

School Organisation Consultation

**Proposal to expand Manor Mead
School & change school designation
from a single designation of SLD to
a dual designation of SLD and ASD**



Introduction

This paper outlines a proposal for the development of 60 additional places for children age 4 – 11 years old with an Education Health and Care Plan (EHCP) and who have Autistic Spectrum Conditions (ASC)¹ or Severe Learning Difficulties (SLD) in Surrey. The school will change to a dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD). This document explains the proposed process and timescales to change the designation and 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 students will have a diagnosis of Autistic Spectrum Disorder (ASD) and/or Severe Learning Difficulties (SLD) and will have an EHCP specifying the school as an appropriate placement to meet their individual needs.

Table 1 shows the proposed timeline for the changes to take place on 1 September 2023. Dates and steps in the timeline may change based on the outcome of this consultation.

Table1: Proposed timeline

Phase	Date
Consultation	19 November 2021 to 14 January 2022
Review of consultation responses	January/February 2022
Outcome of the consultation published on www.surreysays.co.uk	February/March 2022
Statutory notices	February/March 2022
Lead Cabinet Member Decision	April/May 2022
Implementation	1 September 2023

It is proposed that:

1. The expansion on the new site will be for up to 60 children with a broad range of ASD needs, from Year R to Year 6.
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 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 Yr R – 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 nursery places proposed at the satellite site.

¹ Throughout this document Autistic Spectrum Conditions (ASC) is used to describe a child's primary need and Autistic Spectrum Disorder (ASD) is used to describe the designation of a school that meets those needs. Severe Learning Difficulties (SLD) is used both to describe the child's primary need and the school designation.

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.

Background

Manor Mead School is a specialist primary school with 83 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 satellite site located at Christ Church Rd Virginia Water supports pupils with Autistic Spectrum Conditions (ASC). There are 127 pupils currently on roll at the school. 40% of pupils have Severe Learning Difficulties (SLD) and 60% Autistic Spectrum Conditions (ASC) as their primary need.

Table 2: Number of Pupils on roll at Manor Mead Primary School by National Curriculum Year (NCY) Group (November 2021)

	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	15	15	127

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 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 (OT's)
- 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 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 visit pupils at Manor Mead Primary 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 Primary School

Demand for specialist provision in the north east and north west areas of Surrey for pupils with autism 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. This 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, 1379 of age 4-11 years old with a primary need of ASD or SLD attended specialist schools. 23% of this cohort were placed out of county due to a lack of placement availability in Surrey. Latest sufficiency modelling projects growth of 6% by 2025-2026, along with a 28% shortage of places within this timescale.

66% of these placements (904) were for pupils with ASC or SLD identified as their primary need who required special school provision. Latest sufficiency modelling projections indicate a growth of projected need by 8% in 2025/6 for this cohort and a 20% shortage of specialist school places in county.

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 details the number of pupils currently attending special schools with ASC or SLD identified as their primary need, of which 427 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 ASC or SLD 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
Elmbridge	64	64	0%	56	-13%
Epsom & Ewell	41	51	24%	49	20%
Spelthorne	95	89	-6%	78	-18%
Runnymede	62	77	24%	81	31%
Surrey Heath	74	88	19%	77	4%
Woking	91	97	7%	97	7%
Rest of Surrey	408	438	7%	419	3%

These data evidence the projected demand for additional special school places in across Surrey over the next five and ten years. Runnymede is forecast to have the highest percentage growth over the forecast period. There is a forecast decrease in places needed in Spelthorne, however Spelthorne currently has the highest number of pupils with ASD or SLD needing a special school place across the boroughs in the North East and North West.

ASC and ASC/SLD 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, children with a primary need of ASC requiring a specialist placement are typically placed in one of the following 3 types of provision: Complex Social Communication Needs (CSCN); or Communication and Interaction Needs (COIN), Severe Learning Difficulties (SLD).

