

# Statutory Notice

Proposal to expand the SEN (Special Educational Needs) Unit at Hythe Primary School

January 2023



## 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, and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 that Surrey County Council, intends to make a significant change to **Hythe Primary School** by expanding the SEN (Special Educational Needs) Unit from 25 to 41 places and formalising the dual designation of MLD/ASD<sup>1</sup>.

### Local Authority Details:

<b>Local Authority</b>	Surrey County Council
<b>Address</b>	Quadrant Court 35 Guildford Road Woking GU22 7QQ

### School Details:

<b>Name of School</b>	Hythe Primary School
<b>Phase of School</b>	Mainstream primary school with an SEN Unit
<b>Type of School</b>	Community school
<b>URN</b>	125107
<b>Address</b>	Thorpe Road, Hythe, Staines, Surrey
<b>Postcode</b>	TW18 3HD

## Introduction

This paper outlines a proposal to expand the SEN unit at Hythe Primary School, expanding from 25 places to 41 places. The additional 16 places will be for autistic pupils and those with speech and language/communication needs from Year 3 to Year 6. All pupils will have an Education, Health and Care Plan (EHCP).

## Proposal

In agreement with the school's Headteacher and Governing Body, Surrey County Council is proposing to expand the SEN unit at Hythe Primary School, from 25 places to 41, to include 16 additional places for autistic pupils and those with communication and interactions needs. Pupils will have an EHCP specifying the specialist provision within the school as an appropriate placement to meet their individual needs.

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

**Table 1: Proposed timeline**

Phase	Date
Consultation	Monday 7 November – Monday 5 December 2022
Review of consultation responses	December 2022

<sup>1</sup> Autistic Spectrum Disorder (ASD) is the term used by the Department for Education (DfE) as the school designation that meets the needs of autistic pupils and those with communication and interaction needs. Moderate Learning Difficulties (MLD) is the DfE school designation, known locally in Surrey as Learning and Additional Needs (LAN).

Outcome of consultation published on <a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a>	December 2022
Statutory notices	December 2022 – January 2023
Lead Cabinet Member Decision	February 2023
Implementation	September 2023

It is proposed that:

1. The SEN Unit, known as the Harbour Centre, will formally become dual-designated as ASD/MLD<sup>2</sup>. The expanded provision will provide a total number of 25 places for autistic pupils and those with communication and interaction needs aged 4 to 11 years (3 per year group in Year R to Year 2, 4 per year group in Year 3 to Year 6). There are no proposed changes to the current 16 places for pupils with moderate learning difficulties aged 7 to 11 years.
2. There will be no change to the mainstream published admission number (PAN) of 60.
3. The 41 SEN Unit pupils will be above the mainstream published admission number (PAN).
4. All pupils placed at the SEN Unit by Surrey County Council would have an EHCP specifying the school as an appropriate placement to meet their individual needs. 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 13 January 2023 and concludes on 10 February 2023.
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:

<b>Website</b>	<a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a>
<b>Email</b>	<a href="mailto:schoolorg@surreycc.gov.uk">schoolorg@surreycc.gov.uk</a>
<b>Post</b>	Lauren Comer Education Place Planning Surrey County Council Quadrant Court 35 Guildford Road Woking GU22 7QQ

<sup>2</sup> Autistic Spectrum Disorder (ASD) is the term used by the Department for Education (DfE) as the school designation that meets the needs of autistic pupils and those with communication and interaction needs. Moderate Learning Difficulties (MLD) is the DfE school designation, known locally in Surrey as Learning and Additional Needs (LAN).

## Background

Hythe Primary School is a 2-form entry (2FE) primary school in the borough of Runnymede in Surrey. The school was rated 'Good' by Ofsted in a recent full inspection in October 2022.

Hythe Primary School is a primary school with a mainstream published admission number (PAN) of 60 with an overall mainstream capacity of 420. The SEN Unit at the school has 25 planned places and an informal dual designation of ASD/MLD. The SEN Unit at Hythe Primary School currently supports 9 pupils in KS1 (Years R to 2) with a primary need of ASD/SLCN and 16 pupils in KS2 (Years 3 to 6) with a primary need of MLD.

