SLI and ASD • Parents/carers of the above <p>The main 'provider' stakeholders are:</p> <ul style="list-style-type: none"> • Staff and governors of Ewing School, Lancasterian School and Grange School • Staff and governors of schools and settings earmarked for specialist resourced provision for pupils with SLI/ASD • Staff and pupils of all schools who may receive improved training for meeting the needs of children and young people with SLI and ASD and other SLCN • Other services, particularly Speech and Language Therapy Services 		
<p>3. What are the desired outcomes from this policy/service?</p>	<p>The desired outcomes for specialist provision for pupils with SLI and ASD are:</p> <ul style="list-style-type: none"> • Effective identification of pupils with SLI and ASD, particularly in the Early Years and Foundation Stage • Effective provision for pupils with SLI and ASD, leading to improved outcomes, including academic, social and emotional outcomes • Prevention or reduction of learning and behaviour difficulties arising as a 'secondary' effect of SLI and ASD • Ensuring the positive well-being, safety and health of pupils with SLI and ASD • Having good levels of participation by children and young people with SLI and ASD in the life of the school and of their community • Preparation of children and young people with SLI and ASD for study, work and life after school; in particular, a need to address the risk of social isolation in young adulthood for young people with SLI and ASD – see Research Summary • Improvement of mainstream educational provision for all children and young people with regard to the development of speech, language and communication skills – very important given the high prevalence of SLCN (including SLI and ASD) - see provision table above 		
<p>4. Who will be consulted as part of this EIA? What types of consultation will be carried out?</p>	<p>Information for this Equality Impact Assessment will come from an analysis of:</p> <ul style="list-style-type: none"> • data on access to Ewing School and Grange School • contextual and performance data for Ewing School, Grange School and the proposed specialist resourced mainstream schools • analysis of consultations with parents/carers, governors, school staff, council members and professionals from other agencies • Research into effective provision for children and young people with SLI and ASD – for summary of research into provision for children with SLI, see Research Summary • Analysis of consultation with pupils at Ewing School • Reference to the Bercow Review 		
<p>5. Could the policy/service have a differential impact relating to race?</p>	<p>Y</p> <p>X</p>	<p>N</p>	<p>Please explain</p> <p>The new proposed pattern of provision for SLI is likely to have a positive differential impact in terms of race. Currently, at Ewing School, there is a disproportionately small number of pupils from black or minority ethnic (BME) groups, perhaps because the school (a city-wide provision) takes a high proportion of its intake from particular areas of the city. The specialist resourced provision will be in schools across the city which overall have a more representative intake.</p>

<p>What evidence or data exists to support your analysis?</p>	<p>Using the January 2009 School Census: Proportion of Ewing pupils who are Non-White: 24.7% Proportion of Manchester pupils who are non-white: 44.7%</p> <p>This is a level of under-representation which needs addressing. There are just over half as many BME pupils at Ewing as the average for the Local Authority.</p> <p>The main cause of this current adverse impact in relation to race may be the uneven geographical spread of where pupils at Ewing School live. Pupils from the Wythenshawe and Central West districts account for 57.8% of the pupils at Ewing School, even though only 32.1% of school-aged children live in these districts.</p> <p>Under the proposed new arrangements, the majority of pupils with SLI or less severe ASD would attend one of the specialist resourced mainstream provisions, which would be distributed across the city. These schools have, overall, a very representative profile of pupils from different BME groups; the average proportion of BME pupils across these schools is 48%, which is close to the Local Authority average of 44.7%.</p>		
<p>6. Could the policy/service have a differential impact relating to gender?</p>	<p>Y x</p>	<p>N</p>	<p>The proposed new provision is likely to have a positive differential impact in relation to gender, with more girls likely to have access to specialist provision.</p> <p>There appears to be an over-representation of boys and an under-representation of girls at Ewing School, even when the uneven profile of children and young people with SLI or ASD in the population at large is taken into account.</p>
<p>What evidence or data exists to supports your analysis?</p>	<p>Epidemiological studies of children with SLI indicate a boy-to-girl ratio of about 5.1 (though more recent studies indicate a more even distribution – e.g. Tomblin et al 1997). For ASD, the ratio of males to females averages about 4.3 boys to each girl.</p> <p>At Ewing School, at the January 2009 census there are 73 boys and 12 girls – giving a boy-to-girl ratio of 6.1.</p> <p>There appears to be an over-representation of boys at Ewing School. The boy-to-girl ratio is high even if one assumes that there are significant numbers of pupils with ASD at the school (which is weighted more heavily than SLI towards boys).</p> <p>One can speculate that boys with SLI are more likely than girls to develop other difficulties, such as wider learning difficulties and emotional and behavioural difficulties, making it more likely for parents/carers or schools to identify Ewing School as a potential provision for the child. Also, once a school has a higher proportion of boys, it may become less attractive for girls, thereby exacerbating any imbalance in numbers.</p> <p>In the proposed new pattern of provision, specialist resourced provision is based in mainstream schools where there is an even balance of boys and girls. This provides an opportunity to ensure that there is an equitable access to the resourced provision for girls; however, this impact assessment highlights the need to monitor access to specialist resourced provision in terms of gender.</p>		
<p>7. Could the policy/service have a differential impact on disabled people?</p>	<p>Y x</p>	<p>N</p>	<p>The new arrangements are likely to have a positive differential impact:</p> <ul style="list-style-type: none"> (i) children and young people with a physical disability would have improved physical access to specialist provision for SLI – physical accessibility at Ewing is currently poor (ii) Ewing School addresses the needs of a very small proportion of pupils with severe or significant levels of SLI or ASD. Alternative proposals for specialist resourced provision in mainstream schools are likely to have outcomes at least as good as that of a special school such as Ewing, with the ability to benefit much greater numbers of children and young people.

