

Public Document Pack



NOTICE OF MEETING

Meeting	Executive Member for Education and Skills Decision Day
Date and Time	Wednesday, 13th January, 2021 at 2.00 pm
Place	Virtual Teams Meeting - Microsoft Teams
Enquiries to	members.services@hants.gov.uk

John Coughlan CBE
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting is being held remotely and will be recorded and broadcast live via the County Council's website.

AGENDA

DEPUTATIONS

To receive any deputations notified under Standing Order 12.

KEY DECISIONS (NON-EXEMPT/NON-CONFIDENTIAL)

None

NON KEY DECISIONS (NON-EXEMPT/NON-CONFIDENTIAL)

1. **ATTAINMENT OF CHILDREN AND YOUNG PEOPLE IN HAMPSHIRE SCHOOLS 2020** (Pages 3 - 10)

To receive a report from the Director of Children's Services, providing an update on the attainment of children and young people in Hampshire schools in 2020.

2. **ENLARGEMENT OF SAMUEL CODY SPECIALIST SPORTS COLLEGE & ICKNIELD SCHOOL** (Pages 11 - 24)

To consider a report of the Director of Children's Services seeking approval to publish statutory public notices in relation to the enlargement of Samuel Cody Specialist Sports College and Icknield School.

KEY DECISIONS (EXEMPT/CONFIDENTIAL)

None

NON KEY DECISIONS (EXEMPT/CONFIDENTIAL)

None

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to observe the public sessions of the meeting via the webcast.

HAMPSHIRE COUNTY COUNCIL

Report

Decision Maker	Executive Member for Education & Skills
Date:	13 January 2021
Title:	Attainment of Children and Young People in Hampshire Schools 2020
Report From:	Director of Children's Services

Contact name: David Hardcastle, County Education Manager (Secondary)

Tel: 0370 779 6795

Email: david.hardcastle@hants.gov.uk

Purpose of this Report

- 1 The purpose of this report is to provide the Executive Member with information about attainment outcomes in 2020 in Hampshire and how the Covid-19 pandemic affected the process used to allocate grades to students so that they could successfully transition to the next phase of their education.

Recommendation

- 2 That the contents of this report are noted by the Executive Member for Education and Skills.

Executive Summary

- 3 This report explores the issues that arose due to the cancellation of formal testing arrangements within schools due to the Covid-19 pandemic. It sets out the history of DfE decision making which led to students receiving grades based upon teacher assessment and an algorithm created to predict grades from historic performance. It analyses the issues that arise from adopting these methodologies. Finally, it examines whether students living in circumstances of relative disadvantage were negatively affected by the process used compared to their peers.

Contextual information

- 4 In March 2020, the Prime Minister announced that schools would close and that both the Key Stage 2 (KS2) tests and GCSE public examinations would be cancelled. Ofqual was tasked with developing a process that would enable individual pupils to receive grades for the subjects that they had studied to enable access to their next stage of education or training.

- 5 As the purpose of this process lay with supporting individual pupils with their 'next steps', the Department for Education (DfE) announced that there would be no national reporting of finalised Key Stage 4 (KS4) results at a school or local authority level. No steps were taken to replace the KS2 national tests.
- 6 Consequently, it is not possible to report on the attainment of pupils across the Hampshire school system to the same degree as has been the case in previous years. This report instead explains some of the issues related to awarding grades this year and draws some conclusions about issues worthy of note.