There are currently 25 pupils on roll in the unit (100% occupancy). There are 427 pupils currently on roll across the whole school (SEN Unit included). Table 2 shows the number of pupils on roll in each year group across the school.

**Table 2: Number of Pupils on roll at Hythe Primary School by National Curriculum Year (NCY) Group (provided by the school in October 2022)**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Specialist unit	3	3	3	4	4	4	4	25
Mainstream school	59	58	60	58	60	57	50	402

## Current Special Educational Needs provision

Although the places in the junior year groups have a designation of MLD, historically when there has been space and the pupils' needs can be met by the school, autistic pupils and those with communication needs who have attended the SEN Unit in the infant year groups have transitioned to the junior year groups of the SEN Unit.

As of October 2022, there are 9 pupils attending the SEN Unit in Year R to Year 2. A SEN Unit for autistic pupils and those with communication needs has been identified as part of their EHCP. As some pupils have moved up from Year 2 to Year 3 there is currently a mix of autistic pupils and those with communication needs and pupils with Moderate Learning Difficulties (MLD) in Year 3 to Year 6. There are 10 pupils in Year 3 to 6 who have a diagnosis of communication and interaction needs as their primary need and 6 pupils in Year 3 to 6 who have a diagnosis of MLD as their primary need.

## What do we want to achieve?

### Surrey's SEND Capital Programme:

Between 2019-2022, Cabinet approved £139.6m capital investment to deliver 2,300 additional specialist school places in Surrey through 77 capital projects. This is in order to expand the county's specialist education estate up to 6,000 state maintained specialist school places by 2030/31, which is aligned with the adopted county-wide commitment to root children in their local communities and ensure no one is left behind. As of September 2022, around 800 new specialist school places have already been delivered across Surrey through 35 Capital projects.

Hythe is a well-established community school with a good reputation. 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 speech, language and communication needs. This is a fantastic opportunity to extend that offer to a greater number of local Surrey pupils and their families.

The aim of the proposal is to expand the SEN Unit at Hythe Primary School, to provide an additional 16 places for autistic pupils and those with communication and interaction needs in the junior year groups.

- Creating additional places for autistic pupils and those with communication and interaction needs at the Harbour Centre will enable those pupils to have continuous education throughout their primary education. This will enable a smoother transition between key stages for pupils, increased efficiency and improved sustainability of the provision.
- The offer for Key Stage 2 pupils with MLD, known locally as Learning and Additional Needs (LAN) will remain the same.
- The Centre Manager will continue to manage staff across the SEN Unit and co-ordinate the curriculum to meet the needs across the dual designation.
- The pupils will have access to a personalised multi-sensory curriculum that meets their needs, and their learning will be differentiated to enable them to achieve their potential.
- The Harbour Centre will offer the full range of primary curriculum subjects taught within the centre or as part of mainstream integration.
- Children in the mainstream part of the school with additional needs also benefit from specialist expertise in the Harbour Centre.

## **What will be provided through the SEN Unit?**

Pupils attending Hythe Primary School would be in addition to the mainstream Published Admission Number (PAN) of the school, as there is an expectation that a minimum of 50% of the school day would be spent in the Harbour Centre. This would enable meaningful inclusion into the mainstream classes which is wholly individualised to the needs of the pupil. Some pupils may spend more time in the Harbour Centre than others and it would be the responsibility of the school to manage the specialist offer and inclusion levels in partnership with the parents and the local authority.

### **Curriculum and Educational Offer**

The Harbour Centre staff will work closely with the mainstream class teachers so that each child will have access to a broad and balanced curriculum that is personalised to meet their needs. Teachers will differentiate their learning to enable them to make progress. This may mean that there will be different levels of work set within a lesson, often at an individual level. A themed curriculum is in place to ensure high levels of interest and engagement whilst covering all areas of the curriculum. The school day will be the same as the mainstream school: from 8.45am to 3.10pm.

