

**From:** Patrick Leeson, Corporate Director for Education, Learning and Skills

**To:** Roger Gough, Cabinet Member for Education and Health Reform

**Subject:** Proposal to create a Specialist Resource Base Provision at Nonington Church of England Primary School for 8 pupils with Behavioural, Emotional and Social Needs.

**Classification:** Unrestricted

**Past Pathway of Paper:** Education Cabinet Committee – 4 December 2013

**Future Pathway of Paper:** Cabinet Member decision

**Electoral Division:** Dover North

**Summary:** This report sets out the results of the consultation on the proposal to establish a Specialist Resource Base Provision at Nonington Church of England Primary School.

*Recommendation(s):*

The Cabinet Member for Education and Health Reform is asked to take the decision to: Issue a public notice to establish a Specialist Resource Base Provision at Nonington Church of England Primary School for 8 pupils with Behavioural, Emotional and Social Needs.

And following the ending of the public notice period:

Establish a Specialist Resource Base Provision at Nonington Church of England Primary School for 8 pupils with Behavioural, Emotional and Social Needs.

Should objections, not already considered by the Cabinet member when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal and allow for proper consideration of the points raised.

## **1. Introduction**

1.1 Kent's Strategy for children and young people with Special Educational Needs and Disabilities (SEND) aims to address, amongst other things, gaps in provision. Therefore the Commissioning Plan for Education Provision in Kent (2013-18) sets out the intention to provide 8 places for pupils with Behavioural, Emotional and Social Needs (BESN) via Dover based provision.

## **2. Proposal**

2.1 Nonington CEPS has been identified by officers in Kent County Council as doing particularly well at supporting pupils with BESN and we want to capitalise on that expertise by creating a new Specialist Resource Base Provision (SRBP) at the school.

2.2 It is therefore proposed to establish a SRBP for 8 pupils with BESN at Nonington CEPS.

2.3 This report sets out the results of the consultation, which took place between 5 September and 17 October 2014.

### **3. Financial Implications**

3.1 a. Capital – There are no capital costs involved in this project at Nonington CEPS.

b. Revenue – The school will receive funding for an agreed number of commissioned places at £10,000 per place in accordance with the Place Plus High Needs funding methodology. In the first year place funding is guaranteed for three pupils, in the second year place funding is guaranteed for five pupils and in the third year place funding is guaranteed for eight pupils. The school will also receive £3,977 top up funding per actual pupil attending and a contribution towards set up costs.

c. Human – Nonington CEPS will appoint additional teachers and support staff as the SRBP fills.

### **4. Bold Steps for Kent and Policy Framework**

4.1 These proposals will help to secure our ambition “to ensure every child will go to a good school where they make good progress and can have fair access to school places” as set out in ‘Bold Steps for Kent’.

4.2 The Commissioning Plan for Education Provision in Kent 2013-18 identified the need for 8 additional places for pupils with BESN in Dover.

### **5. Consultation Outcomes**

5.1 One written response was received, which supported the proposal. Responses from children and staff at Nonington CEPS are attached at Appendix 2.

5.2 A summary of the comments received is provided at Appendix 1.

### **6. Views**

6.1 The views of the Local Member, Mr Steve Manion are awaited.

6.2 The view of the Headteacher and Governing Body:  
The Headteacher and Governing Body of Nonington CEPS are in full support of the proposal.

The headteacher says “The work that is done in the unit has enabled children who had been constantly excluded from previous schools, and who had achieved little or no progress in terms of learning and behaviour, are able to achieve success in all areas of school life and to be integrated into mainstream classes on a phased basis. The work of the staff and children has been enormous, and their progress superb, and making this a formalised and official setting will only enhance its work.”

6.3 The view of the Area Education Officer:  
Nonington CEPS is a fully inclusive school, judged as Good by Ofsted. Specialist Resource Base Provisions, such as the one we are proposing for Nonington CEPS, enable other children in the school to experience the rich opportunities that learning together brings; welcoming diversity, learning to recognise and build on their ability to accept difference in others and learn from their skills.

