

Statutory Notices

Proposal to expand Manor Mead School & change school designation from a single designation of Severe Learning Difficulties (SLD) to a dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD)



School Organisation Statutory Notice

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006, as amended by the Education Act 2011, that Surrey County Council, intends to make a significant change to **Manor Mead School** by expanding the school from 83 to 143 places and changing the school designation from single designation of Severe Learning Difficulties (SLD) to dual designation of Severe Learning Difficulties (SLD)/Autism Spectrum Disorder (ASD).

Local Authority Details:

Local Authority	Surrey County Council
Address	Quadrant Court 35 Guildford Road Woking GU22 7AH

School Details:

Name of School	Manor Mead School
Category of School	Community Special School
Type of School	Primary Special School with a school designation of Severe Learning Difficulties (SLD)
URN	125473
Address	Laleham Road, Shepperton, Surrey
Postcode	TW17 8EL

Introduction

This paper outlines a proposal for the development of 60 additional places for autistic pupils and those with communication & interaction needs, age 4 – 11 years old, with an Education Health and Care Plan (EHCP) and require a special school placement. The school will change from a single designation of Severe Learning Difficulties (SLD) to a dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD)¹. This document explains the proposed process and timescales to change the designation and permanently expand the school on a satellite site at Christ Church Road, Virginia Water.

Proposal

Surrey County Council and The Federation of Manor Mead and Walton Leigh Schools are proposing that Manor Mead School will expand by 60 places, from 83 places to 143 places. It is also proposed that the school will change from a single designation of Severe Learning Difficulties (SLD) to become dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD). This 60-place expansion will be provided on a satellite site at Christchurch Road, Virginia Water. All pupils will have an EHCP specifying the school as an appropriate placement to meet their individual needs.

¹ Autistic Spectrum Disorder (ASD) is the term used for the school designation that meets the needs of autistic pupils and those with communication & interaction needs. Severe Learning Difficulties (SLD) is the term used for both the type of need and school designation.

Proposed timeline

The permanent expansion and change of designation is planned to be implemented on 1 September 2023.

Phase	Date
Statutory notices	24 February – 24 March 2022
Lead Cabinet Member Decision	26 April 2022
Implementation	1 September 2023

It is proposed that:

1. The expansion on the new site will be for up to 60 additional places from Year R to Year 6 for autistic pupils and those with communication & interaction needs.
2. The main intake point will be key stage transfer groups in Year R and 3 although, where there are spaces and demand, new children may be accepted in the school in non-key stage transfer year groups.
3. There will be 6 classes of 10 pupils age 4 – 11 years old across key stages 1 and 2 at the satellite site. Pupils will be grouped according to age, individual needs and learning styles.
4. There will be no change to the 83 Year R to Year 6 planned places for pupils at the current site in Shepperton.
5. There will be no change to the number of Nursery places for pupils with SLD at the current site in Shepperton. There are no additional nursery places proposed at the satellite site.

Admissions processes remain the same. Further details on the admissions process for SEND specialist provision in Surrey can be found on the [Surrey Local Offer website](#). The document '[SEND admissions processes for referrals for specialist placement for school age children](#)' describes how this process works and is available on the Surrey County Council website.

Making Representations, Objections and Comments

1. This is a four week consultation which starts on Thursday 24 February 2022 and concludes on Thursday 24 March 2022.
2. A number of organisations are available locally to support families of children who have special educational needs and/ or disabilities (SEND) and young people who have SEND to share their views. Please see [Information, Advice and Support – SEND Advice Surrey](#)
3. Any person can make comments, agree, or object to the proposal by sending representations to the Local authority through the following channels:

Website	www.surreysays.co.uk
Email	schoolorg@surreycc.gov.uk
Post	Jane Keenan Education Place Planning Surrey County Council Quadrant Court 35 Guildford Road Woking GU22 7AH

Background

Manor Mead School is a specialist primary school with 83 permanent planned places located in the borough of Spelthorne in Surrey. Manor Mead School has a single designation of Severe Learning Difficulties (SLD). The school was rated 'outstanding' by Ofsted in February 2015 and maintained this status from a short inspection carried out in June 2019. In September 2021 Surrey County Council in agreement with the Federation for Manor Mead and Walton Leigh temporarily expanded Manor Mead for two years on a satellite site located at Christchurch Road, Virginia Water in the borough of Runnymede.