The quality of teaching and learning in the centre is overseen by the Centre Manager and as part of the whole school monitoring programme. Training and learning for all staff will support the development of meaning inclusion throughout the school. Targets from the Annual Reviews feed into termly target setting and then into daily planning.

During the academic year, the school receives visits from external groups (e.g. theatre, sports, horticultural) who provide other opportunities for all pupils to widen their knowledge and skills as well as off-site educational trips and visits.

## Staff

All of the Harbour Centre staff have had specialist training and development. The Centre Manager, in addition to her teaching qualification, has additional specialist qualifications in speech and language and Autistic Spectrum Disorder (ASD). Both teachers and support staff undertake a programme of training which keeps them up to date with all the specialist skills necessary for working with children with special educational needs/additional needs.

The centre has dedicated time from the following staff:

- Speech & Language Therapists and assistant
- Music teacher
- Physiotherapist
- Occupational Therapist
- Educational Psychologist
- Outdoor Education specialists
- Physical and sensory support
- Moving and Handling team

More information about the school's vision and curriculum can be found on the school website: [Hythe Primary School](#).

## Reasons for the expansion of the SEN unit at Hythe Primary School

Surrey County Council has identified a long term sufficiency gap for additional specialist places across Surrey. Demand for specialist provision in the north west of Surrey for autistic pupils and those with communication and 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 16 places, 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 at Hythe Primary School's SEN Unit will increase availability of specialist 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.

SEN units with a designation of ASD/MLD in mainstream schools support autistic pupils and those with communication and interaction needs and pupils with Moderate Learning Difficulties whose additional needs are such that they are able to spend approximately 50% of the taught curriculum in mainstream classes with support. This type of provision supports pupils who benefit from the specialist support of the SEN unit while accessing inclusion in mainstream classes. By developing local specialist provision, children can learn and flourish in their own community and be part of a familiar setting which supports their unique way of learning.

## Demand for SEN Unit and special school places in Surrey

Demand data for both special schools and SEN units is included in the graphs below. There are fewer SEN unit places than special school places and pupils tend to attend SEN units closer to home. Where SEN unit places are not available autistic pupils and those with communication & interaction needs may be placed out of the county in non-maintained independent schools. Therefore, the data shown below is forecasting the number of pupils who need a specialist place either in an SEN unit or special school.

In the academic year 2020-2021, 1190 of Surrey resident pupils aged 4-11 years old who are autistic or have communication & interaction needs attended SEN units or specialist schools. 13%

of this cohort were placed out of county due to a lack of placement availability in Surrey. Latest sufficiency modelling projects growth of 15% from 1190 in 2020-21 to 1368 in 2025-2026.

