

Report of the Strategic Director of Children's Services to the meeting of Executive Committee to be held on 5 April 2022

BL

Subject:

Ensuring the Sufficiency of Specialist Places for Children and Young People with Special Educational Needs and Disabilities (SEND) across the Bradford District and increasing the Mainstream NET Capacity of the School.

Summary statement:

To establish a 24 place Resourced Provision at Bingley Grammar School as part of the construction works to enlarge the school premises, increasing the overall mainstream net capacity by 150 places and enabling the removal of fourteen temporary units.

EQUALITY & DIVERSITY:

The Local Authority must not discriminate directly or indirectly against any group or individual. The school and any proposed new provision will continue to cater for the needs of all children and serve its community. The proposal will have **no detrimental impact** on equality and diversity.

An Equality Impact Assessment has been carried out and can be seen in Appendix A.

Marium Haque
Interim Strategic Director - Children's Services

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Portfolio:

Education, Employment and Skills

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

This report asks the Executive to approve:

The creation of a 24 place Resourced Provision for children and young people with Communication and Interaction needs including Autistic Spectrum Disorders.

2. BACKGROUND

Over recent years there has been a significant increase in the number of Children entering the secondary phase of education for both mainstream and Specialist provision across the District.

2.1 Statutory Consultation – Establishment of a Resourced Provision

- 2.1.1 The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision over the last 10 years.
- 2.1.2 The number of children and young people with an EHCP within the Bradford district continues to rise year on year. The high levels of occupancy of the current specialist provisions demonstrates that there is a need to develop more specialist provisions across the district in order to meet current and future demand.
- 2.1.3 The development of the proposed Resourced Provision would ultimately reduce the reliance on placing children and young people with SEND, within more expensive specialist provisions outside of our Local Authority.
- 2.1.4 Data from the DfE Statistical Release and the SEN2 Return demonstrates that, despite the decrease that we have seen in the birth rate both within the Bradford district and nationally, the percentage increase in the number of children and young people with an Education, Health and Care Plan continues to rise.
- 2.1.5 The percentage increase in the number of children and young people with an Education, Health and Care plan for the Bradford District between 2017 and 2021 was 14.6%. This is significantly higher than the increase of 9.7% in Yorkshire and Humber during the same period and the national increase of 10.2 %.
- 2.1.6 'The Strategic Plan 2021 – Sufficiency of Specialist Places for Children and Young people in Bradford' forecasts that an additional 100 to 120 specialist places between the academic year of 2021 to 2022. The projections further show that we will need to increase specialist places again for both the academic years 2022 to 2023 and 2023 to 2024 by 100 to 120 places each year.
- 2.1.7 'The Strategic Plan 2021 – Sufficiency of Specialist Places for Children and

Young people in Bradford' highlights the current pressure points and the gaps in specialist provision across the Bradford District. The report highlights that specialist places are required for children and young people with Communication and Interaction needs including Autistic Spectrum Disorders.

2.1.8 Bingley Grammar School lies within the Shipley constituency. The most prevalent primary need within this constituency is for children and young people with an Education, Health and Care Plan for Communication and Interaction needs including Autistic Spectrum Disorders.

2.1.9 A Local Authority Led Resourced Provision for secondary aged children of up to 24 places with a designation of Communication and Interaction needs including Autistic Spectrum Disorders would ease the pressure on the Resourced Provisions across the district and offer a clear pathway for parents and children accessing specialist provision.

2.2 Non-Statutory Consultation – Increase Mainstream Net Capacity

2.2.1 Bingley Grammar School admitted up to an additional 30 pupils into year 7 in September 2019, 2020 and 2021, despite them having difficulties in accommodating a third year of increased intake.

2.2.2 Additional built capacity to accommodate an extra form of entry in every year group (Years 7 - 11) would enable Bingley Grammar School to continue to admit bulge classes until the current increased demand has diminished. It would also offer flexibility should the number of younger children across the District increase in the future and the additional places are again required or required for longer than currently forecast. New permanent built accommodation being the most suitable to meet the needs of the children and young people.

3. OTHER CONSIDERATIONS

3.1 Statutory Consultation – Establishment of Resourced Provision

3.1.1 The proposed establishment at a maintained school of a provision that is recognised by the Local Authority as reserved for children with Special Educational Needs and Disabilities requires the Local Authority to publish formal Statutory Notices.

3.1.2 The DfE document 'Making significant changes ('prescribed alterations') to maintained schools' states that the statutory process must be followed to propose the establishment of SEND provision in a mainstream school. The statutory process has four stages:

- Publication of statutory proposals
- Representation (formal consultation for 4 weeks)
- Decision (within 2 months of the representation)
- Implementation

3.2 Non-Statutory Consultation – Increase Mainstream Net Capacity

- 3.2.1 The statutory process must also be followed when a proposed enlargement of a school is permanent (more than 3 years) and where the capacity of the school is increased by more than 30 pupils and 25% or 200 pupils, whichever is the lesser. For enlargements less than this, a non-statutory process can be followed.
- 3.2.2 Although the proposed expansion at Bingley Grammar School does not require a statutory process, the Council carried out consultation on both matters to ensure that the views of all the community and those potentially affected by the proposals were sought and considered.
- 3.3 It is important that the proposals are the subject of broad consultation with all interested parties to ensure that all views are considered and that you are fully informed and involved before a final recommendation is made.
- 3.4 The responses to this consultation for maintained schools must be fully analysed and considered before the Local Authority decides to publish statutory proposals in the local newspapers.
- 3.5 The decision to approve the proposals to establish a 24 place specialist Resourced Provision as part of the construction works to enlarge the school premises rests with the Council's Executive.

3.6 Consultation Outcomes

- 3.6.1 Following approval from the Interim Strategic Director of Children's Services to consult on the proposal a consultation process commenced on 13th January 2022 and closed on 10th February 2022. The consultation outcome report, including all the responses received is provided in Appendix G.
- 3.6.2 All interested parties were invited by letter/email to respond to the consultation. The letters/emails explained the proposals, where the consultation documentation could be found online, or details of receiving a paper copy, how interested parties could make a response and finally details of scheduled public consultation meetings. A full list of all interested parties consulted with is provided within Appendix B. A sample consultation letter can be found in Appendix C.
- 3.6.3 The consultation documents were all made available on Bradford's Local Offer Website, Bradford Schools Online and the Bradford Council Website. All of the websites invited all interested parties to respond to the consultation.
- 3.6.4 The option to respond to the consultation either via an electronic survey, letter or email was communicated on all of the websites.
- 3.6.5 All of the responses received came through the online survey or nominated email address. No paper letters were received.

3.6.6 A total of sixty-five people completed the online questionnaire. In response to the statutory consultation – establishment of a Resourced Provision, fifty-three agreed with the proposal, six disagreed and six were unsure. In response to the non-statutory consultation - increase mainstream NET capacity, fifty-eight agreed with the proposal, six disagreed and one was unsure. The written comments received are available in Appendix G.

3.6.7 Three consultation meetings were arranged. Due to the pandemic these meetings were held virtually on the below dates:

- Tuesday 18th January 2022 10:00am - 11:00am
- Thursday 27th January 2022 1:00pm - 2:00pm
- Wednesday 2nd February 2022 6:00pm - 7:00pm

3.6.8 The first public consultation meeting arranged received no requests for attendance and as such did not proceed.

3.6.9 The second public consultation meeting received only one request to attend. The request was from a local Primary School and the two staff members in attendance supported the proposal. They acknowledged that the establishment of a Resourced provision would be a positive step and as a Primary School with their own Resourced Provision for children with Communication and Interaction needs including Autistic Spectrum Disorders, it was recognised that this would enable children within their school to progress into the local Secondary School with their peers.

3.6.10 The third public consultation meeting received one request to attend. This person was contacted via telephone. Given that their questions were answered during the call and there were no further requests for attendance, the consultation meeting did not proceed. Their feedback was positive and supported the proposals to increase the NET capacity and to establish a 24 place Resourced provision.

3.6.11 An internal enquiry was received relating to post -16 provision, this is not within the scope of this proposal.

3.6.12 The proposal is fully supported by the Headteacher and Governing Body at Bingley Grammar School.

3.7 Publication of Statutory Proposals and Representations

3.7.1 Following approval from the Interim Strategic Director of Children's Services the Statutory Proposal was published on 13th January 2022, see Appendix D.

3.7.2 The Representation Period for the proposals ended on 10th February 2022. During this period any person or organisation could submit comments either in support of or objecting to the proposal to the Local Authority to be taken into account by the decision maker.