Current Special Educational Needs and Disabilities (SEND) provision at the school

Manor Mead School is a specialist primary school with 126 planned places. Of those 40 places are an approved temporary expansion arrangement. The school currently has a designation of SLD, and the special school satellite site located at Christ Church Rd Virginia Water supports autistic pupils and those with communication & interaction needs. There are 128 pupils currently on roll at the school. 40% of pupils have Severe Learning Difficulties (SLD) and 60% have Autism or communication & interaction needs identified as their primary need.

Table 2: Number of Pupils on roll at Manor Mead School by National Curriculum Year (NCY) Group (January 2022)

	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of pupils currently at Manor Mead	8	15	22	22	15	15	16	15	128

There are currently 14 classes, and these are broadly arranged according to pupils' need and age. Class sizes across the school are typically between 8-10 pupils. All classes are led by a qualified teacher with a number of teaching assistants depending on the age, needs and learning styles of the pupils.

Staff

All staff employed across the federation are trained across a range of strategies and specialist techniques which ensure that pupils are able to access the more formal curriculum and support them to engage in their learning.

Staff are appropriately qualified, well trained and supported to continually develop their skills and knowledge; Continuous Professional Development (CPD) coordinators at each school oversee all staff training and ensure that every member of staff has access to all of the training that they require to undertake their role.

Curriculum

Governors, senior leaders, and staff recognise the importance and value of providing a curriculum that is:

Balanced; ensuring that the offer is tailored to best support the individual needs of the pupils, and focused on developing knowledge, skills and potential in four Key Areas:

- Communication, language and literacy
- Cognition
- Personal, social and emotional (including independence)
- Physical and sensory

Broad; covering a wide range of National Curriculum subjects, topics, therapeutic areas such as speech and language, physio and occupational therapy, activities, approaches and experiences including life skills

Developmental; preparing all pupils for the next stages in their education and life

Flexible; individualised and personal; adapted to meet the needs of our unique pupils

Accessible; fun and engaging, fostering a love of learning

Meaningful; relevant, stimulating and enriching

The full range of National Curriculum (NC) subjects are offered and are adapted depending on the needs of the individual pupils as appropriate. Further information about the current curriculum can be found on the school's [website](#).

Assessment of Pupil performance, progress, and behaviour

- All pupils have an annual EHCP review which involves contributions from pupils themselves, families and relevant multi agency professionals
- For new pupils Individual Learning Plan (ILP) targets will identify key next steps resulting from the baseline assessment and take account of their current EHCP, ILP targets are set in collaboration with parents and other professionals
- Pupils will be assessed in all aspects of their personal development and academic progress
- Progress data is analysed twice a year in spring and summer terms
- Pupils may also be assessed using statutory assessments such as the Pre Key Stage Standards and SATs tests depending on their age and ability
- Pupil progress reports on core subjects and Individual Learning Plans (ILPs) are shared with the Leadership Teams and the Governing Body twice a year
- In addition to the formal assessment of pupil progress, there are several ways that pupils more 'holistic' progress is reported including annual review reports, end of year reporting, home-school communication books, therapy reports and reports from other professionals such as music therapists, Riding for the Disabled, Primary Mental Health support workers and sensory based Occupational Therapists (OTs)
- Support everyone in the school communities to promote and develop socially acceptable, age and needs appropriate behaviour in all pupils and our federation values provide a strong foundation for this (respect, love, happiness, belonging, friendship etc.)
- Support all pupils to demonstrate respect for themselves and others within a secure, challenging, stimulating and positive environment with clear boundaries and expectations
- Support pupils to use acceptable ways of showing and expressing both negative and positive feelings they may experience and learn to cope with different emotions.
- All staff are expected to encourage positive pupil engagement promoting the Positive Behaviour Approach (PBA) remaining calm, respectful, and consistent at all times.

