

Proposed approach for developing capacity for school placements for children with Special Education Needs and Disabilities (SEND)

To: Children and Young Persons Committee

Meeting Date: 5 July 2022

From: Fran Cox, Assistant Director: Education Capital & Place Planning

Electoral division(s): ALL

Key decision: Yes

Forward Plan ref: KD2022/074

Outcome:

The purpose of this report is to ensure that:

- The Children and Young People committee are fully briefed on the proposed strategy to deliver more SEND places capacity.
- The proposed SEND delivery approach will be approved alongside the proposed timeline
- The inclusion of additional SEND space, of 55m² per up to 2FE, will become part of the standard specification for all new build (Primary) schools.
- Members will have a response to the Council Motions of the 10th May 2022:
 - Consider changing the School Transport policy to add in different, more reasonable journey times for children with SEND;
 - Receive a report with the costs of transporting children with SEN D to schools other than their local school; and
 - Consider committing to urgently build a new Special School in Fenland.

Recommendation: The Committee is recommended to:

- Approve the proposed delivery approach, aimed at meeting demand for SEND placements, and
- Approve an amendment to the current specification for new build schools to include 55m² of additional SEND space, per up to 2FE, as standard.
- Consider the feasibility study for the new area special school in Fenland returns at CYP committee once complete.

Voting: Co-opted members of the Committee are eligible to vote on this item.