- 3.7.3 The statutory proposal received sixty-five responses to the online questionnaire, two responses from individuals attending a public meeting, one response received via telephone and one internal e-mail query was received. Full details of all the representation responses and analysis of these responses can be found in Appendix G.

4. FINANCIAL & RESOURCE APPRAISAL

4.1 Revenue Costs

- 4.1.1 The proposed specialist places will be funded in accordance with the local determined funding formula for special educational needs pupils. Core funding will be delegated to the Bingley Grammar School for the agreed number of places. Additional funding would be paid in accordance with individual pupil needs. The revenue funding for the specialist places is included in the High Needs Block (HNB) allocation determined by the Schools Forum. The Local Authority would maintain a service level agreement with Bingley Grammar school. This agreement would be reviewed annually.

4.2 Capital Costs

- 4.2.1 The Council's Executive Committee approved the use of £6.1m Basic Needs Capital Grant Funding for the construction works at Bingley Grammar school to increase the net capacity by 150 and to create suitable space for a specialist Resourced Provision (subject to consultation and approval) in October 2021.
- 4.2.2 Bingley Grammar School will contribute the revenue from the resale of the existing temporary accommodation (possibly up to £500K) towards the scheme.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 Individual risks associated with the development/expansion programme will be identified and managed as part of the overall project to deliver the sufficiency of specialist places across the District.

6. LEGAL APPRAISAL

- 6.1 Bradford Metropolitan District Council (the Local Authority) has a statutory duty under The Education Act 1996 Section 14(1) to ensure that there are a sufficient number of school places for all children and young people who are resident within the Bradford District.
- 6.2 The Local Authority has specific duties to ensure that there is sufficient specialist provision available for children and young people with Education, Health and Care Plans (EHCPs), where their EHCPs determine that their needs should be met in specialist provision.

6.3 Local Authorities must follow a statutory process by publishing formal statutory proposals for proposed changes that are expected to be in place for more than two years:-

6.3.1 When the proposed establishment or alteration of a provision that is recognised by the Local Authority as reserved for children with Special Educational Needs and Disabilities at a maintained school; and

6.3.2 When a proposed enlargement of a mainstream school is permanent (more than years) and where the capacity of the school is increased by more than 30 pupils and 25% or 200 pupils, whichever is the lesser. For enlargements less than this, such as the one at Bingley Grammar School, a non-statutory process can be followed.

6.4 In November 2021 the Interim Strategic Director of Children's Services approved the publication of statutory proposals. Statutory proposals were published on 13 January 2022 ending on 10 February 2022 during which period any person or organisation could submit comments on or objections to the proposals to the Council to be taken into account by the decision maker. These will be considered by the Executive in its capacity as decision-maker when it determines the proposals at the end of the Representation Period. Executive can decide to reject, approve, approve with modifications, or approve subject to certain conditions e.g. granting of planning permission.

6.5 The following factors need to be considered in deciding whether or not to approve Statutory Proposals. The Executive Committee should be satisfied that:

- the appropriate consultation and representation period has been carried out
- all comments and objections received must be considered by the Executive Committee
- consider the quality and diversity of the school
- consider the demand for school places
- in assessing demand consider proposal admission arrangements
- have regard to the Public Sector Equality Duty
- consider the impact on community cohesion
- consider the SEN Improvement Test that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities
- be satisfied that travel and accessibility has been properly taken in to account
- be satisfied that any land, premises or capital required to implement the proposal will be available
- consider if the schools will be able to fulfil the legal requirement that suitable outdoor space can be provided in order to enable physical education is provided to pupils in accordance with the school curriculum; and that pupils play outside. The provision may be

fulfilled by access to suitable facilities off-site

7. OTHER IMPLICATIONS

7.1 SUSTAINABILITY IMPLICATIONS

There are no direct sustainability implications arising from this report. Any development or changes to buildings undertaken as a result of these proposals will be undertaken in a sustainable way which minimises the future impact of the Local Authority's carbon footprint.

7.2 GREENHOUSE GAS EMISSIONS IMPACTS

The proposals would not impact on gas emissions. If children are able to attend their local provision this could lead to a reduction in emissions with travel being reduced.

7.3 COMMUNITY SAFETY IMPLICATIONS

This proposal will allow the children and young people to build their skills in a specialist environment and access their own community in the safest and most independent fashion.

7.4 HUMAN RIGHTS ACT

There are no direct Human Rights implications arising from this report.

7.5 TRADE UNION

Trade Unions have been informed of the proposals as part of the statutory consultation process.

7.6 WARD IMPLICATIONS

Ward Councillors have been informed of the proposals as part of the statutory consultation process.

7.7 IMPLICATIONS FOR CHILDREN AND YOUNG PEOPLE

7.7.1 The proposal seeks to enhance the provision available for children and Young people.

7.7.2 The expansion of the school and the increase in the built capacity will assist in providing an improved learning environment with the removal of external temporary classrooms.

- 7.7.3 The establishment of the proposed Resourced Provision would enable children and young people with Communication and Interaction needs including Autistic Spectrum Disorders to attend their local school and remain within their local community.

7.8 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT

General Data Protection Regulation principles relating to individuals' data and rights under the Data Protection Act 2018 will be respected. Privacy implications arising from this proposal have been addressed by anonymising consultees' personal information together with any information which may enable them to be identified from their responses and the summary of their responses.

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

- 9.1 Considering the results of the consultation, the Executive can decide to:

(a) Approve the proposal to establish at Bingley Grammar School a new Specialist Resourced Provision for up to 24 children and young people with Communication and Interaction needs including Autistic Spectrum Disorders;

and

Approve the related proposal to enlarge the premises of Bingley Grammar School by increasing the capacity by 150 places.

OR

(b) Reject the above proposals and the status quo remains, leaving a significant shortage of places available in specialist places for the children and young people across the District.

10. RECOMMENDATIONS

- 10.1 Approve the proposal to establish at Bingley Grammar School a new Specialist Resourced Provision for up to 24 children and young people with Communication and Interaction needs including Autistic Spectrum Disorders; and
- 10.2 Approve the related proposal to enlarge the premises of Bingley Grammar School by increasing the capacity by 150 places.

11. APPENDICES

Appendix A: Equality Impact Assessment
Appendix B: List of Consultees
Appendix C: Sample Consultation Letter
Appendix D: Copy of Statutory Proposal
Appendix E: Evidence of Need
Appendix F: SEN Improvement Test
Appendix G: Consultation Outcome Report

12. BACKGROUND DOCUMENTS

The Strategic Plan 2021 – Sufficiency of Specialist Places for Children and Young People in Bradford

The School Organisation Plan 2020

Equality Impact Assessment Form

Department	Children's Services Education and Learning	Version no	V0.1
Assessed by	Diane Cochrane / Sarah Flockton	Date created	18/11/ 2021
Approved by	Emma Hamer	Date approved	
Updated by	Diane Cochrane	Date updated	4/01/2022
Final approval	Emma Hamer	Date signed off	11/01/2022

The Equality Act 2010 requires the Council to have due regard to the need to

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups; and
- foster good relations between different groups

Section 1: What is being assessed?

1.1 Name of proposal to be assessed.

To establish a 24 place specialist resourced provision at Bingley Grammar School as part of the construction works at the School to enlarge the school premises, increasing the overall mainstream net capacity by 150 places and enabling the removal of fourteen temporary units.

1.2 Describe the proposal under assessment and what change it would result in if implemented.

There is a shortage of specialist places across the district. The Strategic Plan 2021- Sufficiency of Specialist Places for Children and Young People in Bradford, indicates that we need a further 100 to 120 specialist places each year over the next 3 years.

A key pressure point for specialist provision has been identified for secondary aged children and young people with Communication and Interaction needs including Autistic Spectrum Disorder (ASD).

Establishing a Resourced Provision for up to 24 places at Bingley Grammar School will contribute to ensuring that this demand is met.

Section 2: What the impact of the proposal is likely to be?

2.1 Will this proposal advance equality of opportunity for people who share a protected characteristic and/or foster good relations between people who share a protected characteristic and those that do not? If yes, please explain further.

The proposal will expand and further develop the network of specialist provision across the District which forms part of:

- A coherent geographical spread of provision across the District;
- A dynamic network;
- A flexible and responsive provision.

This proposal will advance the equality of opportunity and a range of improved outcomes for children and young people with Special Educational Needs and Disabilities (SEND) by creating additional specialist places.

The development of additional specialist places is based on the following principles:

- All children to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation.
- All children are to be provided with the best learning opportunities, environment and experience which maximises inclusion into mainstream classes where appropriate.
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.
- Children's diverse special educational needs require a range of flexible and varied provision.

