

## PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS:

### **Extract of Part 1 of Schedule 3 and Part 1 of Schedule 5 to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended):**

#### **In respect of a Governing Body Proposal: School and governing body's details**

1. The name, address and category of the school for which the governing body are publishing the proposals.

#### **In respect of an LEA Proposal: School and local education authority details**

1. The name, address and category of the school.

Limpsfield Grange School, 89 Bluehouse Lane, Oxted, Surrey, RH8 0RZ.  
Community Special School

#### **Implementation and any proposed stages for implementation**

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Surrey County Council, in partnership with Limpsfield Grange School, is proposing that the designation of the school changes from 1 September 2015. The school would be re-designated for pupils with Communication and Interaction needs (CoIN).

#### **Objections and comments**

3. A statement explaining the procedure for making representations, including —
- (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
  - (b) the address of the authority to which objections or comments should be sent.

Until midday on 19th June 2015, any person may object to or make comments on the proposals by sending the representations to:

Julie Beckett, Surrey County Council, Room 326, County Hall, Kingston Upon Thames, Surrey, KT1 2DN

Or by email: [schoolorg@surreycc.gov.uk](mailto:schoolorg@surreycc.gov.uk)

Or by accessing the consultation online on the 'Surrey Says' website by searching for the school's consultation (school name or post code), or by scrolling through the list of open consultations.

### **Alteration description**

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

Limpsfield Grange currently has a designation for Emotional and Learning Difficulties; however this does not accurately reflect the cohort of pupils that attend the school. The special educational needs of the current pupils at Limpsfield Grange include pupils with Autism, Asperger's Syndrome and Speech, language and communication difficulties.

It is proposed that the designation of Limpsfield Grange School changes from September 2015. The school would be re-designated for pupils with Communication and Interaction needs (CoIN). The senior leadership team are supportive of the proposal to re-designate as a school for pupils with CoIN.

The re-designation would more accurately reflect the cohort of pupils currently attending the school and future pupils. Currently 56% of pupils at the school have Autism named on their statement and therefore the proposed change in designation of the school is not expected to be a significant change for the school.

### **School capacity**

5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

- (a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

Limpsfield Grange School is an 11-16 residential special school with 70 places for girls

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

N/A

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

N/A

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals) /paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

In January 2015 there were 74 pupils on roll at the school.

### **Implementation**

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

### **Additional Site**

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

N/A

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

**Changes in boarding arrangements**

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

N/A

(a) the arrangements for safeguarding the welfare of children at the school;

N/A

(b) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

N/A

(c) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

N/A

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

(a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

N/A

(b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

**Transfer to new site**

9. Where the proposals are to transfer a school to a new site the following information—

(a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

N/A

(b) the distance between the proposed and current site;

N/A

(c) the reason for the choice of proposed site;

N/A

(d) the accessibility of the proposed site or sites;

N/A

(e) the proposed arrangements for transport of pupils to the school on its new site; and

N/A

(f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

## Objectives

10. The objectives of the proposals.

Limpsfield Grange currently has a designation for Emotional and Learning Difficulties; however this does not accurately reflect the cohort of pupils that attend the school. The special educational needs of the current pupils at Limpsfield Grange include pupils with Autism, Asperger's Syndrome and Speech, language and communication difficulties.

The review of specialist provision identified that there was a mismatch between the overall Special Educational Needs and Disability (SEND) pupil profile in Surrey and the range of provision available across mainstream, specialist centres and special schools. There has been continued growth in the number of pupils with a diagnosis on the Autistic spectrum and this represents the biggest gap in provision. There is also a reliance on the non-maintained sector and placements at these schools are increasing, with over one third of these places for pupils with

autism. Investigation of the data around autism indicates that the biggest gap in provision is for pupils with autism who are able to access a range of accredited qualifications, including GCSEs. In particular pupils experience a gap in provision at secondary transfer and in Year 9 and Key Stage 4 in secondary school and there appears to be a reliance on provision for this group of pupils on the non-maintained Special School sector.