The Ofqual Process (the 'algorithm')

- 7 Following the cancellation of the GCSE public examinations, Ofqual was tasked with devising a process that would enable GCSE grades to be accurately and reliably assigned to pupils through a process that whilst fair, would be appropriately rigorous.
- 8 At that time, concerns were expressed about solely relying on teacher assessed grades. Ofqual quoted research that indicated significant discrepancies between teacher assessed grades and those awarded through examinations. It is perceived to be easier to maintain a level of reliability across a team of examination markers than it is to ensure it across the large number of teachers across the country.
- 9 Ofqual proposed a process that made use of pupils' KS2 performance along with teacher assessments in an attempt to bring greater reliability and accuracy. The thinking was that by using the historical patterns in the progress that pupils make from their starting points along with teacher assessment, grades could be assigned in a way that meant that similar proportions of pupils would receive similar grades in 2020 as in the past given their starting points, thus maintaining reliability.
- 10 Pupils' attainment on entry (AoE) data (i.e., their average KS2 level in mathematics and reading) for entire cohorts in schools has been used successfully for a number of years now to predict the headline performance of schools on the basis of historical patterns of performance. This fed the thinking that it would be possible to determine the distribution of grades in subjects nationally.
- 11 However, AoE data is less successful at predicting the final grades of individual pupils in individual subjects. The table below shows the range of grades in a range of subjects that pupils who entered secondary schools nationally at level 4B (i.e. the then KS2 national expectation) achieved in 2019.

12 So, 20% of the 4B pupils who entered art and design achieved a grade 3, 22% a grade 4, 21% a grade 5 etc.

%4B pupils attaining each grade	GCSE grade									
	U	1	2	3	4	5	6	7	8	9
Art and Design	0	3	9	20	22	21	15	6	3	1
English Literature	2	4	10	22	25	21	11	4	1	0
English Language	1	2	8	30	26	20	9	2	1	0
Mathematics	1	5	13	25	34	16	4	1	0	0
French	1	5	17	35	19	15	4	2	1	0
History	5	12	19	24	16	12	8	4	1	0
Geography	2	8	20	30	18	12	6	2	1	0

13 This data exemplifies the challenge in using AoE data to assign grades in specific subjects to specific pupils. In subjects such as French, the most likely grade that level 4B pupils would be awarded across a wide range, was grade 3. In art and design, level 4B pupils were awarded grades across a similar range. However, the figures show that they had the same chance of achieving a grade 3, 4 or 5.

14 Ofqual proposed to use a combination of the teacher assessed grades, the overall ranking of the pupils in the subject in each school based on teachers' knowledge and the AoE data to determine a grade for each pupil. Ofqual's view was that none of these single data sources would produce reliable pupil level grades on their own but this could be achieved through a combination of them.

Centre Assessed Grades (CAG)

15 Schools were tasked with using the information they had about the standard of pupils' on-going work to determine a grade for each pupil in each of the subjects that they sat. Schools were explicitly told that they should not require pupils to sit tests or exams or complete any other work during lockdown to feed into this process. Grades were to be assigned on the basis of the work completed to date. This presented a number of challenges, particularly in situations where pupils might not have produced significant volumes of written work and in subjects in which the new GCSE grading process had only recently been introduced.

16 Through the period of lockdown, the local authority worked with schools to support them in developing processes that would produce the most reliable centre assessed grades based on the evidence that was available. Concern was expressed nationally that disadvantaged pupils might be further disadvantaged by this process. In our work with schools, particular note was given to help schools address any ‘unconscious bias’ that might creep in. Unconscious bias is the term given to making intuitive judgements that affect our attitudes and behaviours towards other people.

Outcomes

17 Shortly ahead of the publication of pupils’ individual results, the DfE announced that the grades would be based upon the higher of the CAG or the algorithm grade. Anecdotal information shows that a small number of pupils in Hampshire schools were awarded the algorithm grade rather than the CAG. There appears to have been no particular pattern concerning which pupils or subjects or schools in which this happened.

18 Schools have reported their attainment 8 figures to the local authority for all pupils and for disadvantaged pupils for 2020. This was done to provide clarity on the performance of disadvantaged pupils given the concerns that had been expressed nationally.

19 A8 is a measure of the average grade pupils achieve across a group of 8 subjects. Again, this is not a qualification but is designed to enable the government, and parents looking at school league tables, to measure and compare school performance. There is a complexity to it as only certain combinations of subjects are eligible. Pupils must study an English qualification, mathematics, three EBacc subjects and have three other qualifying subjects.