2.2 Will this proposal have a positive impact and help to eliminate discrimination and harassment against, or the victimisation of people who share a protected characteristic? If yes, please explain further.

Yes – by providing and expanding additional specialist places for children and young people with SEND alongside their mainstream peers where appropriate. This will help to eliminate discrimination and harassment by fostering a greater understanding of each other's needs, through early identification, assessment and intervention using specialist staff and high quality practitioners to improve outcomes for all children with SEND.

2.3 Will this proposal potentially have a negative or disproportionate impact on people who share a protected characteristic? If yes, please explain further.

No – there will be no negative impact or disproportionate impact on any group who share protected characteristics.

The highest number of Education and Health Care Plans by primary need across the Bradford district is for Communication and Interaction Inc. Autistic Spectrum Disorder. This has shown a 6.9% increase between October 2020 and October 2021

Children and Young People with SEND, including Communication and Interaction

needs including Autistic Spectrum Disorder (ASD) will benefit from these proposals.

2.4 Please indicate the level of negative impact on each of the protected characteristics?

(Please indicate high (H), medium (M), low (L), no effect (N) for each)

Protected Characteristics:	Impact (H, M, L, N)
Age	N
Disability	N
Gender reassignment	N
Race	N
Religion/Belief	N
Pregnancy and maternity	N
Sexual Orientation	N
Sex	N
Marriage and civil partnership	N
Additional Consideration:	
Low income/low wage	N

2.5 How could the disproportionate negative impacts be mitigated or eliminated?

(Note: Legislation and best practice require mitigations to be considered, but need only be put in place if it is possible.)

The Local Authority and strategic partners have made significant efforts to mitigate against any negative impacts; whilst continuing to use High Needs Block funding to intervene early and use it effectively to improve outcomes for Children and Young people with SEND.

Council officers continue to play an important role to support the changes. In order to identify and manage any negative effects, the proposals will be implemented using a phased approach, so any risks can be identified and mitigated where possible.

Full consultation will be carried out with all interested parties, to ensure we capture all the identifiable risks and views of all partners.

We will further review the potential impact on protected characteristics as part of the development of the delivery programme.

Section 3: Dependencies from other proposals

3.1 Please consider which other services would need to know about your proposal and the impacts you have identified. Identify below which services you have consulted, and any consequent additional equality impacts that have been identified.

Prior to this proposal there has been considerable analysis undertaken to identify the need for increasing and developing specialist provision places for children and young people across the district. We have assessed the optimal location of the proposed provisions. Part of this work has been considering the need and also the availability of suitable accommodation, alongside schools with falling numbers and within current Capital constraints.

Analysis of all previous consultation responses received and information gathered from previous public meetings and consultations, clearly supports the LA's position in the creation of additional specialist places, especially for children and young people with Communication and Interaction needs including Autistic Spectrum Disorders.

We will consult with all interested parties as listed below:

- Parents/Carers
- School staff and Governors
- Bradford and Airedale Parents Forum
- Bradford and Airedale NHS Trusts/CCG's
- Elected members
- Local MPs
- Trade Unions
- Neighbouring Authorities
- SENDIASS - Barnado's
- Parish & Mosque Councils
- Muslim Association
- CoE and Catholic Diocese for Bradford/Leeds
- Relevant charities and voluntary organisations
- Any other interested parties

The additional proposed SEND places have been agreed by the School's Forum and if approved will be funded from the High Needs Block.

Section 4: What evidence you have used?

4.1 What evidence do you hold to back up this assessment?

The proposals have all been informed by the extensive evidence and analysis from a range of sources:

- The Strategic Plan 2021 - Sufficiency of Specialist Places for Children and Young People in Bradford.
- Strategic aims and objectives set out in related strategies and plans and initiatives including the Education and School Improvement plan.

- The Children and Families Act 2014 and the SEND 0-25 Code of Practice 2014.
- Bradford District School Organisational Plan.
- Detailed analysis of the placement of children and the number of children and young people taking up out of authority placements.
- The commissioning of 360 additional places by Schools Forum in 2018/19.
- The commissioning of 354 additional specialist places by the Schools Forum in January 2019/20.
- The commissioning of 100-120 additional specialist places by the school's forum in November 2021, for 2021/2022 and for the following next 2 academic years

The number of children and young people with an EHCP within the Bradford district continues to rise year on year, above both regional and national averages. The high levels of occupancy of the current specialist provisions demonstrates that there is a need to develop more specialist provisions across the district in order to meet current and future demand. The development of further specialist provisions will ultimately reduce the reliance on placing children and young people with SEND, within more expensive specialist provisions outside of our Local Authority.

Using a growth model for EHCPs based on JSNA, census and other intelligence data including the SEND Data Dashboard, we project that the number of EHCPs in Bradford will continue to increase. We can project the number of additional specialist places required in the medium term by taking an average of the forecast data over the coming two years which projects the increases as follows:

- The number of primary aged children with an EHCP will rise by 5.47% each year.
- The number of secondary aged children and young people with an EHCP will rise by 10.49% each year.

From this, our current projection is that we will require an additional 100 to 120 specialist places between the academic year of 2021 to 2022. With these places being delivered across both the Special School sector and in Resourced Provisions.

4.2 Do you need further evidence?

Before the Local Authority can establish provision in a maintained school, there is a statutory process that we must follow. Whenever the Local Authority proposes to establish, increase places or make changes to specialist provision, all interested parties who are likely to be affected by the Councils proposals must be consulted in the development of the proposals prior to publication of statutory notices.

This is a voluntary aided school and therefore the LA must also work with the Governing Board of the School when making this proposal.

Section 5: Consultation Feedback

5.1 Results from any previous consultations prior to the proposal development.

In November 2021 the school's forum agreed to commission an additional 100-120 places for the 2021-2022 academic year. The demand for specialist places is continuing to increase as parental preferences change with the availability of more provision across the district

We have undertaken numerous consultations on various developments in January and July 2019 and January 2020 had both verbal and written feedback.

In the main, the general feedback from both parents and professionals is positive. For example:

- The places are very much needed as the children with SEND need alternative provision so that their individual needs can be met by specialist staff in the correct environment to support a calm and engaged curriculum. Although every need is made to be inclusive for children with SEND a separate provision is sometimes needed.
- It will be welcomed wholeheartedly by both families and schools to support children in Bradford with special needs
- A vital development that needs to occur to ensure that all young people have a fair chance of a good quality of life.

5.2 The departmental feedback you provided on the previous consultation (as at 5.1).

We feedback to any departments when concerns are raised that are not part of the new or expanding development as part of our consultation process. This has seen changes made to processes and communications.

We now produce a FAQ for parents and staff as part of the consultation process. This is to explain some of the repeated concerns raised and how we will deal with these.

5.3 Feedback from current consultation following the proposal development (e.g. following approval by Executive for budget consultation).

As a result of the statutory consultation processes any changes required to the proposal will result in an updated EIA being produced if necessary.

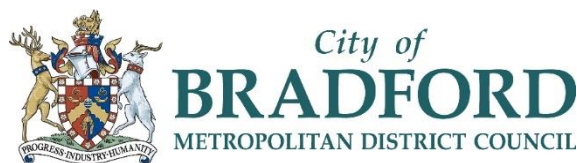
5.4 Your departmental response to the feedback on the current consultation (as at 5.3) – include any changes made to the proposal as a result of the feedback.

Feedback from all interested parties will be used to refine the proposal. However, in general the feedback received to date has been very supportive of the proposal to increase and develop additional specialist places for children and young people with SEND.

We are committed to on-going dialogue with all interested parties on the delivery of the proposals.

List of Consultees

Interim Director/Assistant Directors of Children's Services
All Councillors
All Neighbourhood Forums
All Schools
Education and Learning (Formerly Bradford Achievement Service)
Bradford Youth Service
Catholic Diocese
C of E Diocese
Children's Services Managers
Council for Mosques
Headteacher, staff and Chair of Governors at Bingley Grammar School
Media
MPs
Muslim Association
Parents/Carers
Parish/Town Councils
Neighbouring Authorities
School Staff
Trade Unions
SENDIASS – Barnado's
Bradford and Airedale NHS Trusts/CCG's
Wider public audience: Bradford Schools Online (BSO), Bradford Council Website, Local Offer Website



Department of Children's Services

Aiming High for Children

Intelligence and Sufficiency

7th Floor

Margaret McMillan Tower
Bradford
BD1 1NN

Tel: 01274 438260

SENDPlacesConsultation@bradford.gov.uk

Dear Parents/Carers,

Consultation on the Proposal to Establish a Local Authority Led Resourced Provision (RP-LA) for Children and Young People with Special Educational Needs and Disabilities at Bingley Grammar School and Increase the Overall Mainstream Capacity of the School by 150 Places.