			(iii) more children and young people with communication disabilities being in environments where they feel safe, though some parent/carers of children and young people at Ewing School have concerns in this regard. (See below)
What evidence or data exists to support your analysis?	(i) Audits by the Building Schools for the Future team indicate that physical accessibility at Ewing School is very poor. Accessibility at an increasing number of mainstream schools is very good – this has been achieved through various capital programmes. Also accessibility at Lancasterian school is of course very good	(ii) As noted above, 1% of the population is likely to have severe SLCN (600 school-aged children in Manchester), and 7% have a significant learning disability with speech and/or language at a diagnostic level (about 4,200 children). By contrast, Ewing School caters for 85 pupils. Ofsted's report, 'Does it Matter Where Pupils are Taught', found that resourced provision often achieved the best outcomes for pupils with SEN – in addition, provision of this kind is much more likely to benefit a wider range of pupils with SLI and other SLCN.	(iii) During consultation, some parents/carers felt that Ewing School offered a positive and safe environment, and that they were worried about mainstream environments. On the other hand, Manchester has a clear anti-bullying strategy, and specialist staff in the resourced provision will have access to staff with an expertise in tackling bullying. Our experience in Manchester is that specialist resourced schools consistently offer a safe and very inclusive environment which is of benefit to very many children and young people.
	Segregated provision may also have an impact on young people's right (enshrined in UN Convention on the Rights of the Child) to belong and be part of the mainstream community. As found by the Bercow Review, once a pupil has been admitted to Ewing School, very few are re-integrated into mainstream schools/colleges except at formal transition points, e.g. at post-16.		
8. Could the policy/service have a differential impact relating to sexuality?	Y	N x	There is no reason to indicate that there may be differential impact with regard to sexuality for Ewing School or for the alternative proposals for resourced provision.
What evidence or data exists to support your analysis?	Manchester has an effective campaign and programme in all schools to promote equality for children and young people who are lesbian, gay, bisexual, transgender (LGBT) – 'Exceeding Expectations' – see Manchester Website for Exceeding Expectation Newsletters		
9 Could the policy/service have a differential impact relating to age?	Y x	N	The proposed new arrangements are likely to have a positive differential impact with respect to age. More specifically: <ul style="list-style-type: none"> • The typical ages of admission to Ewing School suggests that young children are missing out on the specialist interventions they need – under the proposed arrangements, identification and intervention is likely to come at an earlier age • Young people aged 14-19 at Ewing School are currently disenfranchised from the full range of 14-19 learning opportunities (e.g. the full range of Diplomas) – pupils at resourced mainstream provision would have these opportunities opened to them. • Evidence suggests there is a need at secondary-school age for pupils with SLI and ASD to develop social relationships with mainstream peers in order to counteract the social isolation likely to be felt by many of them as young adults (see Research Summary). This is facilitated in a mainstream environment.

<p>What evidence or data exists to support your analysis?</p>	<p>As is clear from the Bercow Review, early identification and intervention for children with SLCN is crucial. Ewing School currently does not have provision for pupils in the Early Years (aged 3 and 4 years). In addition, the data in Table 2 (below) suggest that pupils are mostly being admitted to Ewing School:</p> <ul style="list-style-type: none"> • at transition to Key Stage 2 (at age 6/7 years), which is later than would be required for early intervention, and later than is achieved in most other Local Authority specialist SLI provision – see research by Geoff Lyndsay into SLI provision, 2005 • at transition to Key Stage 3 (just before secondary school at about age 11 years). While specialist intervention is important for secondary-aged pupils, the lack of mainstream peer language models and social contacts is of particular concern <p>The reasons for admission to Ewing at these times may be related to contextual issues/reasons such as:</p> <ul style="list-style-type: none"> • at Key Stage 2, the curriculum becomes more demanding and academic, and before 2009, there were SAT tests at the end of Key Stage1 (at age 6/7 years) • it takes time to make the statutory assessment required for admission to a special school such as Ewing School • there may be parental concerns about the nature of SLI provision on transfer to secondary school, leading to more referrals for Ewing at age 11 years • Parents/carers may also have concerns about the welfare of their children on moving to a mainstream secondary school, in what is a larger educational setting – for example, they may worry about the risk of bullying or the availability of personal support • there are SAT tests at the end of Key Stage 2 (at age 11 years) <p><i>Table 2: Age at Which Pupils at Ewing School (2009 Census) Were Admitted</i></p> <table border="1" data-bbox="517 754 1628 898"> <thead> <tr> <th>Age at Entry</th> <th>4 years old</th> <th>5 years old</th> <th>6 years old</th> <th>7 years old</th> <th>8 years old</th> <th>9 years old</th> <th>10 years old</th> <th>11 years old</th> <th>12 years old</th> <th>13 years old</th> <th>14-16</th> </tr> </thead> <tbody> <tr> <td>Number of Pupils</td> <td>2</td> <td>7</td> <td>20</td> <td>16</td> <td>5</td> <td>8</td> <td>5</td> <td>16</td> <td>4</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Grand Total 85</p> <p>As noted above, once a pupils has been admitted to Ewing School, very few are re-integrated into mainstream schools/colleges except at formal transition points, e.g. at post-16.</p>			Age at Entry	4 years old	5 years old	6 years old	7 years old	8 years old	9 years old	10 years old	11 years old	12 years old	13 years old	14-16	Number of Pupils	2	7	20	16	5	8	5	16	4	2	0
Age at Entry	4 years old	5 years old	6 years old	7 years old	8 years old	9 years old	10 years old	11 years old	12 years old	13 years old	14-16																
Number of Pupils	2	7	20	16	5	8	5	16	4	2	0																
<p>10. Could the policy/service have a differential impact relating to religion and belief?</p>	<p>Y</p>	<p>N x</p>	<p>There is no reason to indicate that there may be a differential impact with regard to religious belief. The school celebrates the full range of religions and beliefs at the school.</p>																								
<p>What evidence or data exists to support your analysis?</p>	<p>There is a strong tradition in Manchester of celebrating the great richness and diversity of languages, cultures and religions which our pupils bring to our schools. Local Authority monitoring suggests that in Manchester, all mainstream and special schools have good practice in this area.</p>																										