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1. Background and context

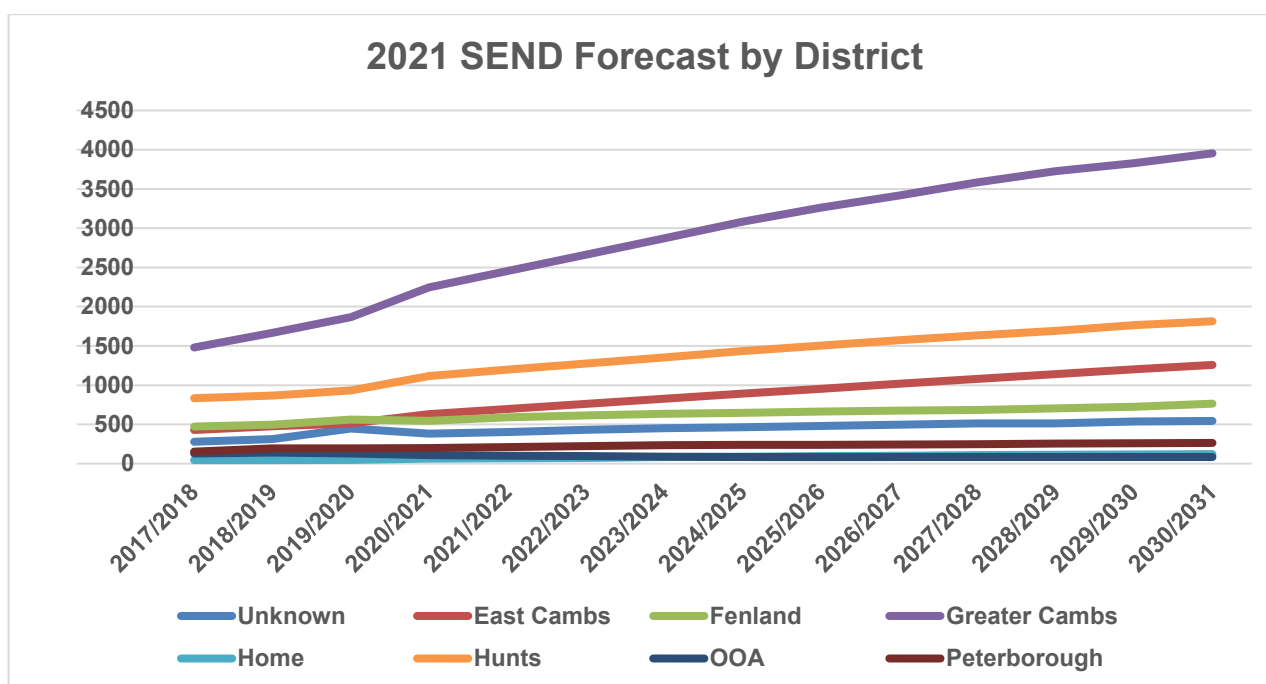
Statutory Duties

- 1.1 The Council, as the local Children's Services Authority, has a statutory duty to provide a school place for every child living in its area of responsibility who is of school age and whose parents want their child educated in the state funded sector. To achieve this, the Council keeps the number of school places under review and to take appropriate steps to manage the position where necessary. The Education and Inspections Act 2006 also requires local authorities to adopt a strategic role, with a duty to promote choice, diversity and fair access to school provision.
- 1.2 As part of the duty under the Children & Families Act 2014, the Council has a legal duty to identify and assess the special educational needs and/or disability (SEND) of children and young people for whom they are responsible. The Council becomes responsible for securing appropriate educational provision for a child/young person in its area when it becomes aware that the child/young person has or may have SEND. The Council must then ensure that those children and young people receive a level of support which will help them "achieve the best possible educational and other outcomes."
- 1.3 The SEND review Green Paper: 'Right Support, Right Place, Right Time' includes a key proposal of changing the culture and practice in mainstream education to be more inclusive and better at identifying and supporting needs, including through earlier intervention and improved targeted support.
- 1.4 It is important that we address the ambitions of the Council's Joint SEND strategy – *Making SEND Everybody's Business* – by ensuring that the right support is provided at the right time and in the right place.
- 1.5 In a paper to this committee on 1 March 2022, members were made aware of a number of children in Cambridgeshire with an Education, Health and Care Plan (EHCP) who will require placement in a special school or in specialist provision attached to a mainstream school at some point in the future. As of 6 June 2022, that number is 212. At that meeting, members approved a proposed approach to addressing this issue.
- 1.6 Geographically, the current greatest need for specialist placement is in Fenland. Due to Meadowgate Academy's proximity to the Norfolk border, 42 of the children on roll for September 2022 reside in Norfolk, with an additional 5 children attending the school from Lincolnshire.

	Awaiting consultation response	Special suitable – In school	Special suitable – not in school	Independent Special Educational Provision required – Local Special school unable to meet need	Total
Cambridgeshire	52	80	61	19	212
Cambridge City	10	21	12	6	49
East Cambs	4	10	7	4	25
Fenland	9	29	32	1	71

Huntingdonshire	12	10	6	5	33
South Cambs	17	10	4	3	34

- 1.7 Whilst Fenland has the greatest immediate need, this geographical picture is not set to continue, with Greater Cambridgeshire (Cambridge City and South Cambridgeshire districts combined) followed by Huntingdonshire, and then East Cambridgeshire predicted to see the biggest increases in demand over the coming decade. It is anticipated that predicted numbers will change due to updates to the forecast methodology.



- 1.8 A further paper to this committee on 17 May 2022 paper detailed a new SEND Outreach model that has been developed in close collaboration between special schools in Cambridgeshire and the SEND District Teams. The model was launched on 11 February 2022. The anticipated impact is that children and young people supported by the outreach model will remain in mainstream settings, keeping children local and reducing the need for specialist placements.
- 1.9 The measures in this report are intended to build on those referenced above. They are aimed at:
- addressing the current issue around the need to provide additional special school or alternative provision capacity for children with an Education Health and Care Plan (EHCP) who are awaiting specialist placement, and
 - supporting the Council in managing future demand for places by providing additional physical capacity within mainstream schools to support the approach outlined in the SEND review green paper.
- 1.10 This report also provides response to Council Motions regarding consideration of changing the School Transport policy to add in different, more reasonable journey times for children with SEND; Receipt of a report with the costs of transporting children with SEND to schools

other than their local school; and Consideration of committing to urgently build a new Special School in Fenland.

- 1.10 The current capital programme to meet the needs of children with SEND includes £60.1m for additional places including:
- A new 150 place special school at Alconbury Weald – January 2024
 - An expansion of Samuel Pepys area special school, St Neots to provide an additional 63 places – September 2024
 - Expansion and Relocation of an SEMH school in Wisbech to provide an additional 30 places (60 places in total) - September 2023
 - Expansion of Granta Special School in Linton to provide an additional 20 places – August 2022
 - The Castle Special School Satellite provision at The Fields Children's Centre and Nursery School in Cambridge to provide an additional 20 places – August 2022
- 1.11 The current capital build programme was put in place to provide for future growth in numbers arising from development as too was a recently completed project to provide a 130-place new area special school at Northstowe; The Martin Bacon Academy.
- 1.12 The need for current placements has required an expansion of the programme. A detailed review of all potential opportunities has been undertaken.

2. Proposed Expansion Strategy

Capital Projects

- 2.1 There is a requirement, as previously outlined in committee reports, for capital investment to increase the number of specialist SEND places. Cambridgeshire has received a DfE capital grant allocation for SEND places of £6.7m in 2022/23 and £7.8m in 2023/24 which can be invested in current and future SEND projects. By September 2022, CCC may have the opportunity to bid for further SEND funding through the Safety Valve Scheme.
- 2.2 The sections below highlight some of the proposed projects to be explored through feasibility in terms of viability. Please see appendix A for full list of schemes that will be explored through feasibility over the next 2 months before confirming back to committee a final list of projects and associated capital budget requirement.