Before the Local Authority can increase or make changes to provision in maintained schools, there is a statutory process that must be followed. Whenever the Local Authority proposes to increase places or make changes to specialist provision, all interested parties who are likely to be affected by the Councils proposals must be consulted during the development of the proposals.

We are currently entering into the Statutory Notice phase which will run from 13th January to 10th February 2022.

The Local Authority is undertaking a consultation on the following proposals:

Statutory Proposal 1:

- To establish a new Resourced Provision – Local Authority Led at Bingley Grammar School with effect from 1st September 2022 for up to 24 children and young people with Communication and Interaction needs including Autistic Spectrum Disorders (ASD).

Non-Statutory Proposal 2:

- To build new permanent accommodation at Bingley Grammar school to accommodate the needs of additional mainstream pupils and provide space for a Resourced Provision as detailed above in proposal 1. The additional built capacity will accommodate up to an additional 150 pupils (an additional form of entry in years 7-11) and will enable the school to admit bulge classes until the increased demand has diminished and/or as required in the future.

Consultation

We are currently entering into the Statutory Representation Phase, following the publication of a Statutory Notice. This phase runs from 13th January 2022 to the 10th February 2022.

Enclosed is a paper copy of the questionnaire. This must be shared with your parents, governors and staff. This questionnaire is also available online and we would encourage you to share this link as the preferred option.

Bingley Grammar School online survey – <https://online1.snapsurveys.com/3qa7pr>
Or scan the below QR code.



The local community and other interested parties are also being consulted on regarding these proposals. (Further details of who we are consulting with can be found online).

Prior to making any decisions in relation to the proposals for maintained schools, the responses to the consultation will be fully analysed and the shared views collected will help shape the final proposal report. This will be presented to The Council Executive Committee for consideration and a decision on the 5th April 2022.

Consultation documents

If you would like further information about these proposals, please refer to the following supporting documents:

- The Strategic Plan 2021- Sufficiency of Specialist Places for Children and Young People in Bradford
- Statutory proposal for prescribed alteration document
- Map showing Shipley Schools and Resourced Provisions
- Full list of Consultees
- Consultation Questionnaire
- Equality Impact assessment
- SEN Improvement Test
- SEN Evidence of Need

All of the above documents can be found online by visiting:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
Or www.bradford.gov.uk/consultations

Consultation Meetings: Due to Covid 19 and the restrictions on public meetings we are unable to undertake face to face meetings. However, three virtual sessions will be held on the following dates:

Tuesday 18th January 2022: 10:00am -11:00am

Thursday 27th January 2022: 1:00pm -2:00pm

Wednesday 2nd February 2022: 6:00pm-7:00pm

Should you wish to attend one of these virtual meetings, please send an e-mail to SENDPlacesConsultation@bradford.gov.uk to request the link for your preferred date.

The consultation closes on 10th February 2022. All responses must be received by this date.

A copy of the consultation information and questionnaire in regards to your young person/s school can be found online by visiting:

<https://www.bradford.gov.uk/consultations/current-consultations/consultation-and-engagement/>

Alternatively, you can obtain a paper copy from the school office or from the Intelligence & Sufficiency Service, Margaret McMillan Tower, 7th Floor, Princes Way, Bradford, BD1 1NN. Tel: 07582100218 or email:

SENDPlacesConsultation@bradford.gov.uk.

Many thanks for your support.

Yours sincerely,



Emma Hamer
Strategic Manager – Intelligence & Sufficiency Service

Statutory Proposal for a Prescribed Alteration

Proposal to:

1. Establish a new Specialist Resourced Provision for up to 24 children and young people with Communication and Interaction needs including Autistic Spectrum Disorders (ASD).
2. Undertake construction works at Bingley Grammar School to enlarge the school premises, increasing the overall mainstream net capacity by 150 places.

School and Local Authority details:

School: Bingley Grammar School, Keighley Road, Bingley, BD16 2RS. This is a voluntary aided secondary school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

Statutory Proposal 1: To establish a new Specialist Resourced Provision for up to 24 children and young people with Communication and Interaction needs including Autistic Spectrum Disorders (ASD) as part of the proposed construction works at Bingley Grammar School.

A provision will be created within the school grounds that will meet the needs of children and young people with an Education, Health and Care Plan with Communication and Interaction needs including Autistic Spectrum Disorders (ASD).

The Council has developed a wide range of specialist provision across the district for children and young people with a range of Special Educational Needs and Disabilities (SEND). To enable the Council to continue to meet current and future demand existing specialist provisions are being expanded and new specialist provision, including Resourced Provisions, are being established.

Resourced Provision is an umbrella term that covers specialist provisions across the Bradford District for children and young people with SEND. Resourced Provisions are for pupils with an EHCP.

Resourced Provisions have a wide range of specialist skilled staff who have expertise within the field that the provision caters for.

All pupils accessing a Resourced Provision place will be on roll of the school and have access to both mainstream provision and the Resourced Provision, dependent on their individual needs.

This new Resourced Provision will be part of the school, but operationally led and managed by the Council's Specialist Teaching and Support Service, which has the overall strategic lead and responsibility for all of the Resourced Provisions in the Bradford District, referred to as Resourced Provision – Local Authority Led.

The admission of children and young people to the Resourced Provision will be managed by the special educational needs statutory assessment process.

The proposed implementation date of the Resourced Provision – Local Authority Led is 1st September 2022.

The Local Authority has secured the capital budget for the required improvements and building works associated with the proposed development of a 24 place Resourced Provision at the school.

Non Statutory Proposal 2:

The proposal is to build new permanent accommodation at Bingley Grammar school to accommodate the needs of additional mainstream pupils and provide space for a Resourced Provision as detailed in proposal 1. The additional built capacity will be able to accommodate up to 150 pupils (an additional form of entry in years 7-11) and will enable the school to admit bulge classes until the increased demand has diminished.

Bingley Grammar school will continue to operate in their current permanent and temporary accommodation whilst the proposed construction takes place.

We are not increasing the Published Admission Number (PAN) of the school, as forecasts indicate that the numbers of children requiring a secondary school place in this area will begin to decrease from 2025. Increasing the PAN could potentially have a negative impact on other, less popular schools in the District as the numbers requiring secondary places reduce.

A Statutory Proposal is required when a proposed enlargement is permanent and where the capacity of the school is increased by more than 30 pupils and 25% or 200 pupils, whichever is the lesser. This proposal is to increase the capacity by 150 places, therefore, there is no need for a statutory consultation but we are keen to seek your views on these proposals.

The admission of children to the mainstream school will be managed by the local authority's Admissions Team. There are no changes to the admission arrangements as part of this proposal.

The Local Authority has secured the capital budget for the required improvements and building works.

Consultation:

In order to establish a new Resourced Provision a full statutory consultation process will be undertaken.

We are currently entering into the Representation Phase following the publication of a Statutory Notice which runs from 13th January 2022 to the 10th February 2022. All representations will be analysed prior to a report being presented to the Council's Executive Committee.

Although the proposed expansion of mainstream capacity at Bingley Grammar School does not require a statutory process, the Council is undertaking consultation on both matters, to ensure that the views of the community and all interested parties who could potentially be affected by the proposals are sought and considered.

Objectives:

The proposal of additional built capacity will accommodate up to 150 pupils (an additional form of entry in years 7-11) and will enable the school to admit bulge classes until the increased demand has diminished and/or as required in the future.

As part of the new building capacity we will develop a Local Authority Led Resourced Provision at Bingley Grammar School for up to 24 places for secondary aged children and young people with Communication and Interaction needs including Autistic Spectrum Disorder (ASD) to accommodate the increasing demand for specialist provision places across the District.

There is a shortage of specialist places across the district. The Strategic Plan 2021 Sufficiency of Specialist Places for Children and Young People in Bradford indicates that we need a further 100 to 120 specialist places each year over the next 3 years. Establishing a Resourced Provision at Bingley Grammar School will contribute to ensuring that this demand is met.

When proposing development of SEND Provision, the proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for children and young people with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the SEN Improvement Test.

The proposal will build on the good standards for teaching and learning already in place at the school. The development will provide places for children and young people with SEND within the Resourced Provision. This development will not have any negative impact on other schools, academies and educational institutions in the area.

This proposal, to establish a Resourced Provision will increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date for the Resourced Provision is 1st September 2022. The admission of children and young people to the Resourced Provision will be managed by the special educational needs statutory assessment process.

Project Costs:

In October 2021, the Council's Executive Committee approved the use of £6.1m Basic Needs Capital Grant Funding for the construction works at Bingley Grammar School to increase the net capacity by 150 places and to create suitable space for a Specialist Resourced Provision subject to consultation and approval.