<p>11. In what areas could the differential impact identified in 6-9 be considered to be an adverse impact in this function?</p>	<p>Race</p>	<p>Gender</p>	<p>Disability</p>	<p>Sexuality</p>	<p>Faith and Belief</p>	<p>Age</p>
<p>12. What solutions will be introduced to overcome these adverse impacts?</p>	<p>No adverse impact in relation to the issues above was identified.</p> <p>On the issue of parental concerns about feeling safe and free from bullying, it is the experience in Manchester that schools with resourced provision develop a very inclusive ethos. However, it may help to allay parental concerns if specialist staff in resourced schools were specifically trained to deal with bullying incidents, and to support the inclusive and welcoming ethos of their school.</p>					
<p>13. Which Business Plans or action plans have these actions been transferred to?</p>	<p>Depending on the outcome of the consultation exercise, the actions above will be incorporated into the planning processes relating to:</p> <ul style="list-style-type: none"> • SEN and Inclusion Strategy Action Plan • Lancasterian School Development Plan • The School Development Plans of each of the specialist resourced mainstream schools 					
<p>14. In what areas could the differential impact identified in 6-9 be considered to be a positive impact in this function?</p>	<p>Race X</p>	<p>Gender X</p>	<p>Disability X</p>	<p>Sexuality</p>	<p>Faith and Belief</p>	<p>Age x</p>
<p>15. What strategies will be introduced to safeguard and spread these positive impacts?</p>	<p>The performance of the specialist resourced provisions will be monitored as part of the commissioning process. A number of performance indicators will be used. In order to secure a positive equality impact in relation to gender, with a greater proportion of girls accessing specialist support, the gender of pupils identified for specialist support will be monitored.</p>					
<p>16. Which Business Plans or action plans have these actions been transferred to?</p>	<p>Depending on the outcome of the consultation exercise, the actions above will be incorporated into the planning processes relating to:</p> <ul style="list-style-type: none"> • Building Schools for the Future Wave 4 Programme • SEN and Inclusion Strategy Action Plan 					

‘SEN Improvement Test’: GRANGE SCHOOL

Summary of New Proposals

Grange School is designated to teach seventy 4-19 year-old children and young people with Autistic Spectrum Disorder (though there are currently 73 pupils on roll). The school caters primarily for pupils with autism at the more severe end of the spectrum. The school also runs provision for 10 young people with high functioning autism (including Asperger’s syndrome) who currently attend the Grange Annex (Horizons) based in the former Roundwood building in Northenden.

The proposals are to extend the range and type of provision made by Grange School to include:

- post-16 provision (increased from about 10 to 25 places) in dedicated post-16 facilities
- increased primary places (to 40 places)
- increased secondary places (to 65 places)
- facilities (e.g. time-out facilities and residential provision) and staffing needed to cater for the needs of pupils with autism who have more challenging needs, and who are currently educated out-of-borough in specialist schools
- residential provision – 10 places
- short break provision and facilities – residential and day provision - 10 places
- provision for 20 children and young people with high functioning autism (including Asperger’s syndrome)
- a significantly strengthened outreach function to support the education of children and young people with autism in mainstream schools

This would increase the number of specialist Autistic Spectrum Disorder (ASD) places available at Grange School from 70 to 150 (not including short break provision).

In order to accommodate the school and maintain a central location, the proposal is to relocate Grange School from its current site on Dickenson Road, Rusholme to a new site on Matthews Lane, Gorton with effect from 1 September 2012. There has been no opposition to the proposal to relocate Grange School.

These proposals are linked to proposals for Ewing School and provision for children and young people with SLI and ASD, which include the establishment of specialist resourced mainstream provision for children and young people with ASD and/or SLI (Specific Language Impairment). Note that the proposals for Ewing/resourced provision mainly pertain to pupils with less severe forms of ASD, while those for Grange School are primarily about children and young people with more severe forms of ASD. However, the case for each child and young person would be considered on an individual basis and there will be some overlap and flexibility in the two sets of provision.

Establishing this continuum of provision will enable children and young people with ASD to go to either:

- their local mainstream school with additional support
- a designated specialist resourced mainstream school in their district
- Horizon provision
- Grange Special School.

The main reasons for the extension of the provision at Grange School are:

- The significant increase over the last ten years in the number of children and young people diagnosed with ASD, including those with more severe or ‘classic’ forms of ASD. (See this report under SEN Test – Educational Benefits)
- The recognition that there is a need for an expansion of post-16 special school provision for these young people
- The government’s ‘Aiming High for Disabled Children’ (AHDC) programme, which aims to improve ‘respite care’ (now known more positively as ‘Short Break’ care) for children and families
- The recognition that some young people with ASD who are in the mainstream sector can go through periods of time when they need to be in a separate environment, as provided by the ‘Horizon’ provision

- An increase over the last decade in the number of children and young people with autism educated in specialist provision out-of-borough

The development of Grange would constitute a 'prescribed alteration'. As such, the changes are subject to a statutory consultation process, and must be considered against a set of criteria set out in the 'SEN Improvement Test'. The 'SEN Improvement Test' is set out in the Guidance 'Planning and Developing Special Educational Provision' (DCSF, 2007).

The SEN Improvement Test

The Guidance sets out '**key factors**' and a range of other considerations for judging any proposed alternative arrangements for pupils with SEN or disabled pupils. The criteria relate to (i) educational benefits; and (ii) consultation processes. In the table below, the proposed new arrangements for resourced provision for pupils with PDD and/or complex medical needs are considered against these criteria.