Short to Medium Term Capital Projects -

- 2.3 These are projects which require capital funding, and which are aimed at meeting the immediate need for placement.
- 2.4 A proposed expansion of Meadowgate Academy Area Special School will provide an additional 60 places for children with SEMH needs. As the need for these places is immediate, the potential of having temporary satellite provision is being explored. Following written communication from Meadowgate's governing body on 3rd March 2022, CCC responded to confirm interest in taking forward the expansion project forward. A consultant

has been appointed, review of the site and area is underway, and a report is expected by 9 August 2022.

- 2.5 Enhanced Resource Bases (ERBs) are special units within mainstream schools which offer children and young people access to mainstream education alongside specialist support to meet their SEND. Officers are currently exploring the potential for six mainstream schools to include ERBs specialising in support for those with ASD, SEMH and general SEND. All are being scoped with a potential opening date of 2024.
- 2.6 A contractor has been appointed to design and build new post 16 provision at Northstowe Secondary College by direct award agreed by CYP Committee 1 March 2022. The provision will include a self-contained 16-19 SEND unit (two classrooms, a hygiene room and a group room) to give young people access to mainstream education alongside specialist support to meet their SEND. This unit will provide 20 places and will be a satellite provision of Martin Bacon Academy (MBA), with an indicative completion date of 2024.
- 2.7 MBA was originally designed and built to accommodate 110 pupils age 2-19. Since opening, the accommodation for 16-19 years has been filled with KS4 pupils. The relocation of MBA 16-19 provision to Northstowe Secondary College will enable MBA to retain the 130 2-16 children currently on roll.
- 2.8 An expansion of Highfields Littleport Academy area special school is being considered for completion 2024. The number of additional places is subject to a feasibility study. The school has recently been judged as 'Good' by Ofsted for its first inspection.

Medium to Long Term Capital Projects –

- 2.9 These projects are intended to meet future sufficiency demands.
- 2.10 There is commitment to a new build area special school in Fenland. An area of search centred on March Town and its hinterland has been commissioned to look for a potential site. This will serve to rectify the current geographical inequality of area special provision across the County. Officers are intending to submit a free school bid in the recently announced special school free school round. Whilst the bid progresses, officers will report back to the CYP committee on the feasibility study once a site and costings are identified. This will allow the committee to consider requesting further funding from the Strategy and Resources committee if the free school bid is unsuccessful.
- 2.11 A new 100-120 place area special school is being considered for Gamlingay, South Cambridgeshire, and is expected to open in 2025. This would include a specialist 10-20 place SEMH girls unit, which is currently not available elsewhere in the County.

Non-Capital Projects -

- 2.12 Projects under this heading are aimed at meeting the immediate demand for places.
- 2.13 Should projects under this heading meet agreed principles, work can take place without the need for further sign off. It is anticipated that this simplified governance approach will allow for speed, whilst not compromising the aims and values of the councils Joint SEND Strategy. It will also free up the time of the SEND Transformation Board, and local leaders

of SEND and commissioning services, to focus on projects where their input and sign off is required. The agreed principles are likely to include:

- The project has no added capital cost
- There are no legal issues that need to be resolved
- The project is in the best interests of the Local Authority
- The project will meet demand and thereby reduce the number of children awaiting appropriate placement.

2.14 Spring Common Area Special Academy is currently at capacity, but is exploring options to move some post-16 provision to satellite sites:

- The rental of 2 classrooms from the Huntingdon site of Cambridge Regional College (CRC) is being scoped. This would enable 10 post-16 students to move from the main Spring Common site to the Huntingdon CRC campus, both better supporting their preparation for adulthood and freeing up space for 10 who are awaiting placement in an area special school. In this scenario, the Council would spot purchase the additional 10 spaces, and that funding would in turn, pay for the room rental. There are likely to be costs associated with the connection of phone and internet provision, but it is thought that this will not be funded through capital.
- The Amber Centre, property owned by Cambridgeshire County Council (CCC) is another potential site for post-16 satellite provision, but the scope of work required to make it suitable is not currently known.

2.15 Following on from the work undertaken by Spring Common Academy to relocate post-16 provision, exploration of Granta Area Special School, Castle Area Special School and Meadowgate Special Academy implementing a similar satellite model is needed. This would be in conjunction with their local further education colleges for post-16 provision, CRC Cambridge site and College of West Anglia (Milton site and Wisbech site). This work has not commenced.