Bingley Grammar School will contribute the revenue from the resale of the existing temporary accommodation (estimated to be around £0.5m) towards the scheme.

The proposed new specialist places at Bingley Grammar School will be funded from the High Needs Block, which is part of the ring-fenced Dedicated Schools Grant (DSG), in accordance with the annually agreed Place Plus Model (the local determined funding formula for allocating funding to schools in support of children and young people with Education Health and Care Plans).

Element 1 of the place funding will be delegated to the school for an agreed number of places. Element 2 (of place funding) and Element 3 (additional top up funding, allocated with reference to an individual pupil's needs as defined in their EHCP, using the local determined and annually reviewed EHCP Banded Model) will be retained by the Council to pay for the staffing / resources in the proposed provision.

There is a requirement that the Governing Body of the School and the Local Authority will enter into an annual Service Level Agreement in relation to the delivery of the Specialist Resourced Provision.

Evidence of demand:

Statutory Proposal 1: The Local Authority has a statutory duty to constantly review the specialist provision available for children and young people with Special Educational Needs and Disabilities (SEND), whilst also ensuring that there are sufficient specialist places available to meet the needs of the growing SEND population.

Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision over the last 10 years. It is projected that demand will continue to grow across all sectors.

The Strategic Plan 2021 - Sufficiency of Specialist Places for Children and Young People in Bradford highlights the growing demand.

The total number of Education, Health and Care Plans (EHCPs) for 0-25 year olds across the Bradford District was recorded as 4,842 on 1st October 2021. This has increased from 4547 recorded in October 2020 and 3,673 recorded at January 2019.

In order to meet this growing demand for places we analyse the data by primary need. The three most prevalent primary needs recorded for children and young people with an EHCP in the Bradford district are:

- Communication and Interaction Inc. Autistic Spectrum Disorder (ASD)

- Social, Emotional and Mental Health (SEMH)
- Speech, Language and Communication needs (SLCN)

The number of children and young people with an EHCP within the Bradford district continues to rise year on year, above both regional and national averages. The high levels of occupancy of the current specialist provisions demonstrates that there is a need to develop more specialist provisions across the district in order to meet current and future demand.

The development of further specialist provisions will ultimately reduce the reliance on placing children and young people with SEND, within more expensive specialist provisions outside of our Local Authority.

Using a growth model for EHCPs based on JSNA, census and other intelligence data including the SEND Data Dashboard, we project that the number of EHCPs in Bradford will continue to increase. We can project the number of additional specialist places required in the medium term by taking an average of the forecast data over the coming two years which projects the increases as follows:

- The number of primary aged children with an EHCP will rise by 5.47% each year.
- The number of secondary aged children and young people with an EHCP will rise by 10.49% each year.

From this, our current projection is that we will require an additional 100 to 120 specialist places between the academic year of 2021 to 2022. With these places being delivered across both the Special School sector and in Resourced Provisions.

Our projections further show that we will need to increase specialist places again for both the academic years 2022 to 2023 and 2023 to 2024 by 100 to 120 places each year. This is the minimum number of specialist places required to be developed in order to meet demand and to control (not increase reliance) on more expensive out of authority placements.

The Local Authority's data continues to evidence that a number of key pressure points exist across the district. In order to address the key pressure points, we have identified that the following additional provision is required:

Additional Resourced Provision places for:

- Primary aged children with SEMH
- Primary aged children with Communication and Interaction including ASD
- Secondary aged children and young people with Communication and Interaction including ASD
- Secondary aged children and young people with SEMH

The development of a Resourced Provision at Bingley Grammar School will go towards easing some of the key pressure points.

The proposal will expand and further develop the specialist provisions across the District enhancing the network of Special Schools, Early Years Enhanced Specialist Provisions, Additionally Resourced Centres and Resourced Provisions which form

part of:

- A coherent geographical spread of provision across the District, minimising travel times;
- A dynamic network for sharing best practice and experience;
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND.

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The Council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

Non Statutory Proposal 2: Under section 14 of the Education Act 1996, Local Authorities have a statutory duty to ensure that there are sufficient schools for primary and secondary education in their areas.

Over recent years there has been a significant increase in the number of children entering the mainstream secondary phase in year 7. To support the Local Authority in meeting its statutory duty, Bingley Grammar School admitted up to an additional 30 pupils into year 7 in September 2019, 2020, and 2021, despite having difficulties in accommodating a third increased intake.

Additional built capacity to accommodate an extra form of entry would enable Bingley Grammar School to admit bulge classes until the increased demand has diminished.

If the numbers of younger children go up and the additional places are required for longer than currently forecast, new permanent, built accommodation will be the most suitable to meet the needs of those pupils.

Objections and comments:

Any person or organisation may submit written objections or comments on the proposals by sending them to SENDPlacesConsultation@bradford.gov.uk by 10th February 2022. Alternatively, you can answer the on-line survey by following the link below.

Bingley Grammar School – <https://online1.snapsurveys.com/3qa7pr>

Due to Covid restrictions face to face public meetings cannot be held, however three virtual sessions are available.

Tuesday 18th January 10:00am -11:00am
Or Thursday 27th January 1:00pm -2:00pm
Or Wednesday 2nd February 6:00pm-7:00pm

Should you wish to attend one of these meetings please send an e-mail to SENDPlacesConsultation@bradford.gov.uk to request the link for your preferred date.

Alternatively, you can submit your response in writing to The Intelligence and Sufficiency Service, Children's Services, 7th Floor, Margaret McMillan Tower, Bradford, BD1 1NN.

Evidence of Need

The Local Authority has a statutory duty to review the specialist provision available for children and young people with Special Educational Needs and Disabilities (SEND), whilst also ensuring that there are sufficient specialist places available to meet the needs of the growing SEND population.

Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision over the last 10 years. It is projected that demand will continue to grow across all sectors.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

Our modelling clearly indicates that additional specialist places are required to be developed over the coming years in response to continued growth in the number of EHCPs and wider demographic changes in the school population. As can be seen throughout the report, there are many variables that affect the current and future projections of required specialist places in order to meet the needs of children and young people with SEND across the Bradford District.

Several of the below variables are referred to:

- There is a significant number of children and young people across the Bradford District on SEND Support. Projections show that a proportion of this cohort will transfer onto a EHCP in the future, therefore increasing the overall EHCP cohort.
- Increase in the number of EHCPs
- Increase in the number of EHCP assessments
- High level of occupancy in established specialist places

We forecast that once a child or young person has moved into the EHCP cohort they will remain in that cohort unless they move out of the district. By analysing the flow of children and young people across each stream of SEND provision we forecast that there will be an increase in the number of children and young people that will require access to a specialist place.

Using a growth model for EHCPs based on Joint Strategic Needs Assessment (JSNA), census and other intelligence data including the SEND Data Dashboard, the Local Authority projects that the numbers of EHCPs in Bradford will continue to increase. By calculating the number of children with an EHCP currently taking up a specialist place by type of provision, we can project the number of additional places required in the medium term.

Our modelling clearly indicates that additional SEND specialist places are required to be developed in response to the continued growth in the numbers of children and young people with EHCPs.

Our forecast is regularly updated and tested against the latest available data including the tracking of the SEND cohort throughout all phases of education.

The total number of Education, Health and Care Plans (EHCPs) for 0-25 year olds across the Bradford District was recorded as 4,842 on 1st October 2021. This has increased from 4547 recorded in October 2020 and 3,673 recorded at January 2019.

The number of requests for Education, Health and Care Assessments was recorded at 953 between September 2020 and September 2021. This was an increase of 16.5% from the 818 requests for assessment received between September 2019 and September 2020.

Of the 4,842 children and young people with an EHCP 3,317 or 68.5% are of statutory school age. The SEND cohort across the Bradford district is predominantly male, this being the trend nationwide.

The number of children and young people with an EHCP within the Bradford district continues to rise year on year, above both regional and national averages.

The high levels of occupancy of the current specialist provisions demonstrates that there is a need to develop more specialist provisions across the district in order to meet current and future demand. The development of further specialist provisions will ultimately reduce the reliance on placing children and young people with SEND, within more expensive specialist provisions outside of our Local Authority.

Using a growth model for EHCPs based on JSNA, census and other intelligence data including the SEND Data Dashboard, we project that the number of EHCPs in Bradford will continue to increase. We can project the number of additional specialist places required in the medium term by taking an average of the forecast data over the coming two years which projects the increases as follows:

- The number of primary aged children with an EHCP will rise by 5.47% each year.
- The number of secondary aged children and young people with an EHCP will rise by 10.49% each year.

