

# School Organisation Consultation

**Redesignation of Limpsfield  
Grange School**

**April  
2015**



**SURREY**

## Introduction

1. This paper outlines the proposal for the future development of Limpsfield Grange School as part of a package of measures to develop provision in mainstream schools, specialist centres and special schools arising from a December 2012 review of provision in the County for children and young people with Learning Difficulties.

## Background

2. Limpsfield Grange School is an 11-16 residential special school with 70 places for girls and has been rated as Outstanding by Ofsted in December 2013. The school is well regarded and serves pupils living predominantly in the East of the County. 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.
3. 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.

## Proposal

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

## Rational for Limpsfield Grange Proposal

5. The redesignation 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.
6. 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.

7. 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.
8. 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.
9. The strategy being developed is in response to the new legislation under the Children and Families' Act for children and young people 0-25 with SEND and their families. This aims to:
  - Create coherent and coordinated 0-25 assessment, decision-making and service/provision pathways for young people with disabilities and special educational needs and a Surrey Local Offer focusing on ability, inclusion and preparation for independent living.
  - Maintain an overview of the incidence and distribution of the various types of disability and special need among Surrey's population and to project trends in incidence expected in future needs, as a basis for sustainable and economic planning of provision.
  - Commission education, health and care provisions based on the needs arising across the County, and child-focused packages of services to meet the needs of individual children and young people.
10. Some of the benefits of the strategy are:
  - To increase and develop local provision in a range of different settings for pupils with autism
  - To create local provision in Surrey to meet the needs of the changing profile of SEND pupils
  - To have improved accommodation for pupils with SEND

## **Staffing, HR and training**

11. It is not anticipated that the change in designation of the school will have an impact on the staffing structure or staffing requirements. Training and development needs will form part of the school's ongoing workforce development planning.

## **Pupil Transition**

12. The change in designation of the school will not impact on either the pupils who are currently at the school or those who being placed at the school in September 2015 and onwards. Key stage 3 admissions will continue to be made through the Surrey County Council SEN placement forum process.

## **Finance and Resourcing**

13. Secondary aged pupils with CoIN attending the school are expected to attract Band 2 pupil "top-up" funding and this will form the basis for constructing the School's budget. Place element funding will continue to be provided by the Education Funding Agency; the Local

Authority who will provide “top up” pupil led funding in line with the Special School funding formula and the banding system that was introduced in April 2013.

14. The model for the delivery of a specialist paediatric therapy services for pupils attending the school will be agreed with the NHS in line with national best practice evidence based models which demonstrate effective outcomes for children and young people. The objective will be to achieve a jointly commissioned service which is locally managed and can deliver the outcomes identified in individual Education Health and Care plans. The Local Authority will work with the NHS and the School to ensure provision is in place when the School is redesignated.

## **Capital planning and buildings**

15. It is not anticipated that there will be any capital funding required for adaptations to be made to the current school buildings.

## **Consultations, approvals and overall timescales**

16. It is proposed that the School is redesignated from September 2015. The proposed changes to Limpsfield Grange School are described as “prescribed alterations” and require a period of consultation, the publication of statutory Notices and the agreement of Surrey County Council’s Cabinet Member for Schools and Learning if the proposal is to proceed.
17. The first stage of consultation will be informal and is proposed to run until noon on 11 May 2015. During this period the Local Authority will share its proposals with the wider professional network, schools including headteachers and Chairs of Governors, with unions, Parent representatives, partner agencies and with the staff and parents of the school subject to “prescribed alterations”.
18. Following the informal consultation period it is proposed to publish a Statutory Notice for a 4 week period. The publication of Notices is when the Local Authority is formally states that it intends to implement the proposed changes. This will be the final opportunity for consultees to make their views known before a final decision is taken. Following the consultation periods officers will summarise the feedback and will report to the Cabinet Member for Schools and Learning in July 2015.

## Have your say

Surrey County Council and Limpsfield Grange School would like to know what people in the area feel about the proposal. The consultation will open on **Monday 13 April 2015**.

You can respond by:

- a) Accessing the consultation online on the 'Surrey Says' website: [www.surreysays.co.uk](http://www.surreysays.co.uk) and searching for the school's consultation (school name or post code), or by scrolling through the list of open consultations.
- b) Completing the consultation response form that is available alongside this document. You can email the form or print it, complete it and send it back to the address below.

Julie Beckett (Limpsfield Grange School)  
Room 326  
County Hall  
Penrhyn Road  
Kingston upon Thames  
KT1 2DJ

FAO Julie Beckett (Limpsfield Grange School) to:  
[schoolorg@surreycc.gov.uk](mailto:schoolorg@surreycc.gov.uk)

All responses must be received by noon on **Monday 11 May 2015**

## What happens next?

We will hold a public meeting for parents and any other interested parties to discuss the proposals and to hear the views that people have. As a public meeting, anyone who wishes to may attend. This meeting will be on the **Monday 20 April at 6.30pm** at Limpsfield Grange School. Everyone is welcome to attend the meeting and there is no need to pre-register your attendance.

Please come and share your views. You do not have to have a child at the school to come to the meeting.

At the end of the consultation period, we will review all of the responses received and share these with the school and publish them on the Surrey Says website.

On Thursday 21 May 2015, we intend to publish a Statutory Notice at the school, in a local newspaper and on the Surrey Says website stating our intention to redesignate the school. There will be a 4 week statutory consultation period for further representations to be received by the council. The formal consultation period is due to end on 19 June 2015.

All representations will be reviewed before a final decision is taken by the Cabinet Member for Schools and Learning in July 2015.