1. Educational Benefits

Criteria in 'SEN Test' Guidance	Details of Specific Benefits of New Arrangements
Key Factors	
<p>a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy</p>	<p>These proposals, in combination with those for provision for SLI/ASD, provide children and young people with improved access in the following way:</p> <ul style="list-style-type: none"> • children and young people with ASD in mainstream schools would have improved outreach advice and support from Grange School • specialist resourced provision in each locality would be available • more children and young people will be able to attend Grange School, including children and young people with more challenging needs who are currently educated out-of-borough <p>Grange School would be a purpose-built school, with the facilities, outdoor environment and mainstream school and community links to cater for the full range of needs of children and young people with ASD. These include wider curriculum opportunities, wider activities, time spent with mainstream peers, and taking part in community activities.</p> <p>The Government's 'Aiming High for Disabled Children' strategy identified short break/respite services as an important need for families which needed addressing more fully. The new short break facilities (for residential and day provision) at Grange School would provide the out-of-hours facilities and staffing to address this need.</p>
<p>b) improved access to specialist staff, both education and other professionals, including any external support and/or outreach services</p>	<p>The new Grange School would provide a base and facilities for members of Manchester's multi-agency team for the assessment of children and young people with ASD – the Social Communication Assessment and Intervention Team (SCAIT). This would improve access for pupils of Grange School to the assessment and advice services provided by this team.</p> <p>In expanding its role, the school would also develop and recruit staff with the expertise needed to cater for the needs of children and young people with ASD who have more challenging needs. An increase in multi-agency working would be part of the provision for these pupils.</p>
<p>c) Improved access to suitable accommodation</p>	<p>Grange School would be completely rebuilt and specially designed to provide a world-class environment specifically designed for children and young people with ASD, using the latest research and evidence on effective environments and design for children with these needs.</p>
<p>d) Improved supply of suitable places (Guidance indicates that 'Suitable places' includes:</p> <ul style="list-style-type: none"> • sufficient Secondary and Secondary provision for SEN and disability • range of provision to give flexibility and choice • provision in families' locality – equity/fairness across the Local 	<p>Since the early 1990s, the number of children <u>diagnosed</u> with classic autism in the UK (and in other developed nations) has increased significantly. Internationally, these large increases in the detection of autism often follow improvements in public awareness and in provision, and changes in diagnostic practices, and are not thought to reflect changes in the true incidence. However, there may be <i>some</i> underlying increase in the number of children and young people with ASD due to factors such as advanced parental age.</p>

<p>Authority • taking account of parental preferences)</p>	<p>During this period of improved identification and diagnosis:</p> <ul style="list-style-type: none"> • There has been a significant improvement in the knowledge and skills of staff in mainstream schools in meeting the needs of children and young people with a range of special needs, including those with ASD. • Grange School, which caters for children with more severe ASD, has increased in size. For example, in 1996 the school catered for 48 children and young people with ASD. This has increased to seventy in 2009, with an additional 10 places at the Horizon provision. • Over the last decade there has also been a significant increase in the number of children and young people with ASD educated in specialist out-of-borough provision. Presently there are approximately 50 pupils with ASD educated out-of –borough (25 school-aged pupils and 25 post-16 pupils) <p>The proposals for Grange school (in combination with proposals for specialist mainstream resourced provision) will allow:</p> <ul style="list-style-type: none"> • Parents/carers of children and young people with more challenging needs who have been educated out-of-borough to have the choice of specialist provision at Grange School, including access to residential provision if needed • More parents/carers of children and young people with ASD the choice of a place at a special school for pupils with ASD • The choice, which currently does not exist, of a place at designated specialist resourced provision in a mainstream school in their locality • The choice of provision at a mainstream school, with improved levels of outreach advice and support from Grange School
<p>Other Requirements and Considerations</p>	
<p>Include Early Years provision in the considerations</p>	<p>The diagnosis of ASD often comes after a child's third birthday, as children's social and language development can progress at very different rates before this age. (This is recognised in the diagnostic criteria.) However, provision for young children with ASD has been considered:</p> <ul style="list-style-type: none"> • Outreach from Grange school for young children will be improved, as will co-ordination with the SCAIT multi-agency team
<p>Include 14-19 provision, and the impact on FE providers, in the considerations</p>	<p>14-19 provision would be improved through</p> <ul style="list-style-type: none"> • the expansion to 25 post-16 places • the building of purpose built post-16 provision for young people with autism • improved links to mainstream schools and colleges
<p>Improve the accessibility of all schools and settings</p>	<p>The new Grange School would be built to Access Manchester 2 standards, which exceed national accessibility requirements</p>
<p>Provide learning environments in which children and young people can be healthy and stay safe</p>	<p>Grange School would be designed using the latest research into facilities for children and young people with ASD. This includes providing specially designed work-stations, a calming environment, visual signage, zone-cues, the gradual development of children and young people's tolerance of higher levels of stimulation, calm-space facilities, and a specially designed outdoor environment.</p>
<p>Avoidance of unreasonable public expenditure</p>	<p>The arguments for increased levels of provision for children and young people with more severe forms of ASD are given above. For children and young people with ASD currently educated out-of-borough,</p>

	the costs are very high indeed, and often involve significant travel costs and families having their child educated some distance from home. The proposals for Grange School would allow the majority of these children and young people (some of whom may need residential provision) to be educated nearer to home at a Manchester Local Authority school at a reduced overall cost.
Make sure all displaced pupils have appropriate full-time education	While the proposals provide parents/carers, with increased choices, it is not envisaged that any pupils would be displaced.

2. Consultation Processes

Key Factors in 'SEN Test' Guidance	Evidence of Meeting Requirements
i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible	Written statements from the Headteacher and Governors of Grange School have been received, expressing their views on the changing pattern of provision. While these statements support the proposals for Grange School, some concerns are expressed about the changes to Ewing School.
ii. clearly state arrangements for alternative provision. ..	As part of the statutory consultation process, the Headteacher, Governors staff and parents/carers at Grange School have been provided with written information about the proposed changes.
iii. specify the transport arrangements ...	There is no change envisaged in the transport arrangements for pupils at Grange School.
iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.	<p><u>Revenue Funding:</u> Pupil related expenditure will be funded from the Dedicated Schools Grant (DSG). The costs of funding additional places over and above those currently funded, will be met in part by a contribution from centrally held SEN resources. In addition, £500,000 of centrally held DSG will be released following the final repayment of historic debt.</p> <p><u>Capital funding:</u> All capital costs associated with the proposals will be met from Building Schools for the Future funding allocations.</p> <p><u>Staffing Arrangements</u> The staffing structure required at Grange School under the proposed changes is being considered in detail by a sub-group of the Building Schools for the Future and SEN project. The details of staffing arrangements, with regard to salary levels etc., would be subject to consultation with the relevant staff and their professional associations, and are not available at this time.</p>