2.16 It is imperative that communication and engagement with parents/carers/children around changes to post-16 provision are approached sensitively, to ensure their continued confidence in the system's ability to meet needs. Engaging with the Preparing for Adulthood (PFA) Lead and the PFA Steering group will support this. The steering group includes user voice organisations, such as Pinpoint (parent/carers) and VoiceAbility (young people).

2.17 A proposal has been put forward by Meridian Academy Trust to create capacity at Martin Bacon Academy (20 places) through the addition of an appropriate provision at Swavesey Village College. The addition would be designed to be a stepping-stone between current special school placement and mainstream school placement. This would be accommodated in an existing building which requires renovation but has its own front door, safe arrival route and playing area.

2.18 Area Special School satellite provision is intended to offer additional SEND places in local mainstream schools with capacity. The following satellites are being considered:

- Orchard Primary School, 14 places, expected 2023
- Chesterton Community College, 10-20 places for Post-16, expected 2022

Independent Special Education Provision (ISEP) -

- 2.19 ISEPs are private sector schools which meet higher level needs, and from whom CCC commission places as needed. The commissioning team are in discussions with several providers of ISEP who are looking to locate in the area. Many of these have expertise in ASD, which at present is better served within Cambridgeshire than other needs, although there remain children requiring placement for ASD. There is immediate need for SEMH provision and Area Special School places.
- 2.20 In terms of strengthening the current provision, the commissioning team are currently re-negotiating block purchasing arrangements with Gretton School (ASD) and have negotiated with a new ISEP provision - Aurora Fairview in St Ives (SEMH). This school is due to open in September 2022. The LA have negotiated an 11% discounted rate for all new students at the school. There are currently 21 young people requiring an ISEP for SEMH needs where the school could be suitable for meeting their needs. These places will be taken by those children who are currently awaiting specialist placement and who are both high need (i.e. their needs are unlikely to be met by a non-independent SEMH provision) and who are currently being provided high-cost alternatives, for example, tuition packages.
- 2.21 Work is taking place on the maintenance of the Council's ISEP Provider Risk Tool (PRT) which records all OFSTED visits, safeguarding concerns and internal and external monitoring visits this informs us of the progress our young people make and helps us identify where the gaps are locally.

Annual Place Planning -

- 2.22 The appointment of a 0-25 Education Officer for SEND Place Planning and significant improvements in data capture and analysis mean that future place planning for children and young people with SEND can be more focussed; based on EHCP demand forecast, need type and provision type alongside more general information such as population data and housing growth. It will be a more predictable process and, though not an exact science, better suited to ensuring long term sufficiency of SEND school places.
- 2.23 Forecasts for recent years are being tested against actual data and initial results indicate an under-estimation of SEND placement need using existing methodology. An amended methodology is being developed which will consider both local data, and national SEND percentage of population data to produce a more robust prediction of need. This forecast of need will be presented as a range which will better enable flexible place planning to meet future demand. This revised forecast is likely to be available late summer/early autumn 2022.
- 2.24 As well as knowing the predicted rate of SEND by area and by type, it is also important to consider types of provision available and which provision type is likely to meet need. When considering inclusivity, localism, and budget management, it makes sense for children to be supported in the lowest level support setting that is able to meet their needs. It is therefore anticipated that mainstream schools will meet the needs of the greatest number of children with SEND, followed by ERBs, area special schools, independent/out of area special schools, and finally one-to-one tuition packages. Data does not currently explicitly support analysis of this type, but as it evolves, it is hoped that officers will be better able to predict level of need, as well and type of need, and parental preference patterns.

- 2.25 Forward planning for SEND sufficiency is considered in the context of the SEND Review Green Paper, 'Right Support, Right Place, Right time'. This details inclusivity within mainstream education as being key to meeting future sufficiency demands. To address this, officers recommend amending the standard specification of new build primary schools to include an additional SEND space of 55m² (equivalent space to a key stage 2 classroom) per up to 2FE, as standard. It is anticipated that this additional space will allow for mainstream schools to better meet the needs of children with SEND thereby ensuring children whose needs can be met by mainstream schools remain in mainstream schools. There will also be a commitment to prioritising inclusion when developing the Schedule of Accommodation for new build secondary schools.
- 2.26 It is proposed that the inclusion of the additional 55m² SEND space per up to 2 FE in all new build mainstream primary schools becomes standard. This approach:
- aligns with the principles of the SEND review Green Paper presented to this committee in a report on 17th May 2022).
 - is anticipated that it will improve the ability of mainstream schools to address the needs of children with SEND thereby reducing the need for placement in special schools; and
 - is expected to have medium to long term positive impact upon financial stability within the High Needs Block (refer to (b) above).
- 2.27 Schools with the additional SEND space will be required to monitor and review its use to build a picture of the impact of this investment. This is an innovative approach for which evidence will be gathered over time to inform future investment decisions.