20 The table below sets out the figures against those for last year

	A8 (2020)	A8 (2019)
All pupils	51.5	48.5
Disadvantaged pupils	40.5	35.9

21 The 2020 figures cannot be compared directly to those for 2019 as the assessment methods are different. Furthermore, the 2020 figures are school reported rather than from the national dataset. As there is no official national dataset for 2020, we cannot compare the figures against the rest of the country.

- 22 However, it is legitimate to compare the difference in A8 for all pupils between 2020 and 2019 with the difference in the A8 for disadvantaged pupils between 2020 and 2019. Comparing these two differences helps us understand whether disadvantaged pupils have, or have not, been disadvantaged further this year.
- 23 Whilst the performance of disadvantaged pupils still lags behind that of all pupils, the gap has closed. The difference between years for all pupils is 3.0, whereas the difference for disadvantaged pupils is 4.6. Whilst there might have been fears that disadvantaged pupils might 'lose out' nationally because of the process, this has not been the case in Hampshire
- 24 With pupils being awarded higher grades this year, it is conceivable that they might now be following more demanding courses post-16 than might have been the case in previous years. There are concerns that there might be a higher level of pupils 'dropping out' from post-16 courses this year in part due to this, but also as a result of the lack of formal education since March. For example, there is anecdotal evidence that pupils who are following a modern foreign language at A level have found this first term more challenging than similar pupils have previously due to the lack of practice they have had in speaking the language over a significant time frame. However, the data at this stage does not indicate pupils are "dropping out" from courses. However, we will continue to monitor closely the figures for pupils who are 'Not in Education, Employment or Training' (NEET) for this cohort over the coming two years and address any concerns that might be raised as a result of them.
- 25 Finally, in our work with schools through the annual visit programme, we have been discussing the lessons learned from the 2020 GCSE series and helping schools to plan ahead of the 2021 examinations. In particular, we have worked with schools to ensure they have a larger portfolio of evidence to assess attainment across the different subject areas. Additionally, we have advised schools to undertake mock examinations early so that the results of those are available to inform any assessments that might need to take place. It is also worth noting that we have increased the number of subject network meetings with school based subject specialists to share the latest advice being promulgated by the examination boards and to share best practice between schools.

Performance

26 There is no national data that can be used to judge GCSE performance this year. The process used to derive grades means that comparisons with previous years are not valid.

Consultation and Equalities

27 N/A

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

Other Significant Links

Links to previous Member decisions:	
<u>Title</u> N/A	<u>Date</u>
Direct links to specific legislation or Government Directives	
<u>Title</u> N/A	<u>Date</u>

Section 100 D - Local Government Act 1972 - background documents	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>
None	

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

This report sets out the national decision making process regarding the awarding of grades to enable children to transition to their next phase of education. It reports to members on the information that has been reported by schools to the Local Authority. There are no changes to policy proposed and therefore the report will not require an Equalities Impact Assessment.

HAMPSHIRE COUNTY COUNCIL

Decision Report

Decision Maker:	Executive Member for Education and Skills
Date:	13 January 2021
Title:	Enlargement of Samuel Cody Specialist Sports College and Icknield School
Report From:	Director of Children's Services

Contact name: Bernadette Dawes, Inclusion Commissioning Manager

Tel: 01962 845023

Email: bernadette.dawes@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to provide feedback on two public consultations and seek approval to publish statutory public notices in relation to the proposed expansions of Samuel Cody Specialist Sports College, Farnborough and Icknield School, Andover.