‘SEN Improvement Test’:

LANCASTERIAN SCHOOL & PROVISION FOR PUPILS WITH PD

Based on ‘Planning and Developing Special Educational Provision’ (DCSF, 2007)

Summary of New Proposals

Lancasterian School currently has 90 special school places (aged 2-16) for children and young people with physical difficulties and disabilities (PD), with a number of pupils in ‘Barrier Free Partnership’ schools – these are mainstream schools where additional support is provided for pupils with PD. The proposed new arrangements would have:

- 50-60 places (aged 4-16) at **Lancasterian school**
- **three specialist resourced Children’s Centres** with a total of 18 places for children with PD aged 2-4 years old
- **specialist resourced provision for PD in three High Schools**, providing a total of 15 places for pupils aged 11-16
- a significantly expanded number of **mainstream schools and Early Years settings providing ‘wider access’**
- a strengthened outreach role for specialist staff

Lancasterian School’s city-wide roles in relation to Independent Development Service, Manchester Travel Training Partnership, Acquired Brain Injury Service, and Augmentative Assisted Communication Service would remain.

Lancasterian School has recently been granted specialist school status for Communication and Interaction; the proposals include redesignating Lancasterian School to include provision for 15-25 pupils with Specific Language Impairment (SLI). The school would therefore have a total of 75 pupil places.

The SEN Improvement Test

The Guidance sets out ‘**key factors**’ and a range of other requirements and considerations for judging any proposed alternative arrangements for pupils with SEN or disabled pupils. The criteria relate to (i) educational benefits; and (ii) consultation processes. In the table below, the proposed new arrangements for provision for pupils with SLI/ASD are considered against these criteria.

1. Educational Benefits

Criteria in 'SEN Test' Guidance	Details of Specific Benefits of New Arrangements
Key Factors	
<p>a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy</p>	<p>Pupils with PD in mainstream schools (including schools with 'wider access' and with resourced provision) would have the benefits of access to the full national curriculum, and the full range of subjects available in mainstream schools. In secondary schools lessons are usually taught by subject specialists, sometimes in specialist facilities, and pupils with PD taught in mainstream environments would have the benefits of this.</p> <p>Lancasterian School provides an excellent range of clubs and activities. At the same time, pupils in mainstream schools with wider access and with resourced provision will be able to take part in activities with their mainstream peers, developing the relationships which will counteract the social isolation felt by many disabled pupils as young adults.</p>
<p>b) improved access to specialist staff, both education and other professionals, including any external support and/or outreach services</p>	<p>Access to specialist staff, such as Physiotherapists and Speech and Language Therapists, is of particular importance to children and young people with PD. Access to such staff is currently good at Lancasterian School.</p> <p>However, specialist services in Manchester (including educational and Primary Health Care services) are moving towards District-based provision so that families can receive local, joined-up services. Children and young people with PD educated in mainstream schools in their locality will be in a better position to benefit from these changes than would children and young people in a single city-wide provision. In addition, specialist staff would have a strengthened outreach role, and would therefore be able to improve the disability-awareness of schools and settings across the Local Authority; this would benefit more children and young people with PD – there are about 180 identified children and young people in mainstream schools with PD as their primary need.</p>
<p>c) Improved access to suitable accommodation</p>	<p>Manchester City Council has adopted a social model of disability and is committed to improving accessibility across the city. The BSF Programme, Primary Capital Programme and Children's Centre's Programme are having a major impact on the accessibility of schools and Early Years settings in Manchester. A like-for-like improvement of Lancasterian School would not seem to respond to these major improvements in the accessibility of accommodation in many mainstream settings. On the other hand, the proposed new arrangements for PD, with resourced provision in three Secondary schools, and a significant increase in the number of schools with wider access, would significantly support the long-term strategy of increasing the accessibility of all mainstream schools and settings.</p>
<p>d) Improved supply of suitable places</p>	<p><u>Sufficient suitable Primary and Secondary school provision:</u> The 90 places at Lancasterian School for pupils aged 2-16 years will be replaced by 93 specialist places at Lancasterian School and specialist resourced</p>