Commissioning review / re-design of provision -

- 2.28 Early place planning indications suggest that the proposed programme will provide adequate Special School places to meet increasing demand over the next 5 – 10 years. There is likely to be however, more need for ERBs across the authority. ERBs, where they can be delivered in a cost effective way utilising existing capacity in a school, will likely provide better value for money, and more importantly provide better local outcomes for children and young people compared to high cost, lengthy transport across the authority.
- 2.29 Historically ERBs have been set up on an individual, bespoke basis. Whilst it is acknowledged that this has created excellent provision with good outcomes for children, there is inconsistency in cost. See Appendix B for a list of current ERB provision.
- 2.30 Work is ongoing to create a banding system which will dictate the level of funding received by an ERB. This is aimed at achieving consistency of provision, though each ERB may still specialise in a particular type of SEND. When a banding system is in place, it is envisaged that SEND services would create a specification which the commissioning team would work with.

Financial considerations and principles

2.31 Capital Costs -

- 2.32 A number of potential schemes have been identified following expressions of interest from individual schools and academy trusts (Appendix A). The potential sites have also

included parts of the schools estate where officers have identified spare capacity and buildings within the corporate estate that are currently surplus and individual services have an opportunity to make a business case for an alternative use.

- 2.33 Where physical/capital works will be required feasibility studies have been commissioned on each site to establish the development potential and capital costs. These are expected to be completed by early August 2022. Completion by this date will enable proposals to be made about which schemes to take forward as part of the annual review of the Council's five-year business plan (capital).
- 2.34 The CYP Committee will consider the 2023/24 business plan at its meeting in October 2022. It is envisaged that the main changes to the Plan will be those arising from the identified need to create additional SEND capacity

SEND Provision in mainstream schools -

- 2.35 Based on recent order of cost estimates a room of 55m² would cost approximately £285K, as at quarter 2 2022. This is an estimate, and the cost could be more, or less dependent on the overall size of the new build. For example, due to economies of scale, site abnormalities and planning requirements.
- 2.36 Based upon the Council's five-year capital programme 8 new primary schools will be required. At the proposed ratio of 55m² SEND space for up to 2FE, at current prices, the capital cost of this proposal is estimated to be £2.85m. Alongside the identified positive outcomes of having dedicated SEND space, there is the possibility that placement breakdown will be avoided, and savings will be achieved through avoiding the resulting specialist placements, ISEP placements and costly tuition packages.
- 2.37 The Council would be required to fund additional SEND rooms primarily through capital borrowing, though this could be mitigated through use of future allocations of high needs block capital grant from the DfE, and through s106 developer contributions which the Council will be in a stronger position to negotiate (see 4.1).

2.38 Revenue Costs -

Dependent on the level of capital borrowing there will be revenue repayment costs the Council will be required to meet.

Ongoing revenue running costs will be variable dependent on the type of provision commissioned and the level of need of individual young people. Funding will be subject to the DfE's High Needs Funding Operation Guidance which requires the LA to commission places within High Needs Units, Special Schools and Further Education institutions. On this basis each project will need to be costed individually to quantify the ongoing revenue costs.

2.39 High Needs Block -

Any of the ongoing revenue costs to place young people in appropriate provision are met from the High Needs Block of the Dedicated Schools Grant (DSG). As reported to members previously, this funding stream is under significant pressure with current grant

funding not sufficient to meet existing commitments. As part of this work by creating and placing young people in more appropriate local provision, it is hoped to avoid some of the more costly alternatives.

Schools Forum approved a 0.5% / £2.1m revenue block transfer from the Schools Block to support the wider SEND Transformation programme of which circa £1m has been identified to support the creation of new provision.

2.40 Funding sources -

2.41 Cambridgeshire has received a DfE capital grant allocation for SEND places of £6.7m in 2022/23 and £7.8m in 2023/24.

2.42 There may be an opportunity to bid for additional SEND Capital grant funding from the DfE through the Safety Valve scheme. Officers need to be sure at this point that the above list of schemes will not only provide for the identified increased capacity required in the short term but also for any further growth in the system over the next 5 years.

SEND Transport

2.43 Officers are intending to undertake a review of SEND transport services and policy over the next 3 months and will report the outcome to Members at its meeting on 11 October 2022.

