

<b>Assessment of:</b>	Joint changes to Provision at Oaklands Park and Ratcliffe Schools, Dawlish Devon.
<b>Service:</b>	Planning, Transportation and Environment

<b>Head of Service:</b>	Dave Black
<b>Date of sign off by Head Of Service/version:</b>	18.01.2018
<b>Assessment carried out by (incl. job title):</b>	Christine McNeil, School Organisation (Policy) Manager

## Section 1 - Background

<b>Description:</b>	<p>Oaklands and Ratcliffe Schools are part of the Devon wide SENTient Foundation Trust. Both Schools work closely together and are in the Dawlish Federation of Special Schools.</p> <p>The Schools are merging to provide a single provision across both sites to accommodate day and residential places for pupils aged 3-19 years. The school will continue to provide 156 registered places but it is planned to increase the number of places to 190 in the future. Residential places will be reduced to 35 weekly residential places. The school will provide a continuum of provision for pupils that it is currently designated to take. In addition the Schools are considering options for developing and accommodating independence training for day students and self help skills.</p>
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	<p>In planning and commissioning Special Educational Needs and Disability (SEND) provision, the proposal is in line with the Strategic Review of Special Needs places in the County and Devon's Local Offer to ensure that children and young people with SEND should have the expectation to be part of their local community. Our multi-agency approach has a strong focus on improving outcomes for children and young people with SEND as well as involving them and their families in developing provision. The proposal is also in line with the policies and procedures contained within the Education Infrastructure Plan 2016-2033 (revised) and the statutory responsibilities related to the strategic planning of pupil places and school organisation procedures.</p>
<p>Reason for change and options appraisal:</p>	<p>The change in provision will ensure the sustainability of Oaklands Park and Ratcliffe Schools to be cost effective and efficient. The Governing Body carefully considered the future provision that needs to be in place against changing patterns of provision and demand for children with additional needs and within a tightening financial climate. Schools nationally are working increasingly collaboratively and less in isolation and the efficiencies achieved through economies of scale have a positive impact on teaching and learning experiences and outcomes achieved through the sharing of resources and expertise.</p> <p>In addition, the change in provision is based on the trend of referrals coming forward and to ensure future viability whilst maintaining opportunities, support care and education for those most in need. The change to a single residential school will be a through provision from early years to Post 16 and will enable the School to efficiently and effectively meet pupil needs and safeguard future provision.</p>

## Section 2 - Key impacts and recommendations

Social/equality impacts:	There has been an increase in demand for Special Education provision in recent years with children's needs becoming more complex and a requirement to offer more flexible provision which meets local needs. This is due to demographic change, high inward migration and significant house building. There is significant housing growth in Devon and within the Local Plan approximately 900 new homes have been identified in Dawlish. The wide geographical spread of provision within Devon means there remains unmet need for those children who are finding it increasingly difficult to access mainstream provision and currently there is greater demand for educational places within the Schools than availability.
Environmental impacts:	The Education Infrastructure Plan supports positive impacts including minimising our reliance on school transport and the need for unnecessary journeys and ensuring that pupils are able to attend their local school.
Economic impacts:	The provision aligns with Devon County Council's plan to risk manage the High Needs Block, which is currently under significant financial pressure. Through the change in provision the proposal will support the children and young people to achieve the best opportunities and outcomes and prepare them to develop employability, independent living and social skills and support them into Post 16 education.
Other impacts (partner agencies, services, DCC policies, possible 'unintended consequences'):	<p>The increasing national pressure on funding means that resources need to continue to be targeted at the educational outcomes of the students alongside the wider enrichment programmes of the school but this needs to be on a realistically sustainable basis. Over time there has been a gradual but continued reduction in the number of pupils being placed residentially at both schools and there is now justification for redesign and restructure of the two Schools based on providing the best outcomes for pupils in a financially sustainable way.</p> <p>There will be an impact on transport from a change from termly to weekly residential provision but the transport for the combined school will assist with efficiencies but account will need to be taken of individual children travelling. This will continue to be monitored.</p>
How will impacts and actions be monitored?	All young people placed will have an Education Health and Care Plan. Placements to school are managed, monitored and allocated by the SEN Team following consultation with the school. Clear entry and exit criteria

	and procedures with an emphasis on re-integration and inclusion are required, with an aspiration for employability on exit, ensuring that provision develops employability and independence skills.
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### Section 3 - Profile and views of stakeholders and people directly affected