Involving children and families

- Pupil and parent contributions to the EHCP annual review are highly valued and an important part of the statutory process
- Liaison with parents starts during the induction process, then again when drafting the pupil's Learning and Communication Passport. Parents will also be involved when short to medium term Individual Learning Plan (ILP) targets are being put in place, as well as evaluated, and with any other relevant documents such as Behaviour Support Plans
- Other methods of reporting on pupil progress and general updates including the Home/School Contact Book and verbal reports given at meetings, parents' evenings, by telephone etc.
- Monthly whole school newsletter, class newsletters
- Informal involvement of parents during attendance at school events and fundraisers etc.
- Thriving Parent 'network' across the Federation to support parents with information workshops, training and networking opportunities
- Two Home School Link Workers (HSLW) provide wider support to parents and families and are available to offer emotional and practical help and advice to those families who may be experiencing long or short-term difficulties

Working with partner agencies to support pupils

Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists, School Nurses and Portage work closely with the school. Information about the therapy teams who support pupils at Manor Mead School can be found on the school [website](#).

What do we want to achieve?

Manor Mead School is part of a Federation of two outstanding special schools. Pupils and families benefit from a well-established ethos, clear vision, values, and a skilled, innovative, energetic and committed staff team with a strong record of providing high quality education to pupils with complex needs and autism. This is a fantastic opportunity to extend that offer to a greater number of local Surrey pupils and their families.

The Federation of Manor Mead and Walton Leigh Schools Vision

Everything we do, from our longer-term development strategy to day-to-day activities, is developed and evaluated against this vision:

- Our schools are outstanding
- Our learners are calm and confident and ALL reach their potential
- Our staff are exceptional and ALL feel valued and supported
- Our schools are well resourced, safe, enriching and stimulating environments
- Our schools benefit from strong links and positive relationships with everyone in the school communities
- Our schools have the knowledge, experience and confidence to influence local and national policy and strategy
- Our vision is implemented by the whole school community, guided by skilled and focussed leaders and facilitated by a secure financial position

The school development plan summary and vision and values 2021-22 can be found on the school [website](#).

What will be provided through the permanent expansion?

Manor Mead School will continue to provide a curriculum based on the needs of the individual pupils and focussed on developing communication skills and emotional, personal, and social development alongside the academic subjects.

Reasons for expanding Manor Mead School

Demand for specialist provision in the north east and north west areas of Surrey for autistic pupils and those with communication & interaction needs is high. As a result, other specialist provision in the local area is operating at or above capacity. The provision of an additional 60 places year on year, will help support local families who would otherwise have to travel further afield for their child to receive an appropriate full time education. The proposed expansion of Manor Mead School will increase availability of specialist school places that are matched appropriately to need-type, phases of education and geographic location, as well as reduce home to school journey times and associated costs.

Demand for special school places in Surrey

In academic year 2020-2021, 805 of Surrey resident autistic pupils and those with communication & interaction needs, aged 4-11 years old attended specialist schools. 19% of this cohort were placed out of county due to a lack of placement availability in Surrey. Latest sufficiency modelling projects growth of 14% to the peak in 2024-2025 (917), along with a 44% - 55% shortage of places between 2020-21 and 2025-26.

In academic year 2020-2021, 202 Surrey resident pupils aged 4-11 years who have Severe Learning Difficulties (SLD) identified as a primary need attended specialist schools. 7% of this cohort were placed out of county. Latest sufficiency modelling projects growth of 3% by 2025-2026, along with a surplus of places within this timescale.

Pupils who attend special schools have a combination of complex special educational needs and disabilities, which means they require significantly more highly specialist teaching and support than is ordinarily available in a mainstream school or SEN Unit. Table 3 and 4 detail the number of autistic pupils and those with communication & interaction needs and pupils with Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) currently attending special schools, of which 407 live in the North East and North West quadrant. These data evidence the projected demand for additional special school places on top of planned expansion and in the six borough and districts over the next five and ten years.