### **7. Views of the Education Cabinet Committee**

7.1 At its meeting on 4 December 2013, the Committee agreed to endorse the actions to implement key proposals set out in the SEND Strategy.

## 8. Conclusions

- 8.1 This expansion will provide 8 additional BESN places in the Dover area as identified in the Commissioning Plan for Education Provision in Kent 2013-18.

## 9. Recommendation(s)

### **Recommendation(s):**

The Cabinet Member for Education and Health Reform is asked to take the decision to:

Issue a public notice to establish a Specialist Resource Base Provision at Nonington CEPS for 8 pupils with Behavioural, Emotional and Social Needs.

And following the ending of the public notice period:

Establish a Specialist Resource Base Provision at Nonington CEPS for 8 pupils with Behavioural, Emotional and Social Needs.

Should objections, not already considered by the Cabinet member when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal and allow for proper consideration of the points raised.

## 10. Background Documents

- 10.1 Bold Steps for Kent and Policy Framework

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/bold-steps-for-kent>

- 10.2 Commissioning Plan for Education Provision in Kent 2013-18

<https://democracy.kent.gov.uk/documents/s43253/ItemD3KentEducationCommissioningPlan20132018final.pdf>

- 10.3 Education Cabinet Committee report – 4 December 2013 – Increasing capacity: creating SEN Provision.

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=746&MId=5048&Ver=4>

- 10.4 Consultation Document and Equalities Impact Assessment

<http://consultations.kent.gov.uk/consult.ti/RiverSchool/consultationHome>

## 11. Contact details

Report Author:

- David Adams
- Area Education Officer – South Kent
- 01233 898559
- [david.adams@kent.gov.uk](mailto:david.adams@kent.gov.uk)

Relevant Director:

- Kevin Shovelton
- Director of Education Planning and Access
- 01622 694174
- [Kevin.shovelton@kent.gov.uk](mailto:Kevin.shovelton@kent.gov.uk)

**Proposal to establish a Specialist Resource Base Provision for 8 pupils with Behavioural, Emotional and Social Needs at Nonington Church of England Primary School**

**Summary of Written Responses**

Printed Consultation Documents distributed: 130  
 Consultation responses received: 1

A summary of the responses received showed:

	<b>In Favour</b>	<b>Opposed</b>	<b>Totals</b>
Parents/carers			
Staff			
Governors			
Other	1		
<b>Totals</b>	<b>1</b>		

Comments in favour of the proposal:

I feel that this proposal should go ahead as it will be of great benefit to many people including young children in particular.

Comments against the proposal:

No comments were received.

### **Views of children in the unit:**

It's helped me a lot because I was zero, zero, zero ,zero in everything and now I'm 3s in everything. That makes me feel good. My behaviour has really settled down a lot. I am better at working with other children.

*Year 5 pupil working in the unit*

Me being upstairs has helped me work and concentrate on my learning, and every time I finish the teachers praise me up and I can choose what to do next. I have some wobbly moments now and then but I sort myself out and the adults help me. I feel safe upstairs. I feel happy at this school, much more than my other school.

*Year 5 pupil working in the unit*

I feel much better than I did in the big class. I'm doing really well actually – I did all my work this morning. I feel much more confident in my learning. I know I can talk to a grown up when I am worried.

*Year 6 pupil working in the unit*

Well the staff sit with you a lot they help you when you are struggling. Since I started this school they have helped me with my progress. My behaviour has improved from my last school and I've got better friendships here. People are not scared of me here. I used to fight, swear and be unkind to others but now I don't do that.

*Year 6 pupil working in the unit*

### **Views of staff in the unit:**

I have worked within the unit since it began and I feel that it supports the children to be integrated into mainstream class lessons. Without the provided support these children would not be able to access learning and manage mainstream education as we are providing an individual approach to their behavioural needs to help them reach their potential.