From this, our current projection is that we will require an additional 100 to 120 specialist places between the academic year of 2021 to 2022. With these places being delivered across both the Special School sector and in Resourced Provisions.

Our projections further show that we will need to increase specialist places again for both the academic years 2022 to 2023 and 2023 to 2024 by 100 to 120 places each year. This is the minimum number of specialist places required to be developed in order to meet demand and to control (not increase reliance) on more expensive out of authority placements.

The three most prevalent primary needs recorded for children and young people with an EHCP in the Bradford district are:

- Communication and Interaction Inc. Autistic Spectrum Disorder (ASD)
- Social, Emotional and Mental Health (SEMH)

- Speech, Language and Communication needs (SLCN)

The three most prevalent primary needs recorded for children and young people with an EHCP currently accessing a Bradford Special School Place are:

- Communication and Interaction Inc. Autistic Spectrum Disorder (ASD)
- Severe Learning Difficulties (SLD)
- Social, Emotional and Mental Health (SEMH)

The Local Authority's data continues to evidence that a number of key pressure points exist across the district. In order to address the key pressure points, we have identified that the following additional provision is required:

Additional Resourced Provision places for:

- Primary aged children with SEMH
- Primary aged children with Communication and Interaction including ASD
- Secondary aged children and young people with Communication and Interaction including ASD
- Secondary aged children and young people with SEMH

The development of a new Specialist Resourced Provision for up to 24 children and young people with Communication and interaction needs including autistic spectrum disorders (ASD) at Bingley Grammar will go towards easing some of these pressures.

SEN Improvement Test

Sufficiency of Specialist Places for Children and Young People with Special Educational Needs & Disabilities Across our District

This document demonstrates how the proposal to improve our offer of Specialist Provision by establishing a new Resourced Provision will meet the requirements of the SEN Improvement Test.

Background Information

This proposal is to establish a Specialist Resourced Provision at Bingley Grammar School as part of the proposed construction works to enlarge the school premises, increasing the overall mainstream net capacity by 150 places and enabling the removal of temporary units currently on site.

Bradford offers a range of educational provision to meet the needs of children and young people with Special Education Needs and Disabilities (SEND). This includes provision in both Local Authority Maintained Schools and Academy schools including:

- Mainstream Schools
- Special Schools
- Resourced Provision led by the school (RP-SL)
- Resourced Provision led by the Local Authority (RP-LA)
- Additionally Resourced Centre – (ARC-LA)
- Early Years Enhanced Specialist Provision (EYESP) led by the Local Authority

This proposal will create additional specialist places at Bingley Grammar School, increasing provision across the secondary school sector. This will form part of a flexible and responsive offer of provision across the district based on the following principles:

- There is an urgent need for more specialist places in Bradford due to the increase in the number of children and young people with SEND.
- All children and young people are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation.
- All children and young people are to be provided with the best learning opportunities, environment and experience which maximises their learning.
- All children and young people are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.
- The diverse special educational needs and disabilities of children and young people requires a range of flexible and varied provision.

The Council has developed a wide range of specialist provision for children and young people with a range of special educational needs and disabilities. To enable

the Council to continue to meet current and future demand, existing specialist provisions are being expanded where appropriate and new specialist provisions, including Resourced Provisions are being established.

Resourced Provision is an umbrella term that covers the current specialist provisions across the Bradford District, for children and young people with SEND. Resourced Provisions are for children and young people with an Education, Health and Care Plan (EHCP).

Resourced Provisions have a wide range of specialist skilled staff who have expertise within the field that the provision caters for.

All children and young people accessing a Resourced Provision place will be on roll of the school and have access to both mainstream provision and the Resourced Provision, dependent on their individual needs.

The SEN Improvement Test

When proposing to make changes to existing SEND Provision, proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with Special Educational Needs and Disabilities.

The required improvements of the test are as follows:

- Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the Local Authority's Accessibility Strategy.
- Improved access to specialist staff, both education and other professionals, including external support and outreach services where applicable.
- Improved access to suitable accommodation.
- Improved supply of suitable places.
- Confirmation from the schools that they are willing to receive additional children and young people with a range of Special Educational Needs and Disabilities.
- Confirmation of specific transport arrangements.
- Confirmation of how the proposal will be funded and the planning for staffing arrangements that will be put in place.

Confirmation of the requirements:

- **Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the Local Authority's Accessibility Strategy.**

The Local Authority has a statutory responsibility to keep under review the specialist provision it makes for children and young people with SEND. It has been identified that there is an urgent need for additional specialist places across all sectors within the District.

In order to meet the needs of children and young people with SEND residing within

the Bradford district, it is sometimes necessary to place them within specialist provisions outside of our Local Authority. Investment in local district placements would assist in addressing demand locally for families and decrease the reliance on more expensive out of authority placements.

This proposal will ensure further places are developed, in a timely manner, within the district. Developing local provision means better access for children and young people to be educated within their own communities.

The proposed provision will be established in order to create a specialist learning environment and a supportive space, for children with an Education Health and Care Plan in relation to Communication and Interaction needs including Autistic Spectrum Disorders (ASD). The service will operate from bespoke premises at the School.

All pupils in the Resourced Provision are on roll of the school and will therefore be eligible to access all activities and opportunities available to the main school pupils. The provision will be staffed by fully trained and qualified teaching staff and teaching assistants with access to specialist support such as speech and language therapy where required.

In most cases increased access to local provision will mean that unreasonably long journeys are minimised thus enabling children and young people to reach school with reduced stress, strain or difficulty, so that they can benefit from the education provided.

This proposal will therefore lead to improved access to education and associated services, including the curriculum and wider school activities while providing improved facilities and equipment.

- **Improved access to specialist staff, both education and other professionals, including external support and outreach services where applicable.**

Within the school or schools provision, the children and young people will enjoy the continued support of the full range of training and qualified specialist staff. They will also have access to trained teaching assistants and health and therapy service providers, where necessary to meet individual needs. Improved information routes and advice and support will be provided by the District Achievement Partnership (DAP), RP-SL /SENCO network meetings and schools will enable improved partnership working with professionals from other provisions.

The children and young people will be able to access the curriculum according to their needs and abilities where they will be taught by qualified teachers and trained support staff. The staff will work in close co-operation and collaboration. Through economies of scale, the provision will also enable easier access to a wide range of professionals within one provision.

The proposal will therefore ensure that children and young people with a range of special educational needs and disabilities will continue to have high-quality support from the full range of trained specialist staff. Their access to fully qualified and

experienced teachers, teaching assistants and other professionals will be improved. Their opportunities will be further enhanced as the specialist staff will work more closely together, supporting each other and having access to targeted services.

- **Improved access to suitable accommodation.**

A purpose built Resourced Provision providing up to 24 places, specifically designed for children and young people with an Education, Health and Care Plan for Communication and Interaction needs including Autistic Spectrum Disorder (ASD) will be provided.

- **Improved supply of suitable places.**

Bradford has a strategic commitment to the development of a range of specialist provision. The purpose of this proposal is to move forward on delivering that commitment.

Despite the decrease that we have seen in the birth rate both within the Bradford district and nationally, the number of children and young people with an EHCP continues to rise. Furthermore, the percentage increase for the Bradford District between 2017 and 2021 is significantly higher than the increases within Yorkshire and the Humber and across England as a whole.

Figures for Bradford at January 21 (taken from DfE Statistical release – the SEN2 return and Census Data)

- 3.4% of all pupils in schools in Bradford were recorded as having an Education, Health and Care plan, increasing from 3.0% recorded at January 2020 and 2.8% recorded at January 2019.
- A further 12.7 % of all pupils were recorded as SEND Support, representing a decrease from 13.2 % at January 2020 and 13.8% at January 2019.
- The most common type of primary need for pupils in the Bradford District with an EHCP is for Communication and Interaction Needs including Autistic Spectrum Disorders, which reflects the same trend as the national picture. For pupils with SEND support the most common type of primary need recorded is for Moderate Learning Difficulties (MLD) closely followed by Speech, Language and Communication Needs.

There is now a significant demand for secondary school specialist places, which this development seeks to go towards addressing.

This proposal will enhance a district wide structure of specialist provision that potentially reduces the need for children and young people to travel long distances across the city. Providing a distribution of specialist provision will enable children and young people to access a differentiated curriculum maximising the opportunities for inclusion, maintain a support network and target multi agency support.

- **Confirmation from the school that they are willing to receive additional children and young people with a range of Special Educational Needs and Disabilities.**

Any development of a LA Maintained school will be undertaken in consultation and partnership with all interested parties including the Headteacher, Governing Body and staff within the school.