Recommendations

2. That the Executive Member for Education and Skills approves the publication of two statutory Public Notices under Section 19 (1) of the Education and Inspections Act 2006:
 - **To expand and change the designation of Samuel Cody Specialist Sports College, Farnborough with effect from 1 September 2022**
 - **To expand Icknield School, Andover with effect from 1 September 2022**

Executive Summary

3. Hampshire County Council has a statutory duty to provide school places for all children including those who have special educational needs and/or a disability. The County Council is committed to further developing successful provision to meet this demand within the Special Education Needs and Disability (SEND) sector.
4. The proposed additional SEND provision outlined within this report will help manage some of the school place pressures generated by the increase in the number of Education, Health and Care Plans (EHCPs) maintained by the

Local Authority. Since 2015-16 the number of pupils in Hampshire with EHCPs has increased from 5,558 to 10,384 in November 2020 (an increase of 87%) with approximately 35% of pupils with an EHCP in a specialist placement. This has resulted in a corresponding pressure for places in special schools and resourced provision. The County Council is committed to further developing successful provision or creating new provision where possible to meet demand for places. Currently, there is a need to provide support for pupils across most areas of SEND but in particular for pupils with social, emotional and mental health needs (SEMH), where there has been a 131% increase from 2015/16 – 2019/20.

5. The lack of sufficient provision within Hampshire Schools has resulted in increased placements within the independent and non-maintained sector (INMSS). The proposals contained within this report aim to build on the good quality Hampshire school provision and meet the needs of children and young people within their settings. This will reduce the Local Authority's dependence upon independent and non-maintained provision (INMSS) and will aim to keep pupils as close to their home community as possible.

Samuel Cody Specialist Sports College, Farnborough

6. Samuel Cody Specialist Sports College is a Moderate Learning Disabilities (MLD) and Autism Spectrum Disorder (ASD) designated school with an Agreed Pupil Number (APN) of 205. Due to the urgent need to provide additional specialist provision for SEMH pupils, it is proposed to consult on the expansion of Samuel Cody Specialist Sports College from 205 to 295 places and change of designation to include SEMH. To achieve this, it is proposed to establish a specialist 90-place co-educational facility on the eastern part of the school site for SEMH pupils aged 10-16 years.
7. The SEMH facility would be separate from the existing MLD/ASD provision and operate under the management of the College but as an independent facility on the site. There will also be a separate area for drop off and pick up. It is proposed that the governance be through the existing Samuel Cody Governing Body.
8. Approval was given at Children's Services Decision Day on 11 November 2020 to go to public consultation on the expansion and change of designation of Samuel Cody Specialist Sports College.

Icknield School, Andover

9. Icknield School, Andover is a school for pupils aged 5-19 with Severe Learning Difficulties (SLD). A scheme has been developed to significantly improve and remodel the internal spaces and provide a small extension to provide 10 additional places taking Icknield School from 78 to 88 places.
10. Approval was given at Children's Services Decision Day on 11 November 2020 to go to public consultation on the expansion of Icknield School.

Consultations

11. Formal consultations took place between 13 November and the 24 December 2020 for Samuel Cody Specialist Sports College and between 13 November and the 11 December 2020 for Icknield School.

Letters with details of the proposals were sent to the following stakeholders. Feedback was invited by email and letter and meetings with officers offered if requested:

- Parents of children attending the schools
- Headteachers, school staff and Governing Body of the schools
- Headteachers and Chairs of Governors of neighbouring schools
- Borough, district and parish Councils – Local Councillors
- Trade union representatives
- Local Dioceses
- Local MPs
- HCC Elected Members
- Residents of the immediate areas
- Other relevant community stakeholders

Copies of the consultation letters are attached under appendix 1.

12. The proposals were also included on the Hampshire County Council's consultation website:

<https://www.hants.gov.uk/aboutthecouncil/haveyoursay/consultations>

Consultation Responses Received – Samuel Cody Specialist Sports College

13. Ten comments have been received about the proposed expansion and change of designation of Samuel Cody Specialist Sport College. This included five local headteachers and three local residents who wrote in support of the proposed provision. Two responses received were supportive of the new provision but expressed concern over increased local traffic and the vehicular access to the school site by parents at the beginning and end of the school day.
14. Property Services and Highways colleagues continue to review the design and layout of the new provision and have taken into account the number of cars, taxis and minibuses likely to arrive at peak periods. It is also proposed that the new SEMH provision will have a slightly different timetable, staggered start/end times compared to the main site of the school which will help ease the traffic flow.