2.44 Transport for children with SEND to attend education provision which meets their assessed needs, is intrinsically linked to the wider work detailed above which focusses on increasing SEND capacity and provision across the County. With increased capacity there will be more special provision places available locally which will decrease the necessity for children to undertake lengthy journeys to access appropriate provision. Members are keen to see this achieved following their support of the motion at Full Council on 10 May *to consider changing the School Transport policy to add in different, more reasonable journey times for children with SEND when it receives an update report on SEND provision.* Members also fully supported a motion *to receive a report with the costs of transporting children with SEND to schools other than their local school.* This data will be delivered through the transport review.

2.45 It must be borne in mind that parental preference may mean that some families are happy for their children to travel to more distant/less local special school placements which takes their child's journey over the guide travel times.

2.46 Currently the Social Education Transport Team (SETT) operates more than 400 routes to special provision within Cambridgeshire and, where necessary, beyond its borders. A number of SEND specific transport workstreams across a 3-year programme, have been established focusing on realising efficiencies and associated savings, including review and re-tendering of routes serving the County's special schools over the next 3 years to include particular focus on reviewing and reducing single occupancy taxis (currently more than 100 such routes). Three schools will be reviewed in year 1, and five each in years 2 and 3.

- 2.47 A commitment to the principles of the SEND transport workstreams which also includes a pre-requisite that placement decisions will, in future, consider the transport implications (journey costs and journey times), and to embed this principle in the transport policy would establish a sustainable approach to realising the outcome of reasonable journey times which the Motion sets out to achieve.
- 2.48 Alongside the work already being undertaken to review current routes, the consideration of reducing the number of SEND routes and the distances travelled is an essential element of the planning of future SEND places.
- 2.49 Officers propose that lead transport officers deliver a training session to Committee Members prior to the October 11 meeting to explain more fully the context and operational issues around SEND transport.

Timeline

- 2.50 Following Director and Assistant Director sign-off of the proposed Capital Programme for SEND, it is suggested to take forward the programme of works through the usual governance processes for all education capital projects.
- 2.51 The programme has also been brought to the SEND Transformation Board for acknowledgment and agreement. Schools and Trusts will be written to confirming their inclusion/exclusion from the proposed programme going forward.
- 2.52 Where there is currently not a feasibility report in place it is proposed that the current secured £2.5 capital funding within the current programme be used to commission feasibilities to enable firm costs to be sought by the beginning of August 2022.
- 2.53 The proposed programme has been taken to Capital Programme Board in June and will be presented to CYP Committee in October for sign off once the final list of proposed schemes is confirmed following feasibility studies. The final proposed programme will then go to Strategy and Resource Committee in the Autumn for approval.

3. Alignment with corporate priorities

3.1 Communities at the heart of everything we do

The above proposal aims for systemic inclusivity; A graduated approach, where mainstream schools are enabled through additional space and outreach support; where children with SEND are educated at the level of provision which can meet their need, thereby enabling local community integration for children with SEND and their parents/carers.

3.2 A good quality of life for everyone

This corporate priority is explicit throughout the report as it relates to providing appropriate and inclusive education placements for children with SEND to support them to learn, thrive and achieve.

3.3 Helping our children learn, develop and live life to the full

Appropriate educational provision is key to securing optimal outcomes for all children, as well as supporting their wellbeing and playing an important role in safeguarding them.

3.4 Cambridgeshire: a well-connected, safe, clean, green environment

Placement in appropriate local educational provision minimises the necessity for long school journeys

3.5 Protecting and caring for those who need us

Supporting children with SEND to attend local mainstream settings enables delivery of targeted support at neighbourhood level in line with our Strong Families, Strong Communities partnership early help strategy.

4. Significant Implications

4.1 Resource Implications

Section 3 above sets out details of these implications

In addition, in the autumn spending review the government announced £2.6 billion of capital funding for new school places for children with SEND over the next 3 years. The Council has already received £6,777,547 for 2022/23 and £7,834,487 for 2023/24. There may also be additional capital made available for those local authorities who are being supported by the DfE to address deficits on their high needs block spending, but officers are yet to see any detail on how that may happen. The Council would obviously hope to receive an amount appropriate to its assessed level of need which would allow the Council to reduce any impact this proposal may have on borrowing.

Once adopted as policy, the Council will be in a stronger position to negotiate a level of developer contributions towards the capital cost of SEND provision where the provision of a new school is to directly mitigate the impact of a new housing development(s). This is most likely to apply to the new schools in the later years of the 5-year capital programme where these section 106 are yet to be concluded. It will not be possible to apply this policy retrospectively to existing agreements. Successful negotiation of SEND contributions also has the potential to reduce any borrowing implication arising from this proposal.