Table 3: NE and NW Quadrant residents who attend special schools with communication & interaction Needs identified as their primary need and projected demand for additional places in 2025-26 and 2030-31

District or Borough	Actuals 2020-21	Projected demand for places in 2025-26	Projected growth from 2020-21 to 2025-26	Projected demand for places in 2030-31	Projected growth from 2020-21 to 2030-31
Surrey Heath	64	87	36%	79	23%
Woking	89	92	3%	86	-3%
Runnymede	54	72	33%	73	35%
Spelthorne	94	103	10%	92	-2%
Elmbridge	63	80	27%	70	11%
Epsom & Ewell	43	52	21%	48	12%
Rest of Surrey	398	421	6%	393	-1%

Table 3 shows the projected demand for additional special school places in and across North East and North West Surrey over the next five and ten years for autistic pupils and those with communication & interaction Needs. Surrey Heath and Runnymede are projected to have the highest percentage growth over the planning period. The number of projected places in Spelthorne is expected to increase by 10% in the first 5 years of the forecast but drop back in the last year of the forecast, however Spelthorne currently has the highest number of autistic pupils and those with communication & interaction Needs needing a special school place across the boroughs in the North East and North West.

Table 4: NE and NW Quadrant residents who attend special schools with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) as their primary need and projected demand for additional places in 2025-26 and 2030-31

District or Borough	Actuals 2020-21	Projected demand for places in 2025-26	Projected growth from 2020-21 to 2025-26	Projected demand for places in 2030-31	Projected growth from 2020-21 to 2030-31
Elmbridge	20	9	-55%	7	-65%
Epsom & Ewell	12	12	0%	12	0%
Spelthorne	21	15	-29%	9	-57%
Runnymede	20	26	30%	28	40%
Surrey Heath	23	22	-4%	16	-30%
Woking	21	26	24%	28	33%
Rest of Surrey	136	161	18%	155	14%



Table 4 shows the number of places is projected to decrease or remain steady in the three boroughs in NE Surrey by 2025-26. Two boroughs in the North West (Runnymede and Woking) are projected to have a slight increase in the number of special school places needed for pupils with SLD or PMLD by 2025-26.

ASD and ASD/SLD designated special school provision in Surrey

More details of our specialist provision can be found in the booklet “Finding the right primary school in Surrey” on the [Surrey Local Offer website](#). In Surrey, autistic pupils or those with communication & interaction needs, requiring a specialist placement are typically placed in one of the following 3 types of provision: Complex Social Communication Needs (CSCN); or Communication & Interaction Needs (COIN), Severe Learning Difficulties (SLD).