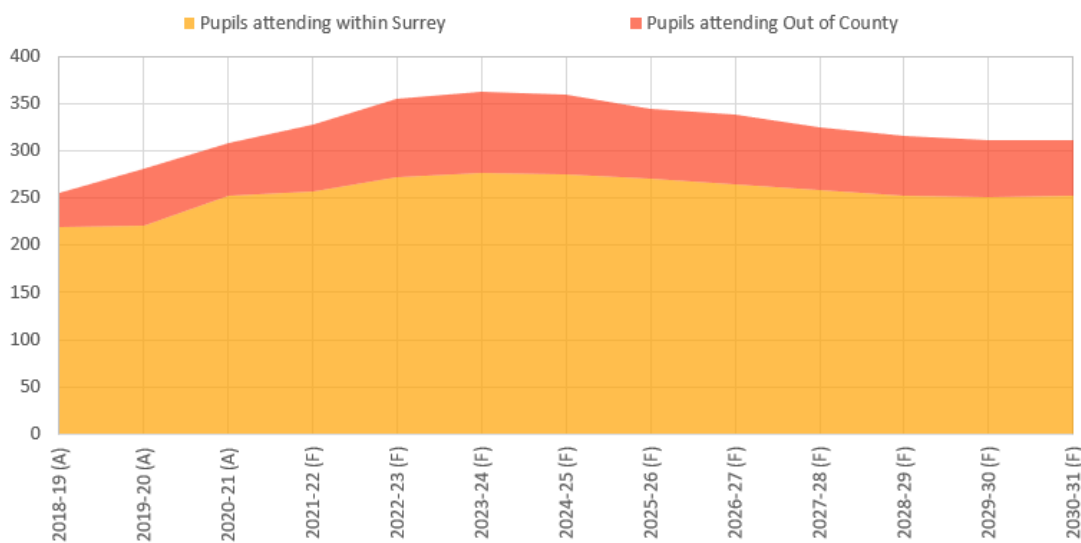
In the academic year 2020-2021, 149 of Surrey resident pupils aged 4-11 years old who have a primary need of MLD attended SEN units or specialist schools. 8% of this cohort were placed out of county. Latest sufficiency modelling projects decreasing demand of -45% from 149 in 2020-21 to 82 in 2029-2030. Although there is a projected decline in demand for MLD places, the existing places are required to sustain current demand.

Due to the location of the school being close to the border of the North East quadrant of Surrey, it is reasonable to expect that pupils may attend the SEND Unit from both the North West and North East quadrants. Therefore, the data below has been provided for both.

### Autistic pupils and those with communication and interaction needs

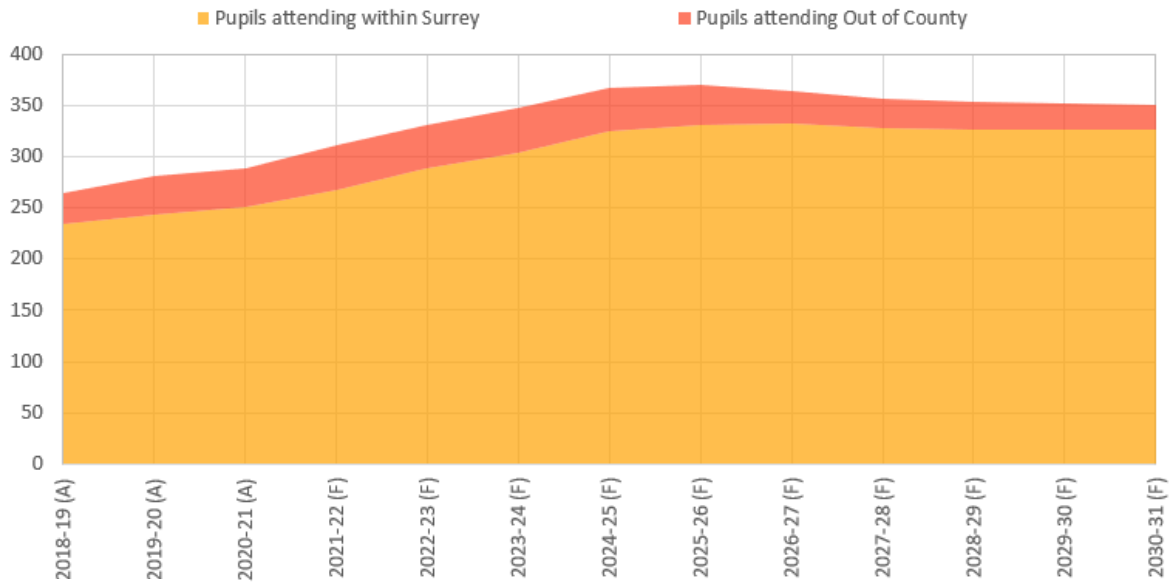
Graph 1 shows that North East projections indicate 17% growth in the total number of autistic pupils and those with communication & interaction needs, with EHCPs who need a specialist school or SEN unit place from 2020-21 (309) to the peak in 2023-24 (363), with 12% growth remaining in 2025/26 (345).