4.2 Procurement/Contractual/Council Contract Procedure Rules Implications

Any new places developed will be commissioned in the usual way.

- New places will be allocated according to need
- Each provider will be issued with a contract that outlines the expectations of the LA and the setting.
- A clear entry and exit process will be put into place for each setting
- A process of monitoring and reviewing the provision will be put into place

- Funding will form part of the contract to be discussed with Finance colleagues

Any capital works required to secure special provision places will be undertaken through the Council's design and build contractor framework (schemes above £1m) or the minor works contractor framework (below £1M).

The Design and Build contractor framework was recently re-tendered in accordance with the Council's procurement rules and successful contractors awarded a place on the framework in December 2021.

4.3 Statutory, Legal and Risk Implications

The following bullet points summarise the key risks if we do not meet the requirements for SEND -

- Reputational damage to the Council
- Adverse Office for Standards in Education (Ofsted) judgements
- Complaints from parents/carers and other stakeholders
- SEND Tribunal finding against the LA
- Complaints to the Local Government Ombudsman (LGO) and the LGO finding against the LA
- Judicial Reviews
- Unfavourable media coverage
- Further demand on High Needs funding Block

The proposals in this paper seek to mitigate these risks.

4.4 Equality and Diversity Implications

The Council is committed to ensuring that children with SEND are able to attend their local mainstream school where possible, with only those with the most complex and challenging needs requiring places at specialist provision.

4.5 Engagement and Communications Implications

All new school projects, whether initiated by the Council or via the central DfE process, are subject to a statutory process which includes public consultation requirements.

4.6 Localism and Local Member Involvement

Officers will ensure that local Members are aware of any proposals in their local area.

4.7 Public Health Implications

New schools will have an impact on the Public Health commissioned services such as school nursing, vision screening, National Childhood Measurement Programme, school-based immunisation programmes.

New special schools will also increase demand on Clinical Commissioning Group (CCG) commissioned services for children with EHCPs and the CCGs should be informed about

new special schools, or satellites of these opening, so that the required arrangements can be made to meet the health needs of these children.

4.8 Environment and Climate Change Implications on Priority Areas

4.8.1 Implication 1: Energy efficient, low carbon buildings.

Neutral Status

New infrastructure will be delivered in line with current Council policy and targets for energy efficient and low carbon buildings. The buildings will be more energy efficient but the construction process itself has embedded carbon within building materials. On balance, this is a neutral status.

4.8.2 Implication 2: Low carbon transport.

Negative Status:

Wherever possible children attending specialist provision travel sustainably in shared minibuses or taxis to minimise additional vehicles/journeys, but the commissioning of new provision will have associated new journeys. Lower carbon transport options will be used where possible.

4.8.3 Implication 3: Green spaces, peatland, afforestation, habitats and land management.

Neutral Status:

The planning applications for new schools include landscape designs and will be in line with planning policy to create some green space. Any trees removed and replanted as part of site clearance will be addressed through the planning application process and will be in line with current policy.

4.8.4 Implication 4: Waste Management and Tackling Plastic Pollution.

Negative Status:

The construction process will generate some unavoidable waste; however, this will be minimised as far as possible and robust waste management strategies implemented throughout the construction process. Waste generated by new schools/specialist provisions will be subject to normal recycling facilities being provided on site. Other services operating from the school, e.g. early years provision by a third party, will adhere to policies on recycling.

4.8.5 Implication 5: Water use, availability, and management:

Neutral Status:

The planning application for any new school or temporary accommodation at existing schools will be submitted in line with planning policy. The statutory consultees include the Council's Floods team.

4.8.6 Implication 6: Air Pollution.

Neutral Status:

The planning application for any new school, permanent expansions for or temporary accommodation will be submitted in line with planning policy. Air pollution will be addressed as part of this process.

4.8.7 Implication 7: Resilience of our services and infrastructure and supporting vulnerable people to cope with climate change.

Neutral Status:

Any new school proposal is designed to deliver education provision in the local community but will also facilitate sport and community activities through the school's letting policy. The services provided are not specific to climate change, however, local provision makes access easier. On balance, the impact on this implication is neutral.

Have the resource implications been cleared by Finance? Yes

Name of Financial Officer: Martin Wade

Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by the Head of Procurement? Yes

Name of Officer: Clare Ellis

Has the impact on statutory, legal and risk implications been cleared by the Council's Monitoring Officer or LGSS Law? Yes

Name of Legal Officer: Fiona McMillan

Have the equality and diversity implications been cleared by your Service Contact?