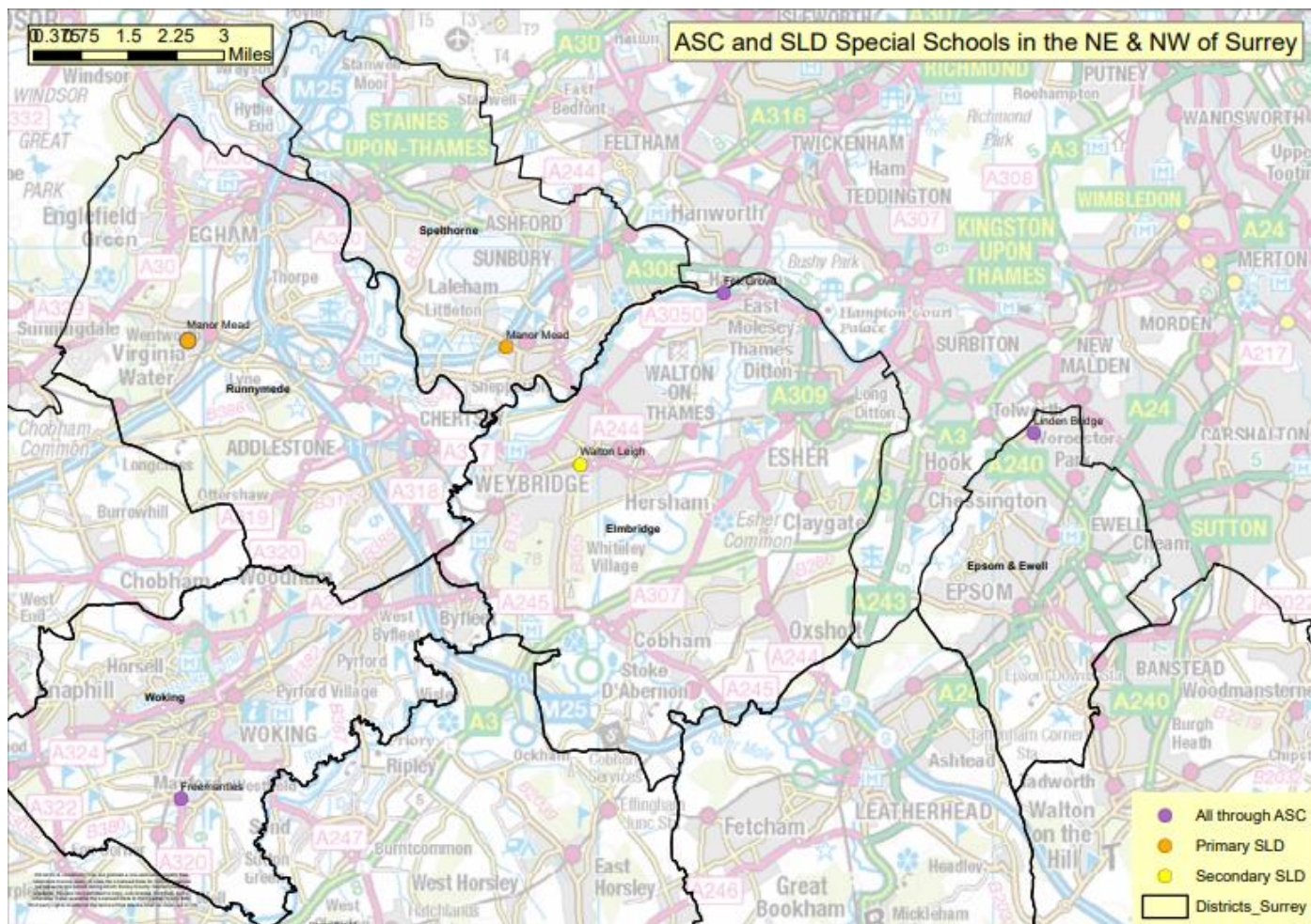
Table 4 provides a summary of nine special schools designated to meet the needs of pupils with ASC as their primary presenting needs. These are divided into the following designations:

- **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

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	80 (boys only)	11-16	110%	0
Limpsfield Grange School	ASD	Tandridge	90 girls	11-16	100%	By 40, to 130
St Dominic's Academy	ASD	Waverley	150	6-19	97%	0
Linden Bridge Academy	Complex ASD	Epsom & Ewell	142	4-19	100%	0
Freemantles School	Complex ASD	Woking	207	4-19	100%	By 72, to 270
Fox Grove Academy	Complex ASD	Mole Valley	152	4-19	100%	0 Opened Sept 2021
Brooklands School	ASD/SLD	Reigate & Banstead	60	4-11	96%	By 10, to 70
Pond Meadow Academy	ASD/SLD	Guildford	149	3-19	100%	0
Clifton Hill School	ASD/SLD	Tandridge	85	11-19	100%	0

Map 1 shows the location of five special schools that provide statutory special school education for pupils who have ASC or SLD identified as primary needs in North East and North West Surrey.



Surrey’s 2030 Community Vision, which received Full Council approval in 2019 supports the whole-county aspiration that everyone in Surrey achieves their full potential, contributes to their community and no one is left behind.

As Surrey’s specialist estate has historically not expanded at the same rate as the demand, this in turn has increased reliance on out of county placements and the independent sector to ensure all local pupils with EHCPs that require a specialist school placement are able to access their statutory entitlement to special educational provision and a suitable full-time education. Surrey’s ambition for children and young people who have additional needs and disabilities is to develop high quality local specialist school provision to enable better long-term outcomes. This in turn ensures that Surrey resident pupils are educated closer to home, more connected to local communities and local support services.

Key Outcomes and Benefits

Expanding sufficient and sustainable specialist primary school provision in Spelthorne and Runnymede will provide local children who have SEND and their families with:

- Enhanced opportunities to be better connected to the local communities where they live.
- Greater choice and control so that children and young people who have SEND can attend their nearest most appropriate school closer to home, as local pupils who do not have SEND do.
- Availability of specialist school places that are matched appropriately to children and young people’s SEND need-type, phases of education and geographic location.

- Reduced travel time between home and specialist school provision so they can play an integral part in their local communities. This also maximises opportunities for developing independent travel skills, which in the medium to long term will reduce local congestion and traffic flow around school sites.
- More opportunities to be educated by local specialist providers and supported by local family-oriented support services, who have the expertise which enable better long-term outcomes so that are fully prepared for adulthood.
- Children who currently attend the temporary expansion will benefit from the opportunity to continue their learning at the same school.

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

The school will also receive a “top up” sum for each pupil in attendance based on the top up rates current at the time. Top up rates are reviewed annually, but the current normal top up rate for an ASD pupil with needs typical of those at the Virginia Water site is £6,897 pa.

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

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 will be informal and will open on Friday 19 November 2021. During this period the Surrey County Council 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 the proposals.
3. Following the informal consultation period, it is proposed to publish a Statutory Notice for a four-week period. 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.

Have your say

Surrey County Council and Manor Mead School would like to know what people in the area feel about the proposal. The consultation will open on Friday 19 November 2021.

You can respond by:

- a) Accessing the consultation online on the 'Surrey Says' website: 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.

Manor Mead School Expansion
Education Place Planning
Quadrant Court,
35 Guildford Road,
Woking GU22 7QQ.

Email: schoolorg@surreycc.gov.uk with the subject: FAO Manor Mead Expansion

All responses must be received by 14 January 2022

What happens next?

We will hold two online public meetings for parents and any other interested parties to discuss the proposals and to hear your views. As a public meeting, anyone who wishes to may attend, please email school.org@surreycc.gov.uk to register your interest and you will be sent a link to the online event. The online event will be held on 10 January 10am and 6pm, there will be a short presentation followed by questions and answers. When contacting us please state whether you would like to join the meeting at 10am or 6pm.

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

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

Subject to the outcome of the consultation we intend to publish a Statutory Notice at the school, in a local newspaper and on the Surrey Says website stating our intention to expand Manor Mead Primary School to a satellite site. There will be a four-week statutory consultation period for further representations to be received by the council.

All representations will be reviewed before a final decision is taken by the Cabinet Member for Education and Learning.