**Graph 1: North East - Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of autism or communication and interaction needs**



Graph 2 shows that North West projections indicate 28% growth in the total number of autistic pupils and those with communication & interaction needs, with EHCPs who need a specialist school or SEN unit place from 2020-21 (311) to the peak in 2025-26 (370), with 21% growth remaining in 2030/31 (351).

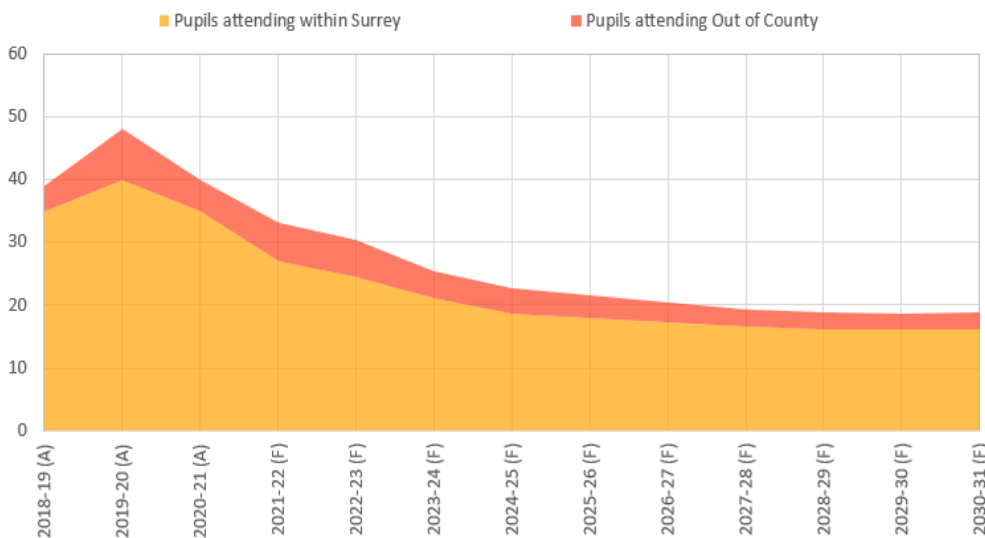
**Graph 2: North West - Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of autism or communication and interaction needs**



**Pupils with a primary need of Moderate Learning Difficulties (MLD)**

Graph 3 shows that North East projections indicate -53% decrease in demand in the total number of pupils with the primary need Moderate Learning Difficulties (MLD) in their EHCP, who need a specialist school or SEN unit place from 2020-21 (40) to 19 in 2030/31 (19).

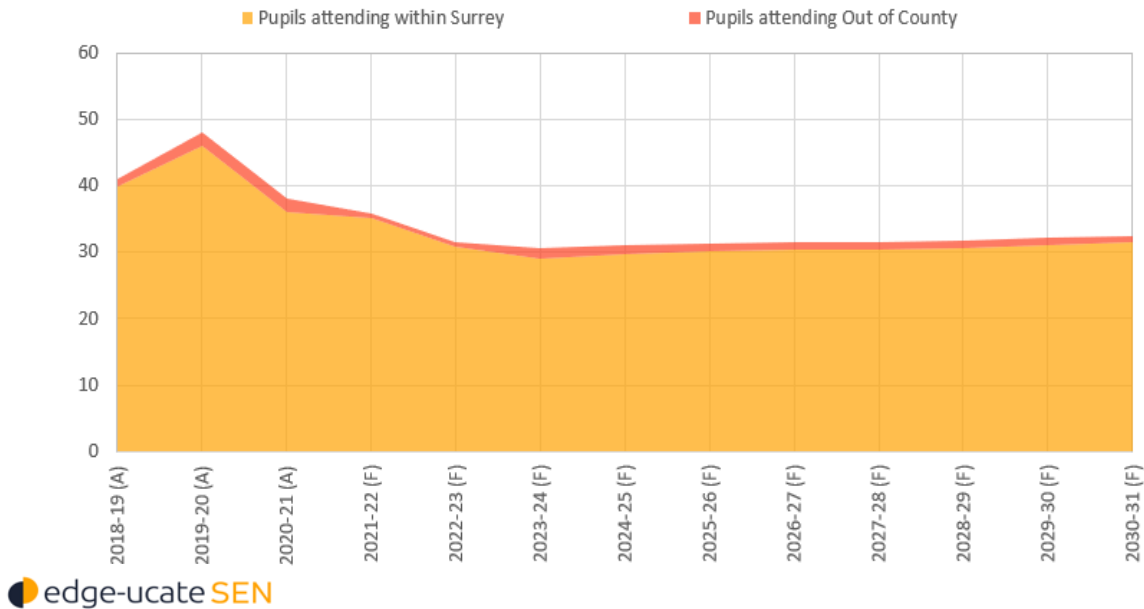
**Graph 3: North East - Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**