Yes

Name of Officer: Jonathan Lewis

Have any engagement and communication implications been cleared by Communications?

Yes

Name of Officer: Matthew Hall

Have any localism and Local Member involvement issues been cleared by your Service Contact? Yes

Name of Officer: Jonathan Lewis

Have any Public Health implications been cleared by Public Health?

Yes

Name of Officer: Raj Lakshman under direction of Kate Parker

If a Key decision, have any Environment and Climate Change implications been cleared by the Climate Change Officer?

Yes

Name of Officer: Emily Bolton

5. Source documents guidance

5.1 Source documents

- a) SEND Review: Right Support, Right Place, Right Time; Government Consultation on the SEND and Alternative Provision System in England; March 2022
- b) CYP Committee Paper, 17th May 2022: Response to the Government's SEND Review Green Paper and Update on SEND Provision and Placements
- c) County Council's Business Plan 2022/23
- d) CYP paper, 1st March 2022: Meeting demand for Children with Special Educational Needs and/ or Disability (SEND)

5.2 Location

- a) [SEND Review: Right Support, Right Place, Right Time](#)
- b) [Response to Government's SEND Review Green Paper and Update on SEND provision and Placements](#)
- c) [Strategy and Resources Committee Meeting documents 27.01.2022](#)
- d) [Meeting Demand for Children with Special Educational Needs and/or Disabilities \(SEND\)](#)

Appendix A

SEND Awaiting Placements Capital Programme 2022 – 2025

Area Special Schools

Scheme	Description	Number of Places	Delivery Date
Meadowgate	An extension to the existing academy in <u>Fenland</u>	60	2024/25
New Special School in March	Site search is being commissioned to seek a site for a new school in <u>Fenland</u>	150	2026
Gamlingay first school site	The delivery of a new Area Special School in <u>South Cambs</u>	100-120	2025
Martin Bacon Academy a) Expansion of Northstowe to include 16-19 MBA satellite provision b) MBA stepping stone (Swavesey Village College)	a). Expansion of Northstowe to include 16-19 MBA satellite provision which enables existing MBA site to officially retain 130 pupils up to key stage 4 (original MBA build was for 110 pupils with an additional 20 places for pupils aged 16-19). b) Area special school – stepping stone. Design and Technology block to be converted at Swavesey .	a) 20 b) 20	a) 2024 b) 2024
Highfields a) Littleport Academy b) Ely Academy	Expansion of existing Area Special School in <u>East Cambs</u>	a) 50 b) 10	a) 2024 b) 2024

Area Special School Satellites

Scheme	Description	Number of Places	Delivery Date
Orchard Primary School	Area Special School Satellite provision	14	2023
Chesterton Community College	Area Special School Post 16 Satellite provision	10- 20	September 2022
Cambridge Regional College (Huntingdon base)	Area Special School Post 16 Satellite provision	10	September 2022

Amber Centre (Spring Common)	Area Special School satellite provision	To be determined following assessment of the Amber Centre	2025
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Enhanced Resource Bases

Scheme	Description	Number of Places	Delivery Date
The Grove Primary School	SEMH ERB Yr 1 – 3 cohort	10	2023
Spaldwick Primary School	SEMH ERB	20	2024
Linton Village College	Caretakers House to be refurbished as an SEMH ERB	TBC following feasibility	2024
Kingsfield Primary School	SEMH/ERB primary	14	2023
Wintringham Primary School	SEMH/ERB primary	14	2023

Appendix B

List of current ERB provision in Cambridgeshire

School	Need type	Age range
Gamlingay Primary School	Autism Spectrum Disorder	Primary
Colville Primary School Speech and Language Centre	Speech and Language Difficulties	Primary
Comberton Village College	Autism Spectrum Disorder	Secondary
Cottenham Village College	Hearing Impaired	Secondary
Ernulf Academy	Autism spectrum disorder	Secondary
Impington Village College	Complex needs	Post 16
Impington Village College	Complex needs	Secondary
Mayfield Primary School	Hearing Impairment	Primary
Melbourn Village College	Autism Spectrum Disorder	Secondary
Sir Harry Smith Community College	Learning Difficulties	Secondary
Spring Meadows Infant Assessment Unit	Learning Difficulties	Infant (4-7)
St Peters School	Autism Spectrum Disorder	Secondary
Thomas Clarkson (Cooper Centre)	Learning Difficulties	Secondary
Trumpington Village College	Autism Spectrum Disorder	Secondary
Witchford Village College	Autism Spectrum Disorder	Secondary