The objective of this re-designation is to more accurately reflect the cohort of pupils currently attending the school and future pupils. Currently 56% of pupils at the school have Autism named on their statement and therefore the proposed change in designation of the school is not expected to be a significant change for the school.

### Consultation

11. Evidence of the consultation before the proposals were published including—
- (a) a list of persons who were consulted;
  - (b) minutes of all public consultation meetings;
  - (c) the views of the persons consulted;
  - (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
  - (e) copies of all consultation documents and a statement on how these documents were made available.

A formal consultation process started on 13th April 2015. An explanatory consultation document was made available to the public via the school's website and was also published on the Surrey County Council website. Parents' and local residents attention was drawn to this report and their views invited.

A public meeting was held at the school on 20th April 2015.

The following people were made aware of the proposals: parents of children attending Limpsfield Grange School, Surrey Special schools, local mainstream school, Family Voice, Surrey County Council officers, visiting professionals, local County and Borough Councillors.

### Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

N/A

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

N/A

**Age range**

14. Where the proposals relate to a change in age range, the current age range for the school.

N/A

**Early years provision**

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

N/A

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

- (c) evidence of parental demand for additional provision of early years provision;

N/A

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

N/A

**Changes to sixth form provision**

**16.** (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

(c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

(d) The proposed number of sixth form places to be provided.

N/A

**17.** Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

N/A

**Special educational needs**

**18.** Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

Limpsfield Grange currently has a designation for Emotional and Learning Difficulties; however this does not accurately reflect the cohort of pupils that

attend the school. The special educational needs of the current pupils at Limpsfield Grange include pupils with Autism, Asperger's Syndrome and Speech, language and communication difficulties.

The school would be re-designated for pupils with Communication and Interaction needs (CoIN). The senior leadership team are supportive of the proposal to re-designate as a school for pupils with CoIN.

The re-designation would more accurately reflect the cohort of pupils currently attending the school and future pupils. Currently 56% of pupils at the school have Autism named on their statement and therefore the proposed change in designation of the school is not expected to be a significant change for the school.

(b) any additional specialist features will be provided;

N/A

(c) the proposed numbers of pupils for which the provision is to be made;

No change

(d) details of how the provision will be funded;

No change

(e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

N/A

(f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

N/A

(g) the location of the provision if it is not to be established on the existing site of the school;

N/A

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

Surrey Special Schools for Communication and Interaction Needs (Secondary) are designed to meet the needs of young people who will benefit from the breadth of a curriculum offer leading to success in a range of accredited qualifications, including GCSEs. Due to the anxiety arising from their sensory, social and communication difficulties, they are unable to manage a mainstream school environment, even with additional support available at a specialist centre. Their needs require a low distraction environment with a high level of targeted intervention and differentiation throughout the school day.

The school will provide arrangements for those young people who can function cognitively at a level necessary to access GCSE and similar courses but who are unable to access the curriculum in a mainstream school or specialist centre, due to barriers caused by their CoIN related special educational need.

In order to develop a continuum of provision for pupils with Autism in Surrey the proposal is part of a longer term strategy to adapt and create local maintained specialist provision which meets the profile of pupils identified with SEND in Surrey.

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

N/A

**19. Where the proposals are to discontinue provision for special educational needs—**

- (a) details of alternative provision for pupils for whom the provision is currently made;

N/A

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

N/A

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

- (d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

**20.** Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

N/A

### **Sex of pupils**

**21.** Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

- (b) evidence of local demand for single-sex education; and

N/A

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

**22.** Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

N/A

- (b) evidence of local demand for single-sex education.

N/A

### **Extended services**

**23.** If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

N/A

### **Need or demand for additional places**

**24.** If the proposals involve adding places—

- (a) a statement and supporting evidence of the need or demand for the particular places in the area;

N/A

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

N/A

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

**25.** If the proposals involve removing places—

- (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

N/A

- (b) a statement on the local capacity to accommodate displaced pupils.

N/A

### **Expansion of successful and popular schools**

**25A.** (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

N/A