*TA in the unit*

The newly established facility that helps support children who are experiencing difficulty with their education is proving to be an excellent way to re-integrate children back into a mainstream setting.

*Specialist Teacher/Tutor*

The unit is helping the boys to understand that they can be themselves, but in a safer place where they feel secure. It helps them to learn that we all have blips, but we are not going to penalise them for this. They have come on in terms of their ability to learn and the progress they have made and also socialisation with others. The children are integrated gently into the mainstream class and at playtimes, so that they can cope with the amount of integration and not keep failing. If they are not settled, they don't have to integrate.

*TA in the unit*

These children need consistency and the unit gives this. They have 1-1 support, which is what they need. The integration takes a long time and we do it gradually, which is also what is needed. Some do it quicker than others, and this is fine because we cater for each individual.

*TA in the unit*

The unit provision is proving to be an excellent support strategy to help children with behavioural difficulties. In supporting them, it is increasing their ability of the children to fill

in the gaps in their learning to enable them to access curriculum work. They are responding well in the staged integration into mainstream.

*FLO, Inclusion Manager*

**Views of pupils in the mainstream class:**

The boys come to class for some lessons. They come with their TAs. The TAs help others as well as the boys from upstairs. The boys are well-behaved when they come. If they have been unhappy or difficult before the lesson, they don't come. When the boys come into class, they are just treated like everyone else. It makes me happy because I know they are improving their behaviour. It makes me feel proud because I know that people in our school who came as children who were not the best behaved; have been able to turn over a new leaf.

*Year 6 pupil and Year 5 pupil from the mainstream class*

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Education and Health Reform

DECISION NO:

For publication

**Subject: Proposal to establish a Specialist Resource Base Provision at Nonington Church of England Primary School (CEPS) for 8 pupils with Behavioural, Emotional and Social Needs.**

Decision:

**As Cabinet Member for Education and Health Reform I agree to:**

Issue a public notice to establish a Specialist Resource Base Provision at Nonington Church of England Primary School for 8 pupils with Behavioural, Emotional and Social Needs.

And following the ending of the public notice period:

Establish a Specialist Resource Base Provision at Nonington Church of England Primary School for 8 pupils with Behavioural, Emotional and Social Needs.

Should objections, not already considered by me when taking this decision, be received during the notice period a separate decision will be required in order to continue the proposal and allow for proper consideration of the points raised.

Reason(s) for decision:

Kent's Strategy for children and young people with Special Educational Needs and Disabilities (SEND) aims to address, amongst other things, gaps in provision. Therefore the Commissioning Plan for Education Provision in Kent (2013-18) sets out the intention to commission 8 additional places for pupils with Behavioural, Emotional and Social Needs (BESN) via Dover based provision.

In reaching this decision I have taken into account:

- the views put forward in writing in response to the consultation;
- the views of the local County Councillor; Headteacher and Governing Body of Nonington CEPS.
- the Equalities Impact Assessment and comments received regarding this; and
- the views of the Education and Young People's Services Cabinet Committee which are set out below

### Financial Implications

- Capital – There are no capital costs involved in this project at Nonington CEPS.
- Revenue – The school will receive funding for an agreed number of commissioned places at £10,000 per place in accordance with the Place Plus High Needs funding methodology. In the first year place funding is guaranteed for three pupils, in the second year place funding is guaranteed for five pupils and in the third year place funding is guaranteed for eight pupils. The school will also receive £3,977 top up funding per actual pupil attending and a contribution towards set up costs.
- Human – Nonington CEPS will appoint additional teachers and support staff as the SRBP fills.

Cabinet Committee recommendations and other consultation:

4 December 2013: The Education and Young People's Services Cabinet Committee recommended to the Cabinet Member for Education and Health Reform that a consultation take place on the proposal to provide a new SRBP at Nonington CEPS.

Any alternatives considered:  
The SEND Strategy explored all options and the expansion of this provision was deemed the suitable option.

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

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**Signed**

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**Date**