<p>(Guidance indicates that 'Suitable places' includes:</p> <ul style="list-style-type: none"> • sufficient primary and secondary provision for SEN and disability • range of provision to give flexibility and choice • provision in families' locality – equity/fairness across the Local Authority) • taking account of parental preferences 	<p>provision (see Summary of New Proposals, above) and increased provision in mainstream settings with wider access. There would therefore be an increased supply of suitable places for children and young people with PD. In particular, families across the city would have a supply of suitable places in mainstream schools and settings closer to where they live.</p> <p><u>Range of Provision/Flexibility and Choice:</u> The new proposals provide an increased level of choice for parents/carers. More mainstream schools with specialist resourced provision or wider access will be available in their locality, while the choice of special school provision will continue to be available at Lancasterian School.</p> <p><u>Local provision and equity across the Local Authority:</u> very few children and young people attending Lancasterian School are from the north of Manchester - access from the North to the Centre/South can be difficult. At secondary level the majority of such pupils are attending the Barrier Free provision at Abraham Moss High School where there are specialist facilities for pupils with PD. This represents an uneven pattern of provision across the city. The new proposals would create a more equitable pattern of specialist resourced provision in mainstream secondary schools (one in the North, one Central, and one South) and would also expand the number of mainstream schools (including Primary schools) with wider access so that more parents/carers would have this option available to them locally.</p> <p><u>Taking account of parental preferences</u></p> <p>Following earlier consultation the proposed number of places at Lancasterian has been increased from 40 to 50-60 (with an additional 15-25 places for pupils with SLI).</p>
<p>Other Requirements and Considerations</p>	
<p>Include Early Years provision in the considerations</p> <p>(‘improvements in SEN provision ... also to early years provision made in mainstream and special schools’; ‘carry out an assessment of the provision of childcare within their area’)</p>	<p>The new proposals include measures to provide improved early identification and intervention for children with PD, by developing six Specialist Resourced Children’s Centres (for children aged 2-4 years old). Transition between Early Years and Primary school would be improved for many children and young people with PD because specialist staff working in Districts would have links to the schools in their area.</p> <p>Children’s Centres have a role in monitoring childcare provision in their locality and providing training for them. The involvement of Children’s Centres in these proposals offers the benefit of reaching out to children with PD in the full range of childcare provision and those who are at home.</p>
<p>Include 14-19 provision, and the impact on FE providers, in the considerations</p> <p>(‘ensure appropriate provision for 14-19 year-olds’; ‘should consider the potentially critical impact any proposed age range changes could have on FE providers and planning’)</p>	<p>Resourced provision in secondary schools will give the opportunity for young people with significant levels of PD to have full access to the range of academic and vocational courses available at mainstream schools, including the full range of diplomas on offer. This is a significant benefit.</p> <p>The impact on FE providers will be negligible as the number of pupils changing their provision under these proposals is relatively very small for the institutions involved.</p> <p>Many disabled young people and disabled young adults ‘want to do things for themselves, experience a wide range of opportunities, and to take some risks’. While Lancasterian School provides good ‘preparation for life’ programmes, resourced mainstream provision and schools with wider access provide pupils with PD with a range of mainstream experiences and contact with peers from their locality which may be helpful in preparing</p>

	<p>them for life after school. This may help them in avoiding the problems of social isolation often experienced by disabled young adults.</p>
<p>Improve the accessibility of all schools and settings (‘How the LA improves the accessibility of all educational environments ...must be a key feature’)</p>	<p>The proposed new pattern of provision for PD very much supports the goal of improving the accessibility of all schools and settings across the Local Authority, as described above.</p>
<p>Provide learning environments in which children and young people can be healthy and stay safe (‘...a learning environment in which children can be healthy and stay safe’)</p>	<p><u>Healthy</u>: see ‘specialist services’ above for comments on improved access to health services in the locality where families live.</p> <p><u>Safe</u> During the consultation process, parents/carers and pupils of Lancasterian School said that they liked the safe and disability-aware environment provided by the school, including the feeling that children and young people were free from bullying and were valued as individuals. Consultation with children and staff in Barrier Free schools suggest that pupils there also feel safe from bullying and harassment, though they would value a greater level of disability-awareness.</p> <p>Under the proposed new arrangements, more resources would be available to support children and young people in mainstream settings, and to provide the training needed to raise levels of disability-awareness. This would be of benefit to many children and young people with PD, and would be of clear benefit to the emotional and social development of pupils in general.</p>
<p>Avoidance of unreasonable public expenditure (‘It should also be recognised that maintaining unnecessary provision may lead to unreasonable public expenditure which does not represent value for money’)</p>	<p>The proposals include:</p> <ul style="list-style-type: none"> • an investment in high quality facilities in three mainstream high schools, which enable these schools to address the needs of young people with high levels of physical disability • a significant expansion in the number of mainstream schools with wider access. <p>These measures contribute to the overall strategy to have high levels of accessibility in all schools and settings, and are an investment which is consistent with the broader city council long-term strategy for disabled people.</p>
<p>Make sure all displaced pupils have appropriate full-time education (‘ensure that appropriate full-time education will be available to all displaced pupils’)</p>	<p>Under the new proposals, parents/carers of pupils currently at Lancasterian School would have a range of options for their children’s education:</p> <ul style="list-style-type: none"> • continued attendance at Lancasterian School • attendance at a specialist resourced Children’s’ Centre • attendance at a primary school with wider access • attendance at a specialist resourced mainstream secondary school • attendance at a school with wider access • attendance at a mainstream school of their choosing (for those wanting this option)

2. Consultation Processes

Key Factors in 'SEN Test' Guidance	Evidence of Meeting Requirements
<p>i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible</p>	<p>Written submissions have been received by the Local Authority about the proposals from:</p> <ul style="list-style-type: none"> • parents/carers of children and young people with PD • council members • MPs • Professionals from the Primary Health Care Trust • Governors • School staff <p>There are also notes taken at consultation sessions with parents and pupils at Lancasterian School, and of parents of pupils at Barrier Free Schools</p>
<p>ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum</p>	<p>The proposed new provision arrangements are clearly specified in the statements provided to all stakeholders for the statutory consultation process. In addition, consultation meetings have been held to clarify questions which staff and parents/carers may have.</p> <p>Mainstream schools and Children's Centres have been identified for hosting resourced provision, and they have been very positive about this opportunity. The Local Authority has consulted with governors, staff and parents/carers regarding the reservation of places for pupils with SEN at the designated high schools and have received written statements from these schools.</p>
<p>iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children</p>	<p>Under the proposed provision arrangements, more children and young people would attend schools in their locality, and transport needs would need to be considered on an individual basis. For children attending special school provision at Lancasterian School, the transport arrangements would be consistent with those currently in place and according to the councils SEN transport policy which has recently been reviewed. Wherever possible pupils would be encouraged to travel independently with support from the Manchester Travel Training Partnership.</p>
<p>iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.</p>	<p><u>Funding:</u> the revenue funding, for those pupils at the special school provision at Lancasterian School and for pupils at resourced provisions, would be the same as revenue funding currently in place. A full review of funding for pupils with PD attending mainstream schools will be conducted.</p> <p>Capital funding has been identified from Building Schools for the Future (BSF) for Lancasterian and the development of resourced high schools and from Sure Start Capital funding for the Children's Centres.</p> <p><u>Staffing Arrangements</u> Specialist resourced high schools will be funded for 1fte additional specialist teacher and 2 specialist TAs. Staff</p>

	<p>from Lancasterian would be deployed to work in the Children's Centres according to a service level agreement (SLA) between the school and the centre. Staff from Lancasterian will also provide support and advice to schools across the city through individual SLAs with schools.</p> <p>The details of staffing arrangements, with regard to salary levels etc., would be subject to consultation with the relevant staff and their professional associations, and are not available at this time.</p>
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‘SEN Improvement Test’:

EWING SCHOOL & PROVISION FOR PUPILS WITH SLI OR ASD

Based on ‘Planning and Developing Special Educational Provision’ (DCSF, 2007)

Summary of New Proposals

Ewing School is designated as an 85-place special school for pupils with Specific Language Impairment (SLI), though it also provides for pupils with less severe Autistic Spectrum Disorder (ASD). (Grange School is available for pupils with more severe ASD.)