- **Confirmation of specific transport arrangements.**

The current Local Authority Transport Policy for Special Educational Needs and Disabilities will apply to all children and young people as it does currently.

- **Confirmation of how the proposal will be funded and the planning for staffing arrangements put in place.**

The proposed new specialist resourced provision places at Bingley Grammar School will be funded from the High Needs Block, which is part of the Dedicated Schools Grant (DSG), in accordance with the annually agreed Place Plus Model (the local determined funding formula for allocating funding to schools in support of children and young people with Education Health and Care Plans).

Element 1 of the place funding will be delegated to the school for an agreed number of places. Element 2 (of place funding) and Element 3 (additional top up funding, allocated with reference to an individual pupil's needs as defined in their EHCP, using the local determined and annually reviewed EHCP Banded Model) will be retained by the Council to pay for the staffing / resources in the proposed provision.

The Local Authority will be responsible for the appointment of suitably qualified staff and resources.

The children and young people placed in the resourced provision will be on roll of the school.

Glossary

RP-SL - Resourced Provision school led

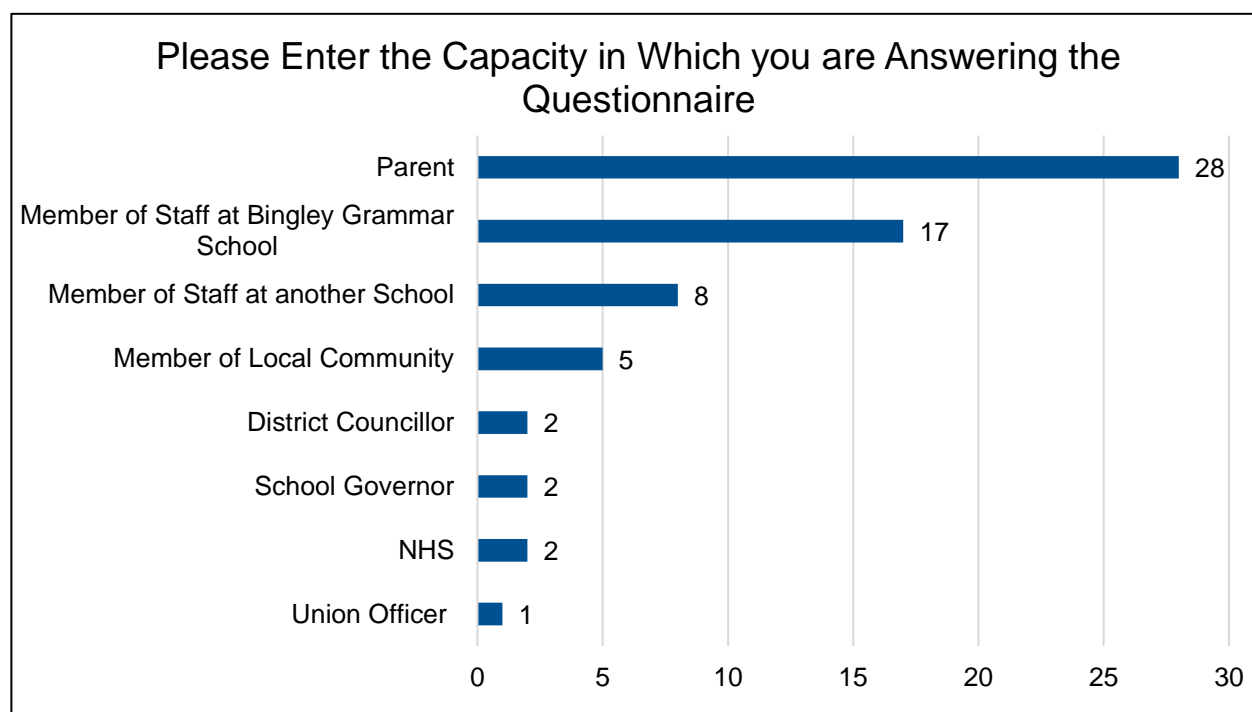
RP-LA - Resourced Provision local authority led

ARC-LA - Additionally Resourced Centre local authority led

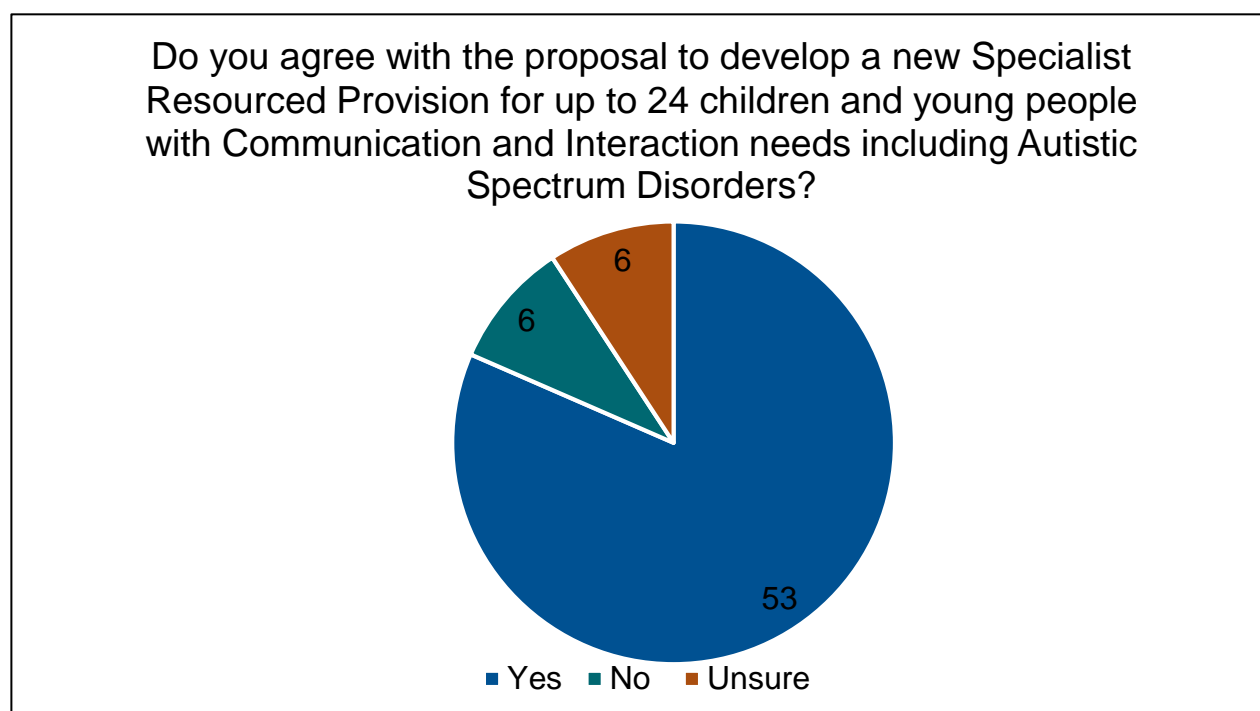
EYESP - Early Years Enhanced Specialist Provision

Consultation Outcome Report

A total of 65 people completed the online questionnaire.