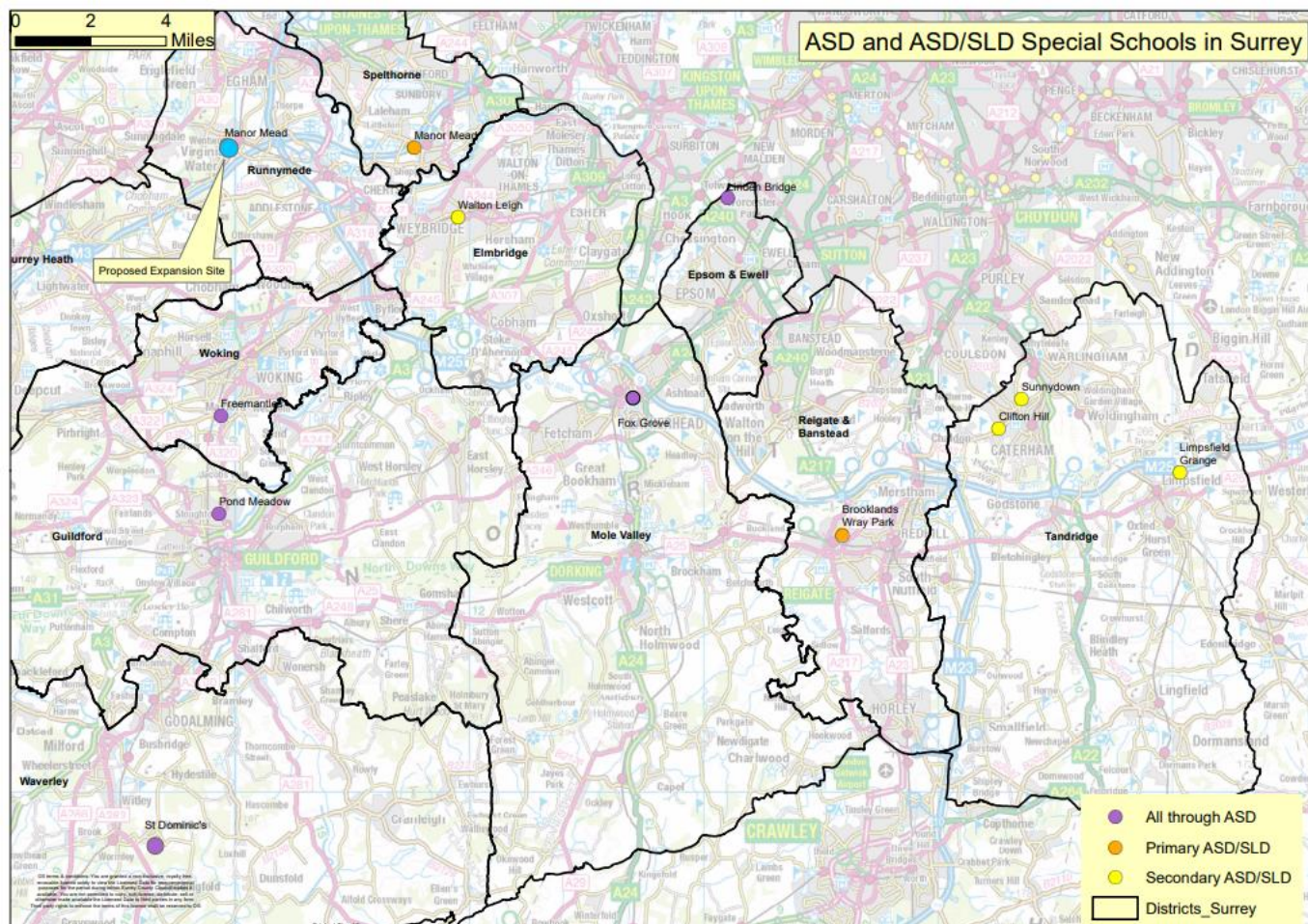
Table 4 provides a summary of nine special schools designated to meet the needs of autistic pupils and those with communication & interaction as their primary presenting needs. These are divided into the following designations:

- **ASD:** pupils who require special school provision but work at broadly age-related expectations and will or are likely to go on to go on achieve national academic qualifications.
- **Complex ASD & ASD/SLD (dual designated):** pupils who require special school provision but work below or significantly below age related expectations and with a curriculum focus on communication, independence, social understanding, emotional well-being, and functional academic achievement.

Table 4: ASD and ASD/SLD Designated Schools in Surrey as at September 2021

School	Designation	District	Planned Places & gender	Age Range	Occupancy as of Sept 2021	Planned Expansion under Surrey's SEND Capital Programme
Sunnydown School	ASD	Tandridge	89 (boys only)	11-16	99%	0
Limpsfield Grange School	ASD	Tandridge	90 (girls only)	11-16	100%	By 40, to 130
St Dominic's Academy	ASD	Waverley	150	6-19	85%	0
Linden Bridge Academy	Complex ASD	Epsom & Ewell	142	4-19	100%	0
Freemantles School	Complex ASD	Woking	207	4-19	99%	By 72, to 270
Fox Grove Academy	Complex ASD	Mole Valley	72	4-19	86%	Opened Sept 2021 total places will increase to 150
Brooklands School	ASD/SLD	Reigate & Banstead	59	4-11	51%	Increase to 70
Pond Meadow Academy	ASD/SLD	Guildford	149	3-19	100%	0
Clifton Hill School	ASD/SLD	Tandridge	78	11-19	100%	0

Map 1 shows the location of Special Schools in Surrey that are designation ASD, Complex ASD or ASD/SLD or SLD



The Map shows the lack of special school provision for pupils living in the North East and North West. If Manor Mead remains as a single designation of SLD the only provision for pupils with ASD in the North East is Linden Bridge, which is operating at full capacity. Walton Leigh is shown on the map as it is Federated with Manor Mead but it has a single designation of SLD. Freemantles is the only Special School in the North West for pupils with ASD but like Linden Bridge the cohort of pupils are those with complex autism who need a different type of placement than the offer proposed at Manor Mead School.