People affected:	<p>Statutory consultations on changes to schools will gather information on the impact on all those affected by any changes and are evidenced within the decision making process.</p> <p>The main people affected will be the pupils and their families and staff. The Governing Body and Executive Head have discussed the implications with pupils and their families and staff consultations with Unions and the impact of the amalgamation of the Schools have been held separately within the necessary statutory requirements. A reduction of 15 posts (12.93 FTE) from 93.8 to 78.9 (FTE) will be required. Some permanent staff will be offered redeployment opportunities but there will be redundancies to reflect the changing patterns of provision and the demand for residential placements.</p>
Diversity profile and needs assessment of affected people:	Oaklands Park and Ratcliffe Schools have been working together for some time and the Schools admit pupils with Severe Learning Difficulties, Complex Communication and Interaction Difficulties and Autistic Spectrum Conditions and for pupils with communication and interaction difficulties and social development needs. The changes will provide improved long term sustainable provision for these groups.
Other stakeholders:	Other interested stakeholders include the Department for Education, Children’s and Adult Social Care, Parish Council, District and County Councillors, neighbouring authorities.
Consultation process:	<p>In accord with the DfE School Organisation statutory requirements, the Governing Body of the Schools consulted on the proposal to amalgamate.</p> <p>All interested stakeholders were consulted which included parents, carers, staff, governors, trade union representatives, DfE School Organisation Unit, MP, County Councillors, District Councillors, all Schools, Parish Council, neighbouring Authorities.</p>

Research and information used:	The Governing Body have used evidence from the schools financial data against changing patterns of provision and demand for children with additional needs against a tightening financial climate, the need for schools to work increasingly collaboratively, which is endorsed by the Department for Education, and the need to provide a sustainable pattern of provision for those most in need.
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## Background Analysis

This section describes how relevant questions and issues have been explored during the options appraisal.

### Section 4a - Social Impacts

#### Giving Due Regard to Equality and Human Rights

The local authority must consider how people will be affected by the service, policy or practice. In so doing we must give due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity and
- Foster good relations.

Where relevant, we must take into account the protected characteristics of age, disability, gender, gender reassignment, pregnancy and maternity, marriage and civil partnership, sexual orientation, race, and religion and belief.

This means considering how people with different needs get the different services they require and are not disadvantaged, and facilities are available to them on an equal basis in order to meet their needs; advancing equality of opportunity by recognising the disadvantages to which protected groups are subject and considering how they can be overcome.

We also need to ensure that human rights are protected. In particular, that people have:

- A reasonable level of choice in where and how they live their life and interact with others (this is an aspect of the human right to 'private and family life').
- An appropriate level of care which results in dignity and respect (the protection to a private and family life, protection from torture and the freedom of thought, belief and religion within the Human Rights Act and elimination of discrimination and the promotion of good relations under the Equality Act 2010).
- A right to life (ensuring that nothing we do results in unlawful or unnecessary/avoidable death).

The Equality Act 2010 and other relevant legislation does not prevent the Council from taking difficult decisions which result in service reductions or closures for example, it does however require the Council to ensure that such decisions are:

- Informed and properly considered with a rigorous, conscious approach and open mind, taking due regard of the effects on the protected characteristics and the general duty to eliminate discrimination, advance equality and foster good relations.
- Proportionate (negative impacts are proportionate to the aims of the policy decision)
- Fair
- Necessary
- Reasonable, and
- Those affected have been adequately consulted.

Characteristics	Describe any actual or potential negative consequences (e.g. disadvantage or community tensions) for the groups listed.  (Consider how to mitigate against these).	Describe any actual or potential neutral or positive outcomes for the groups listed.  (Consider how to advance equality/reduce inequalities as far as possible).
All residents (in general):	The planning of places for pupils with special educational needs is particularly challenging as information related to previous cohorts varies greatly in terms of numbers, needs or geographical area. But the overall trend is increasing numbers.	Securing the sufficiency of SEND school places in our area with good quality school places, acting as champion for all parents and families and supporting participation in education, employment or training  The change in provision is in line with Devon's Local Offer, the Education Infrastructure Plan and the Strategic Review of Special Needs to ensure value for money, the most effective use of resources and future pattern of service delivery.
Age (from young to old):	Currently the two schools provide places for pupils with Severe Learning Difficulties, Complex Communication & Interaction Difficulties and Autistic Spectrum Conditions and for pupils with Communication and Interaction Difficulties and Social Development Needs.	The merged Schools will allow for an increase in day places over a period of time, a change to residential places to meet changing needs and secure sustainability and financial viability for the future. In addition the Schools wish to consider options for developing and accommodating independence training for day students and development of self-help skills. There will be positive outcomes for pupils/parents to be able to attend their local specialist provision rather than travelling some distances.
Disability (incl. sensory, mobility, mental health, learning disability, ill	There will be a reduction in residential places.	The Schools have seen a gradual but continued reduction in the number of pupils being placed residentially at both schools and there is no expectation that there will be any