Statutory Consultation – Establishment of a Resourced Provision

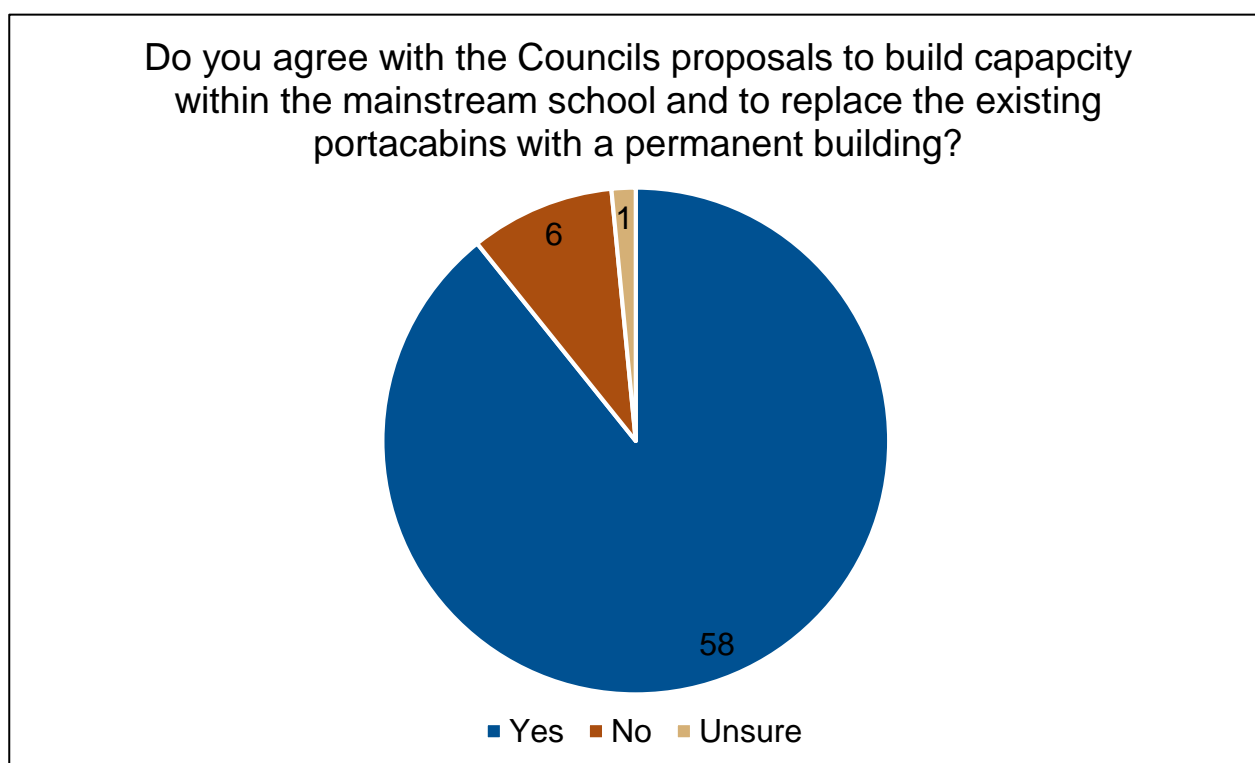


Sixty-five responses were received and of these fifty-three agreed with the proposal to establish a Resourced provision, six disagreed and six were unsure. The comments received are provided in the table below:

Type of Respondent	Establishment of Resourced Provision Yes/No	Comments/Concerns
Parent	No	I feel specialist provision should be separate to Bingley Grammar Specialist provision should be separate to main stream education
Parent	No	I don't believe the school will have the staffing capacity and it will impact on the current pupils at the school
Parent	No	The school will be tricked /told into taking more children over years but not receiving adequate financial support and help for more or even for the children who would currently benefit from support. If ADS are to be considered for this application the plans have to look at the ADS needs. It would not be in the best interest of these children to immerse into a oversized school. BGS is in my experience already underfunded to deal with the current care of ASD children.
Member of staff at Bingley Grammar School	Unsure	I am sure that it is imperative with the continual rises in SEND and in particular those across the ASD spectrum that the number allocated at 24 is likely to increase over time and as such LA projected figures need to be absolute to ensure that either capacity is not increased or that sufficient additional infrastructure is included to accommodate any such growth.
Member of staff at Bingley Grammar School	Yes	Do not increase specialist resource provision until new build is complete
Member of local community	Unsure	It depends if it will increase traffic
Parent	Unsure	The RP must be fully funded to provide 1:1 support. The number per year group must be limited The RP should be gradually set up so that it can work effectively
Member of staff at another school	Yes	More local SEN Provision places are required desperately so this is a very positive move
Parent	Yes	I think anything that enables learners with additional needs to access education is a good thing. I also believe that making Bingley

		Grammar more inclusive is fantastic and gives all learners the opportunity to understand the benefits that diversity brings.
School Governor	Yes	As Chair of Governors, I am acutely aware of the need for both Proposals to be implemented. I am also aware of the increasing demands for Specialist provision which is already happening at local Primary and Special schools through my roles at two such schools. The new permanent accommodatio for mainstream pupils, with an extra150 pupils will enable the school to provide a first class education for all students irrespective of their ability
Parent	Yes	I think the school really needs it but on a whole the district is really short and not understanding about this issue a lot of the schools in do not have the extra help for children under this spectrum so well done to the school for this
Member of staff at Bingley Grammar	Yes	This is an excellent idea.
Local NHS Childrens Therapies manager	Yes	There is continued and growing need for specialist educatinal provison for pupils with Communicaion and Interaction/ ASC . This provison must include consideration of what support from other agencies is needed - e.g Speech and Language Therapy, Occupational Therapy
NHS	Yes	implications on additional services such as speech& language therapy support need to be considered.
Member of school staff at another school	Yes	There is a shortage of secondary provision for children with these needs in Bradford. The LA should also be considering smaller provisions for secondary age children as large secondary schools may not be the best for many.
Union Officer	Yes	Whilst seeing and accepting the need what additional transport arrangements will be made for SEND unit Children? Does Bingley High School have the specialist staff already on complement or would there be new staff appointments?

Non-Statutory Consultation – Increase Mainstream Net Capacity



Sixty-five responses were received and of these fifty-eight agreed with the proposal to increasing the mainstream NET capacity, six disagreed and one was unsure. The comments received are provided in the table below:

Type of Respondent	Increase the Net Capacity of the Mainstream School Yes/No	Comments/Concerns
Member of staff at Bingley Grammar	Yes	With the increase in students there will be an increase in staff. Is there a plan for more car parking facilities on a site that has already has more cars on site than spaces. And what provisions/plans will there be to reduce the major issues on a morning and afternoon when students are arriving/leaving, on the local community and roads.
Member of staff at Bingley Grammar	Yes	I worry that we are cramming more children on to a site that is too small. Are the estimated pupil numbers going to outnumber the amount of space available. I personally feel that more land is needed.
Member of staff at Bingley	Yes	Staff parking is already an issue on-site. Can staff be reassured that there will be at least no

Grammar		reduction to currently available parking.
School Governor	Yes	As Chair of Governors, I am acutely aware of the need for both Proposals to be implemented. I am also aware of the increasing demands for Specialist provision which is already happening at local Primary and Special schools through my roles at two such schools. The new permanent accommodatio for mainstream pupils, with an extra150 pupils will enable the school to provide a first class education for all students irrespective of their ability
Parent	Yes	With 150 more people on site - what is being done regarding the awful traffic situation?
Member of staff at Bingley Grammar	Yes	This is an excellent idea.

General responses received in relation to the proposal to establish a Resourced Provision and expand the mainstream NET capacity at Bingley Grammar School are listed below:

Type of Respondent	Establishment of Resourced Provision Yes/No	Increase the Net Capacity of the Mainstream School Yes/No	Comments/Concerns
Parent	No	No	Course more problems with traffic outside school
Parent	No	No	Because the traffic and lack of parking/drop off facilities are already bad enough. Adding more pupils could cause mayhen and potentially cause serious accidents in the area.
District Councillor	Yes	Yes	Consideration of impact of increased school related traffic and potential mitigations need to be addressed.
Parent	Yes	Yes	These are much needed facilities and hope they can go ahead as planned. The school is outstanding and it's imperative it can continue to serve the local community as demand increases.
Parent	Yes	Yes	The school does not have prayer/ reflection facilities. This should also be included in the

			development
Parent	Yes	Yes	There is a desperate need to have multi faith room for students to pray or reflect
Parent	Yes	Yes	Yes. Please could you ensure there is a prayer or reflection room for the children and staff. It is essential for their well-being.
Parent	Yes	Yes	Yes, I see that there's no multi faith reflection room for students to use if they want to pray, therefore I wish that this need could be accommodated with the new building proposal. .
Parent	Yes	Yes	Please can a separate room be considered as contemplation and time out for all students wanting to use it. I feel it's vital for well being and mental health.
Parent	Unsure	Yes	There needs to be a Multi faith reflection room for students to pray in, within the new building please as there are no existing facilities provided
Parent	Unsure	Yes	I would also like to see a provision for all the kids who are suffering with mental health issues at the minute. BGS has no space for these children. Please consider adding a breakout space for children suffering with anxiety and mental health. I know the school is dealing with a tsunami of kids all having stressful times at school and there is nowhere for them to go other than a corridor and a tiny room with a photocopier in it! Only other option is isolation unit which is inappropriate. this space is important and it is imperative the current intake of kids are looked after as well as any additional number of children
District Councillor	Yes	Unsure	plans would be nice
Parent	Yes	Yes	New facilities in BG will be really helpful for great school.

One public comment has been omitted from this report as the comments fell outside of the remit of this consultation.

Council Responses

Should the proposal be approved a planning application will be submitted for the proposed scheme. Matters relating to parking issues and highway concerns would be addressed as part of this submission, which is also subject to a public consultation.

The proposed Resourced Provision would be Local Authority led and as such staffing would be the responsibility of the Local Authority. Specialist staff would be employed in order to meet the particular needs of the children and young people attending the provision.

Should the proposal be approved the Local Authority will work closely with the Headteacher and Board of Governors to ensure that the planned scheme provides the necessary provision to meet the current needs of the school.