Graph 4 shows that North West projections indicate -19% decrease in demand in the total number of pupils with the primary need Moderate Learning Difficulties (MLD) in their EHCP, who need a specialist school or SEN unit place from 2020-21 (38) to the lowest in 2023-24 (31), with -14% decrease remaining in 2030/31 (33).

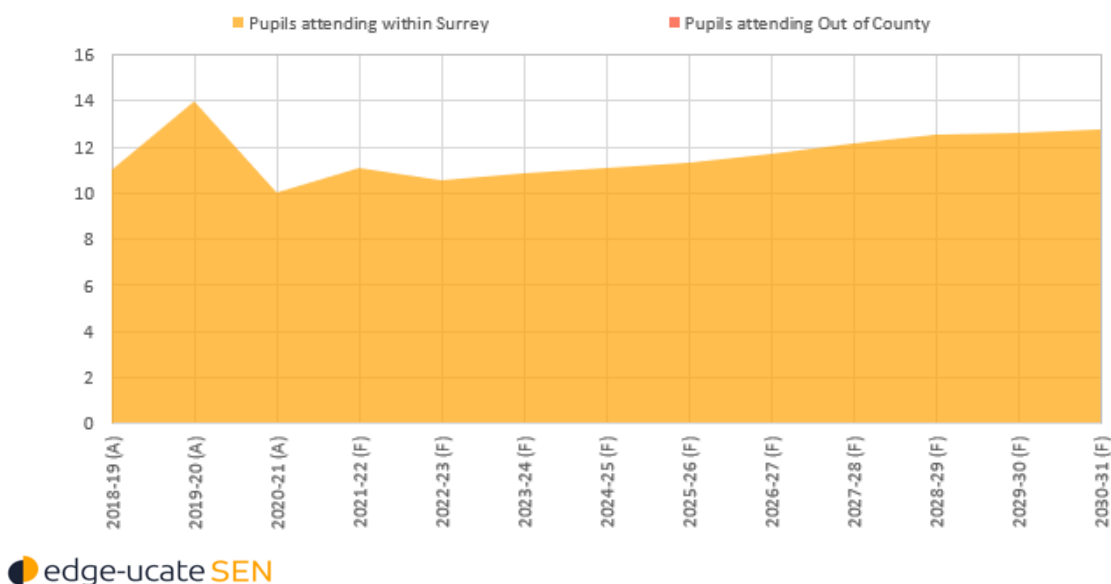
**Graph 4: North West - Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



Graphs 5 and 6 split the forecast demand for Moderate Learning Difficulties (MLD) into Key Stage 1 (Years R to 2) and Key Stage 2 (Years 3 to 6).