Consultation Responses Received – Icknield School

15. One response was received about the proposed works and expansion of Icknield School. Whilst generally positive about the expansion, the local

resident expressed concerns about provision of additional staff parking due to the current practice of using the local roads for parking.

16. The proposed small expansion of the school will require an additional 3 staff and these can be accommodated within the current staff car park, through the marking of bays (currently no bays are marked). This car park is leased from Test Valley Borough Council and no further parking is proposed to be added.

Conclusions

17. In considering all the responses received, the County Council believes that the enlargement and change of designation of Samuel Cody Specialist Sports College and the enlargement of Icknield School as detailed above are necessary in order to meet the County Council's statutory duty for children with SEND, and that the comments received did not represent sufficient concern to prevent proceeding to the publication of statutory public notices.
18. Approval is sought to publish statutory public notices on both proposals and enter a formal consultation period of 4 weeks from 15 January 2021. These notices will be displayed at the schools, circulated to relevant stakeholders and published on the Council's Public Notice Portal. A further report following the closure of the consultation periods will be brought to a future Decision Day.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	Yes
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

Other Significant Links

Links to previous Member decisions:		
<u>Title</u>	<u>Reference</u>	<u>Date</u>
Children's Services Capital Programme update		11 November 2020
Direct links to specific legislation or Government Directives		
<u>Title</u>	<u>Date</u>	

Section 100 D - Local Government Act 1972 - background documents	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>
None	

EQUALITIES IMPACT ASSESSMENT:

- Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

- Equalities Impact Assessment:

Equality and diversity objectives will be considered on an individual project basis by conducting Equality Impact Assessments and are not considered at this stage or within this report.



*Children's Services Department
Elizabeth II Court North,
Winchester
Hampshire SO23 8UG*

Telephone 0300 555 1384
Fax 01962 842355
Textphone 0845 603 5625

Consultees

<i>Enquiries to</i>	Claire Campling	<i>My reference</i>	Samuel Cody SEMH
<i>Direct Line</i>		<i>Your reference</i>	
<i>Date</i>	12 November 2020	<i>E-mail</i>	strategicplanningunit@hants.gov.uk

Dear Consultee,

Proposal to increase the capacity and alter the designation of Samuel Cody Specialist Sports College, Farnborough – Consultation

I am writing to invite your views in respect of Hampshire County Council's proposal to increase the capacity of Samuel Cody Specialist Sports College, Farnborough and to alter its designation.

Samuel Cody Specialist Sports College is currently a 205 place special school for 4-16 year old pupils with Moderate Learning Disabilities (MLD) and Autism Spectrum Disorder (ASD)

The County Council is proposing to increase the capacity of the school by adding a new unit catering for 90 pupils aged 10-16 years with social, emotional and mental health (SEMH) needs. This will, if approved, give a final overall capacity of 295 places at Samuel Cody Specialist Sports College and its designation as a special school catering for pupils with MLD, ASD & SEMH needs. The new unit is planned to open in phases from September 2022.

Samuel Cody Specialist Sports College is successfully meeting the needs of MLD & ASD children and has the site available and leadership expertise to expand to encompass catering for pupils with a range of social, emotional and mental health difficulties in a safe and secure environment.

To accommodate the increased number of places, it is proposed that the existing surplus area to the east of the Samuel Cody Specialist Sports College campus is

Director of Children's Services
Steve Crocker OBE



used to house a new two storey teaching accommodation block, all required external facilities and independent drop off, pick up and parking facilities. The proposed works will include all required accommodation and an appropriate learning environment for the 90-place SEMH Unit. There will be no shared facilities with the MLD/ASD provision.

Reason for proposal

Hampshire County Council is committed to expanding successful provision where possible to meet demand. There is an increased and growing need to provide support for pupils with social, emotional and mental health difficulties in this area of the county. This proposal will provide much needed specialist educational accommodation to meet current and future demand.