The new proposals are to have:

- 42 places for Primary-aged pupils with SLI/ASD in Specialist Resourced Primary Schools (up to 7 places in each of 6 schools)
- 30 places for Secondary-aged pupils with SLI/ASD in Specialist Resourced Secondary Schools (10 places in each of 3 schools)
- Improved outreach services – specialist staff from the resourced provision would provide training to staff and parents in schools and settings in each of the Local Authority districts
- 15-25 places for pupils with more severe SLI at special school provision co-located with Lancasterian School
- six Specialist Resourced Sure Start Children’s Centres; these Centres would have a remit to co-ordinate early identification and intervention for children with a full range of speech, language and communication needs (SLCN) including ASD and SLI

Under related proposals, there would also be a significant expansion of provision for pupils with more severe ASD at Grange School from 70 to 140 places.

The SEN Improvement Test

The Guidance sets out 'key factors' and a range of other requirements and considerations for judging any proposed alternative arrangements for pupils with SEN or disabled pupils. The criteria relate to (i) educational benefits; and (ii) consultation processes. In the table below, the proposed new arrangements for provision for pupils with SLI/ASD are considered against these criteria.

1. Educational Benefits

Criteria in 'SEN Test' Guidance	Details of Specific Benefits of New Arrangements
Key Factors	
a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy	<p>Pupils with SLI or ASD in mainstream schools (including schools with resourced provision) would have the benefits of access to the full national curriculum, and the full range of subjects available in mainstream schools. In secondary schools lessons are usually taught by subject specialists, sometimes in specialist facilities, and pupils with SLI or ASD taught in mainstream environments would have the benefits of this.</p> <p>Both Ewing School and Lancasterian School provide an excellent range of clubs and activities. However, pupils in resourced provision would be able to take part in activities with their mainstream peers, developing the relationships which would counteract the social isolation felt by many pupils with SLI/ASD as young adults (see Research Summary).</p>
b) improved access to specialist staff , both education and other professionals, including any external support and/or outreach services	<p>Under the new proposals, there would be specialist staff at six resourced Primary Schools, three resourced Secondary schools and six Specialist Resourced Children's Centres, as well as at the special school provision at Lancasterian School. Not only would specialist staff in resourced provision be providing specialist input to identified children and young people, they would also be training staff and parents/carers in schools and settings in their locality. Given that about 6% of children have SLI, and that a large proportion of pupils have broader language needs, this would be an important improvement in access to specialist staff for children and young people with language and communication difficulties.</p> <p>It is also proposed that through joint commissioning arrangements SALT will be available at Grange and Lancasterian School, in the specialist resourced provision and in the resourced Children's Centres.</p>
c) Improved access to suitable accommodation	<p>The proposed provision would involve the development of specialist accommodation in six Primary Schools and three Secondary Schools, and at Lancasterian School. Access to the resourced provision would be available not only to identified pupils with SLI/ASD, but to a wider range of pupils at the schools with SLCN, and where appropriate, to pupils from neighboring schools. This represents a significant improvement in access to suitable accommodation.</p>
d) Improved supply of suitable places (Guidance indicates that 'Suitable	<p><u>Sufficient suitable Primary and Secondary school provision:</u> under the new arrangements, SLI/ASD pupil places would go from 85 at Ewing School to 87-97 places in specialist provision (72 in specialist resourced provision, and 15-25 special school places for pupils with SLI at Lancasterian School). (Under proposals for Grange School,</p>

<p>places' includes:</p> <ul style="list-style-type: none"> • sufficient primary and secondary provision for SEN and disability • range of provision to give flexibility and choice • provision in families' locality – equity/fairness across the Local Authority) • taking account of parental preferences) 	<p>there would also be a significant increase in places for pupils with more severe ASD at the School.) The outreach service provided from specialist provision including Grange and Lancasterian to other schools would ensure that many mainstream schools would provide improved provision for pupils with SLI or ASD, thereby benefitting a large number of children with SLCN, including those with SLI and ASD.</p> <p><u>Range of Provision/Flexibility and Choice:</u> the proposed new arrangements would offer resourced provision as well as mainstream school and special school provision, offering more flexibility and choice for parents/carers.</p> <p><u>Local provision and equity across the Local Authority:</u> relatively few children and young people attending Ewing School are from the north of Manchester - access from the North to the Centre/South can be difficult. The new proposals are a significant improvement in this regard, giving a local option of resourced provision for many parents/carers who currently do not have a local option of specialised provision.</p> <p><u>Taking account of parental preferences:</u> some parents/carers of Ewing School would like to retain the choice of special school provision for pupils with SLI. The proposed arrangements include special school provision for pupils with severe SLI, located at Lancasterian School, which has specialist school status for communication and interaction, and which would be redesignated for this purpose.</p>
<p>Other Requirements and Considerations</p>	
<p>Include Early Years provision in the considerations</p> <p>(‘improvements in SEN provision ... also to early years provision made in mainstream and special schools’; ‘carry out an assessment of the provision of childcare within their area’)</p>	<p>The proposals include six district-based Specialist Resourced Children’s Centres (for children aged 2-4 years). These Centres would co-ordinate early identification and intervention for children with SEN including SLI/ASD - this would be an important benefit as early identification and intervention is crucial. Transition between Early Years and Primary school would also be improved because children and young people with SLI/ASD would be known to specialist staff working in Districts, including in the proposed resourced provision in Primary schools (which would also be district-based).</p> <p>Children’s Centres have a role in monitoring childcare provision in their locality and providing training for them. These proposals therefore offer the benefit of reaching out to all childcare provision in the Local Authority.</p>
<p>Include 14-19 provision, and the impact on FE providers, in the considerations</p> <p>(‘ensure appropriate provision for 14-19 year-olds’; ‘should consider the potentially critical impact any proposed age range changes could have on FE providers and planning’)</p>	<p>Resourced provision in secondary schools would give the opportunity for young people with SLI/ASD to have full access to the full range of academic and vocational courses available at mainstream schools, including the full range of 14-19 diplomas on offer. This is a significant benefit.</p> <p>The impact on FE providers would be negligible as the number of pupils changing their provision under these proposals is relatively very small.</p> <p>Research indicates pupils with SLI or ASD are significantly less independent than their peers on leaving school, and are more socially isolated as young adults. While Ewing School provides good ‘preparation for life’ activities, resourced provision would provide pupils with SLI and ASD with a range of mainstream expectations, experiences and contact with peers from their locality which may be helpful in preparing them for life after school.</p>