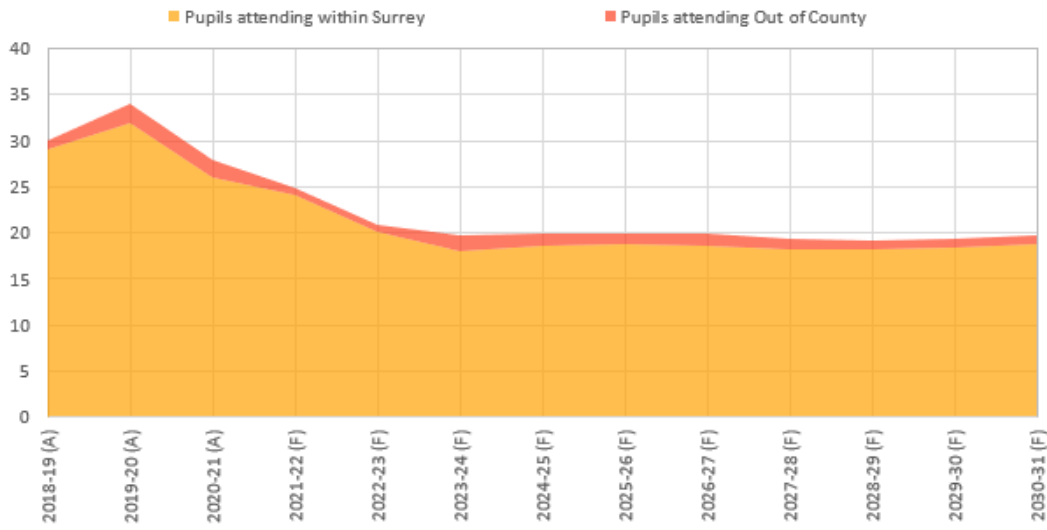
Graph 5 indicates that the demand in the North West will increase by 29% from 2021/22 to the end of the planning period (2030/31) for pupils in Key Stage 1.

**Graph 5: North West - Forecast of demand for special school and SEN Unit places from Year R to Year 2 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



Graph 6 indicates that demand for MLD places in the North West for pupils in Key Stage 1 is predicted to drop by 29% in the period between 2021/22 to 2030/31.

**Graph 6: North West - Forecast of demand for special school and SEN Unit places from Year 3 to Year 6 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



## ASD and MLD SEN Unit 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](#).

Table 3 below provides a summary of existing SEN Units designated to meet the needs of autistic pupils and those with moderate learning difficulties as their primary presenting needs.

**Table 3: Autistic Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN) and Moderate Learning Difficulties (MLD) Designated SEN Units in Mainstream Schools in North West and North East Surrey (primary phase).**

School	Designation	District	Planned Places	Age Range	Occupancy as of Sept 2022	Planned Expansion under Surrey's SEND Capital Programme
Ashford Park Primary School	ASD/MLD	Spelthorne	25	4 – 11 years old	100%	Planned redesignation to ASD
Meadhurst Primary School	ASD	Spelthorne	20	4 – 11 years old	85%	Growing to capacity of 29 places by 2025/26
Bell Farm Primary School	ASD	Elmbridge	21	4 – 11 years old	100%	No planned expansion
Chandlers Field Primary School	ASD	Elmbridge	18	4 – 11 years old	100%	Growing to capacity of 25 places by 2024/25
The Orchard Infant School	Speech & Language	Elmbridge	6	4 – 7 years old	100%	No planned expansion
Thames Ditton Junior School	MLD	Elmbridge	16	7 – 11 years old	100%	No planned expansion
Cuddington Community Primary School	ASD	Epsom & Ewell	14	4 – 11 years old	92%	No planned expansion
Bagshot Infant School	ASD	Surrey Heath	10	4 – 7 years old	50%	No planned expansion
The Grove Primary School	Speech & Language	Surrey Heath	14	4 – 11 years old	100%	No planned expansion
Darley Dene Primary School	MLD	Runnymede	12	4 – 7 years old	50%	No planned expansion
Hythe Primary School	ASD/MLD	Runnymede	25	4 – 11 years old	100%	Planned expansion to 41 places by 2026/27
Pycroft Grange Primary School	ASD	Runnymede	20	4 – 11 years old	100%	No planned expansion
Stepgates Primary School	Speech & Language	Runnymede	21	4 – 11 years old	90%	Planned expansion to 29
The Hermitage Junior School	MLD	Woking	16	7 – 11 years old	93%	No planned expansion

## Key Outcomes and Benefits

Expanding outstanding, sufficient and sustainable special school provision for Surrey resident primary age pupils in Runnymede and the surrounding area 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 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: Hythe Primary School will receive £6,000 per pupil per year for each agreed planned place commissioned (41 places). The school will also receive a "top up" sum for each pupil on roll at the SEN Unit, appropriate to the needs of individual children.