Key Outcomes and Benefits

Expanding Outstanding sufficient and sustainable special school provision for Surrey resident primary age pupils in Spelthorne and Runnymede will provide the following benefits as stated in the [Developing local Special Educational Needs and Disability \(SEND\) Provision](#) report to Cabinet on 25 January 2022.:

1. Benefits realisation ensures Surrey's maintained specialist education provision is fit for purpose and creates additional employment/supported internship opportunities for residents around areas of expansion.
2. Children, young people, and families can access the same level of high-quality support wherever they live in Surrey. We have a good, shared understanding of our children and young people who have Special Educational Needs and Disabilities (SEND) in Surrey and our support offer matches their identified needs.
3. Expanding Surrey's specialist provision aligns with the Preparation for Adulthood programme and strategy for Post-16 to create local further education and employment pathways such as apprenticeships and supported internships. This enables young people who have SEND to make a successful transition to adulthood and secure employment.
4. Capacity created locally will also make certain that SEND home to school transport distance and costs are reduced so that pupils attend their closest most appropriate school with shorter journey times. Opportunities for developing independent travel skills can be maximised as a result of children and young people being educated closer to home. This will also address local congestion around school sites as well as traffic flow around the county, which will be of benefit to Surrey's Green Agenda
5. The distribution and occupancy of current Special Schools and SEN Units in mainstream schools clearly illustrates that there is insufficient provision of Autism and Communication & Social Interaction Needs, Moderate Learning Difficulties, Severe Learning Difficulties and Social Emotional Mental Health Needs Special places.
6. The approved remodification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

An Equality Impact Assessment is being completed throughout the consultation process and will be published as part of the Lead Cabinet Member Decision Meeting.

Implementation Plan

Finance and Resourcing

Revenue income: Manor Mead School will receive £10,000 per year for each agreed planned place commissioned (83 plus 60 places - 143 overall). The school will also receive a "Top up" sum for each pupil in attendance. Top up rates are reviewed annually by the Local Authority.

Staffing

The Federation of Manor Mead and Walton Leigh will continue employ staff across the two sites at Manor Mead and the site of Walton Leigh School.

Capital planning and buildings

Capital investment for the school's remodelling and refurbishment works were approved and secured prior to September 2021 delivery. The permanent expansion arrangements for Manor Mead School will continue to be delivered onsite at Christ Church Road, Virginia Water.

Consultations, approvals and overall timescales

1. It is proposed that the permanent expansion and change of designation commences from 1 September 2023. The temporary arrangements will remain until 31 August 2023. The proposed changes require a period of consultation, the publication of Statutory Notices and the agreement of Surrey County Council's Cabinet Member for Education and Learning if the proposal is to proceed.
2. The first stage of consultation was open from Friday 19 November 2021 to Friday 14 January. During this period the Surrey County Council shared 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 the proposals. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.
3. The consultation analysis is published at www.surreysays.co.uk on the Statutory Notice webpage alongside this document.

Key points from the consultation responses:

- Almost all respondents (94%) **agreed with the proposal** to permanently expand Manor Mead School
 - Almost all respondents (95%) **agreed with the proposal** to change the designation at Manor Mead School
 - The most prevalent theme (36% of all respondents) in the comments was the **need for more specialist places** in Surrey
 - The second most prevalent theme (23% of all respondents) in the comments was the **positive impacts for local children and young people** in the proposal.
4. Statutory Notice is now open for a four-week period from 24 February to 24 March. The publication of Notices is when the local authority 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 Education and Learning.

What happens next?

You can make representations, objections and comments using the online form at www.surreysays.co.uk. Alternatively, you can respond by email or post at the addresses given in the section [Making Representations, Objections and Comments](#).