Where a Local Authority proposes to permanently enlarge a special school's capacity by 10% or more it must follow a procedure set out by the Department for Education. This information and some Frequently Asked Questions are available on the following website; <http://consultations.hants.gov.uk/active.aspx>

The Consultation

The purpose of this consultation is to seek the view of all stakeholders on the principle of increasing the school capacity to meet the demand for additional special school places in the north of Hampshire.

The consultation and decision-making process is outlined below:

- This initial consultation will run from the 13 November to the 24 December 2020.
- A report outlining the consultation responses received will then be taken to the Elected Member for Children's Services Decision Day in January 2021 to decide if the proposal should continue to the formal statutory consultation stage.
- If approved, a statutory Public Notice would be published in February 2021, setting out Hampshire County Council's intent to increase the capacity of the school and to add to its designation. This is a four week period in which any representations can be made to the local authority.
- A final report would then be taken to the Elected Member for Children's Services Decision Day in March 2021 who will decide whether or not to proceed with the proposal.

Further Information

Due to Covid-19 restrictions and ensuring public safety, unfortunately we are unable to hold a public drop-in event at the school. However please send in your views and queries by email to strategicplanningunit@hants.gov.uk

If you would like to speak to an Officer then please make that request by email, briefly outlining your query so we can arrange a mutually convenient time for you to speak to an appropriate officer, either via conference call or telephone.

A website has also been set up with the details of the consultation which includes some 'Frequently Asked Questions' that may address any queries you have. To access this website please follow the link below:

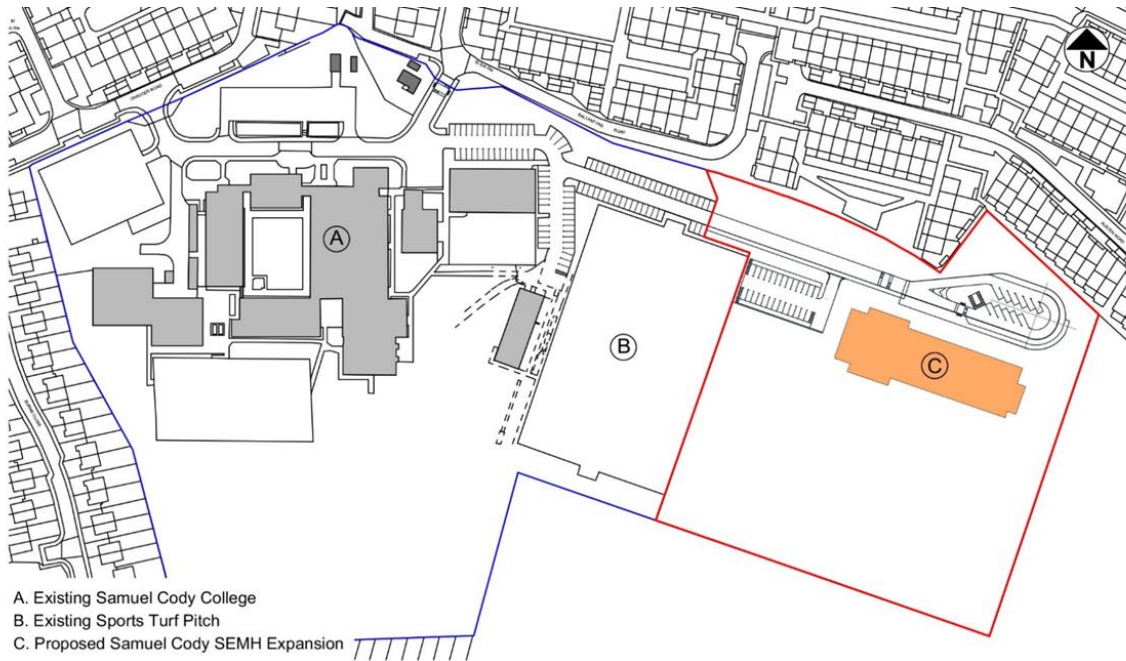
<http://consultations.hants.gov.uk/active.aspx>

If you are unable to email or visit the above website and wish to make a comment then please write to Claire Campling, SEN Service Manager, Children's Services Department, EII Court North, Winchester, Hampshire SO23 8UG by 24 December 2020.