### Staffing

The set up and running of the provision of the SEN unit within the school would be led and managed by a strong existing team with additional staff employed as the pupil numbers increase.

### Capital planning and buildings

The capital project is part of Phase 4 of the SEND Capital Programme agreed by Surrey County Council Cabinet on 25 January 2022. A feasibility study will inform the changes and refurbishment requirement in the school to accommodate the expanded SEN unit. Capital works will be funded by Surrey County Council.

## Growth Model

It is proposed that there will be 29 places available in September 2023. There will be an intake of 3 places for autistic pupils and those with communication and interaction needs in Reception each year, with an additional intake of 1 place in Year 3. The intake in Year 3 for pupils with MLD will remain the same. The tables below show how the SEN unit will grow from September 2023 to full capacity in September 2026. The growth model may change depending on timescales and the outcome of the property feasibility study. The main intake point will be key stage transfer groups in Year R and Year 3, although, where there are spaces and demand, new children may be accepted into the school in non-key stage transfer groups.

**Table 4: Growth model for the SEN Unit at Hythe Primary School (autistic pupils and those with communication and interaction needs)**

Academic Year	Numbers of learners per National Curriculum Year Group							
	NCY 0	NCY 1	NCY 2	NCY 3	NCY 4	NCY 5	NCY 6	TOTAL
2023-2024	3	3	3	4				13
2024-2025	3	3	3	4	4			17
2025-2026	3	3	3	4	4	4		21
2026-2027	3	3	3	4	4	4	4	25
<b>TOTAL</b>	Year on year availability							<b>25</b>

**Table 5: Existing places in the SEN Unit at Hythe Primary School (pupils with Moderate Learning Difficulties (MLD))**

Academic Year	Numbers of learners per National Curriculum Year Group							
	NCY 0	NCY 1	NCY 2	NCY 3	NCY 4	NCY 5	NCY 6	TOTAL
2023-2024				4	4	4	4	16
2024-2025				4	4	4	4	16
2025-2026				4	4	4	4	16
<b>TOTAL</b>	Year on year availability							<b>16</b>

**Table 5: Growth model including the additional places in the SEN Unit and the number of places for both designations overall**

Academic Year	Numbers of learners per National Curriculum Year Group							
	NCY 0	NCY 1	NCY 2	NCY 3	NCY 4	NCY 5	NCY 6	TOTAL
2023-2024	3	3	3	8	4	4	4	29
2024-2025	3	3	3	8	8	4	4	33
2025-2026	3	3	3	8	8	8	4	37
2026-2027	3	3	3	8	8	8	8	41
<b>TOTAL</b>	Year on year availability							<b>41</b>

## Consultations, approvals, and overall timescales

1. It is proposed that the SEN unit commences from 1 September 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 7 November 2022 to 5 December 2022. 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](http://www.surreysays.co.uk) on the Statutory Notice webpage alongside this document.

### Key points from the consultation responses:

1. **8** people responded to the consultation
  2. **87.5%** (7 people) of respondents **agree** with the proposal
  3. **12.5%** (1 person) of respondents **disagreed** with the proposal
  4. **4** Respondents commented on the **need for more specialist provisions** in Surrey for children and young people with learning needs
4. Statutory Notice is now open for a four-week period from 13 January 2023 and concludes on 10 February 2023. 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 period 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](http://www.surreysays.co.uk). Alternatively, you can respond by email or post at the addresses given in the section [Making Representations, Objections and Comments](#).