health) and carers of disabled people:		significant increase in demand for residential placements at either school in the future. There has also been a significant change in the needs of pupils placed residentially, most requiring weekly placement rather than termly. Generally there is a national shift away from termly residential provision with more emphasis being placed on the importance of a balance between the benefits of weekly residential placements alongside the benefits of regular weekly access to family and local community at weekends.
Culture/ethnicity: nationality, skin colour, religion and belief:	Neutral	The Education Act 2002 requires all schools to promote the spiritual, moral, cultural, mental and physical development of its pupils and to challenge opinions or behaviours that are contrary to these values.
Sex, gender and gender identity (including Transgender & pregnancy/maternity):	Neutral	As above
Sexual orientation:	Neutral	As above
Other socio-economic factors such as families, carers, single people/couples, low income, vulnerability,	Positive	Within our role of championing all our children, Devon County Council is committed to improving the life-chances of all Devon's children, young people and especially the most vulnerable. Changes in provision for pupils with special educational needs will be in accordance with

education, reading/writing skills, 'digital exclusion' and rural isolation.		Devon's SEND local offer covering education, the Strategic Review of Special Education Needs, health and social care services and consultation undertaken on the impact of any proposed changes on those affected.
Human rights considerations:	Neutral	Neutral

	<b>Describe any actual or potential negative consequences. (Consider how to mitigate against these).</b>	<b>Describe any actual or potential neutral or positive outcomes. (Consider how to improve as far as possible).</b>
Reduce waste, and send less waste to landfill:	Neutral	The Waste Education Strategy for Devon Schools supports the education of children in the long term strategy to achieving a more sustainable future with increasing emphasis on waste minimisation, resource management and greater awareness of the issues surrounding consumerism, and is a priority for Devon Authorities.
Conserve and enhance biodiversity (the variety of living species):	Neutral	Neutral
Safeguard the distinctive characteristics, features and special qualities of Devon's landscape:	-Neutral	Neutral
Conserve and enhance the quality and character of our built environment and public spaces:	Neutral	No discernible impact
Conserve and enhance Devon's cultural and historic	Neutral	No discernible impact

heritage:		
Minimise greenhouse gas emissions:	Neutral	No discernible impact
Minimise pollution (including air, land, water, light and noise):	Neutral	Devon supports the principle of local schools for local children for community and environmental reasons. Sustainable travel and transport modes will be promoted including a School Travel Plan.
Contribute to reducing water consumption:	Neutral	In accordance with The Waste Education Strategy for Devon Schools
Ensure resilience to the future effects of climate change (warmer, wetter winters; drier, hotter summers; more intense storms; and rising sea level):	Neutral	No discernible impact
Other (please state below):		

### Section 4b - Environmental impacts

An impact assessment should give due regard to the following activities in order to ensure we meet a range of environmental legal duties.

The policy or practice does not require the identification of environmental impacts using this Impact Assessment process because it is subject to (please select from the table below and proceed to the 4c, otherwise complete the environmental analysis table):

	Devon County Council's Environmental Review Process for permitted development highway schemes.
	Planning Permission under the Town and Country Planning Act (1990).

Strategic Environmental Assessment under European Directive 2001/42/EC “on the assessment of the effects of certain plans and programmes on the environment”.

### Section 4c - Economic impacts

	<b>Describe any actual or potential negative consequences. (Consider how to mitigate against these).</b>	<b>Describe any actual or potential neutral or positive outcomes. (Consider how to improve as far as possible).</b>
Impact on knowledge and skills:	Positive – it will ensure the longevity of provision	The provision will include options for developing and accommodating independence training and development of self-help skills and will ensure that pupils are able to attend local provision.
Impact on employment levels:	There will need to be a reduction in staffing levels across the two Schools but not within the permanent teaching staff.	Increasing national pressure on funding means that resources need to continue to be targeted at the educational outcomes of pupils which is sustainable. 80% of the schools costs are staff costs and it has been necessary to redesign and restructure the Schools to ensure the best outcomes for pupils in a financially sustainable way. This is in accordance with the Strategic Review of Special Needs Provision. Some permanent staff will be offered redeployment opportunities.
Impact on local business:	Neutral	With emphasis on developing independence training and self-help skills it is considered that there will be a positive impact on local businesses and the community

### Section 4d -Combined Impacts

Linkages or conflicts between social, environmental and economic impacts:	The combined impacts are seen to be positive with improved and sustainable provision for pupils for the future.
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**Section 5 - 'Social Value' of planned commissioned/procured services:**

How will the economic, social and environmental well-being of the relevant area be improved through what is being proposed? And how, in conducting the process of procurement, might that improvement be secured?	The Local Authority has a statutory duty to secure sufficient educational provision in its area, to act as champions for all parents and families and support the most vulnerable children and will continue to work in partnership to ensure the right placement for young people and adults who have special educational needs. The amalgamation of the two schools will ensure future sustainability and improve the outcomes of those most in need.
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