<p>Improve the accessibility of all schools and settings (‘How the LA improves the accessibility of all educational environments ...must be a key feature’)</p>	<p>Under the new arrangements, there would be a significantly strengthened outreach role for specialist staff. Through training provided by these staff, mainstream schools in the Local Authority would become more aware of the needs of pupils with SLCN (including those with SLI and ASD) and would therefore become more accessible to pupils with language and interaction needs. In addition, six Primary schools and three Secondary schools would have specialist accommodation for pupils with SLI/ASD, and this could be accessed by a wide range of pupils with SLCN, including, where appropriate, pupils from other schools in their locality.</p>
<p>Provide learning environments in which children and young people can be healthy and stay safe (‘...a learning environment in which children can be healthy and stay safe’)</p>	<p>During consultation on earlier proposals, parents/carers and pupils of Ewing School said that they liked the safe environment provided by the school, including the feeling that children and young people were free from bullying. Under the proposed arrangements, more pupils would be in mainstream settings. Manchester Local Authority, in collaboration with the Primary Health Care Trust, has a well-established strategy for tackling bullying in all schools (Manchester Anti-Bullying Network). In addition, specialist staff based at the resourced provisions would be trained in identifying and tackling bullying. They would also be able to access whole-school anti-bullying programmes delivered by members of the Manchester Anti-Bullying Network, should this be needed.</p>
<p>Avoidance of unreasonable public expenditure (‘It should also be recognised that maintaining unnecessary provision may lead to unreasonable public expenditure which does not represent value for money’)</p>	<p>Special school provision for SLI is not consistent with modern practices: very few Local Authorities have special schools for SLI and no Greater Manchester Local Authority or a statistical neighbour Local Authority has a special school provision for SLI. Expenditure on a new or refurbished Ewing building may be seen in future as an inappropriate use of millions of pounds of public expenditure. Mainstream and resourced provision are consistent with current evidence on effective provision. Capital investment in resourced provision would be of benefit to a wide range of pupils with SLCN, including children and young people with SLI or ASD.</p>
<p>Make sure all displaced pupils have appropriate full-time education (‘ensure that appropriate full-time education will be available to all displaced pupils’)</p>	<p>Under the new proposals, parents/carers of pupils currently at Ewing School would have a range of options for their children’s education:</p> <ul style="list-style-type: none"> • attendance at a mainstream school (for those that want to choose this option) with access to appropriate support and advice (including SALT) • attendance at a specialist resourced mainstream school • attendance at the proposed SLI provision at Lancasterian School • for pupils with ASD, attendance at Grange School

2. Consultation Processes

Key Factors in 'SEN Test' Guidance	Evidence of Meeting Requirements
<p>i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible</p>	<p>Written submissions have been received by the Local Authority about the proposals from:</p> <ul style="list-style-type: none"> • parents/carers of children and young people with SLI/ASD • council members • MPs • Professionals from the Primary Health Care Trust and CAMHS • Governors • School staff <p>There are also notes taken at consultation sessions with parents/carers and pupils at Ewing School.</p>
<p>ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum</p>	<p>The proposed new provision arrangements are clearly specified in the statements provided to all stakeholders for the statutory consultation process. In addition, consultation meetings have been held to clarify questions which staff and parents/carers may have.</p> <p>Mainstream schools have been identified for hosting resourced provision, and they have been very positive about this opportunity. Parents/carers, governors and staff for all schools identified as becoming specialist resourced provision have been consulted. Written statements from these schools have been received as part of this process..</p>
<p>iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children</p>	<p>Under the proposed provision arrangements, more children and young people would attend schools in their locality, and would be able to get to school in the same way as other children. For children attending special school provision at Lancasterian School or Grange, the transport arrangements would be consistent with those currently in place. In addition, individual cases would be considered on their merit. Wherever appropriate pupils would be encouraged to travel independently with support from The Manchester Travel Training Partnership.</p>
<p>iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.</p>	<p><u>Funding:</u> the revenue funding for those pupils at the special school provision at Lancasterian School or Grange and for pupils at resourced provisions, would be the same as the revenue funding levels currently in place for pupils at Ewing School. Capital funding is fully met though Building Schools for the Future Programme and Sure Start capital funding.</p> <p><u>Staffing Arrangements</u> As outlined during the consultation process, in each Primary and Secondary resourced provision there would be one specialist teacher and two specially trained Teaching Assistants. There would also be part-time provision from a Speech and Language Therapist – 2 days per week at the resourced Primary schools, and 4</p>

days per week at the resourced Secondary school. Staffing at the special school provision at Lancasterian School and Grange would allow a similar staff-to-pupil ratio as that currently at Ewing School.

The details of staffing arrangements, with regard to salary levels etc., would be subject to consultation with the relevant staff and their professional associations, and are not available at this time.