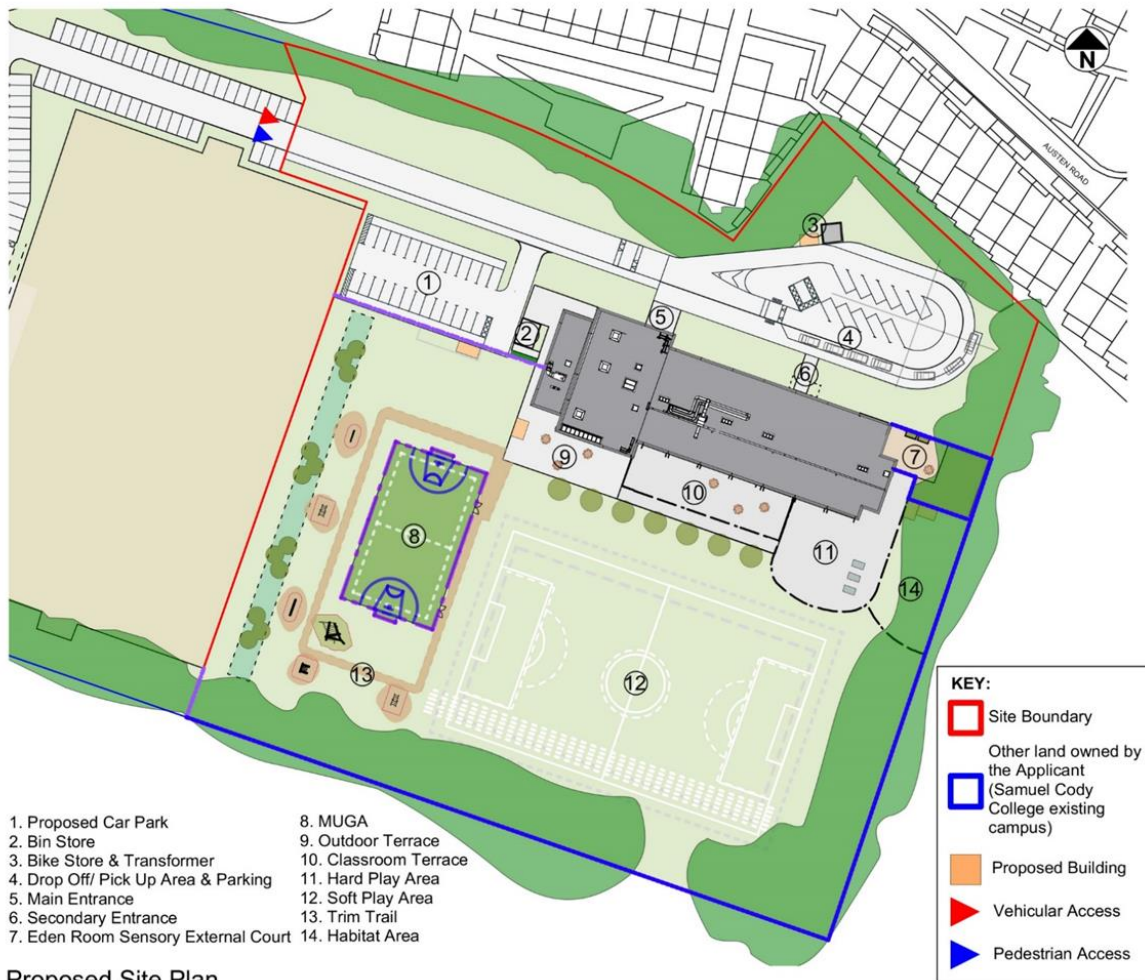
Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Claire Campling', with a stylized flourish at the end.

Claire Campling
SEN Service Manager
Children's Services Department



Location Plan



Proposed Site Plan

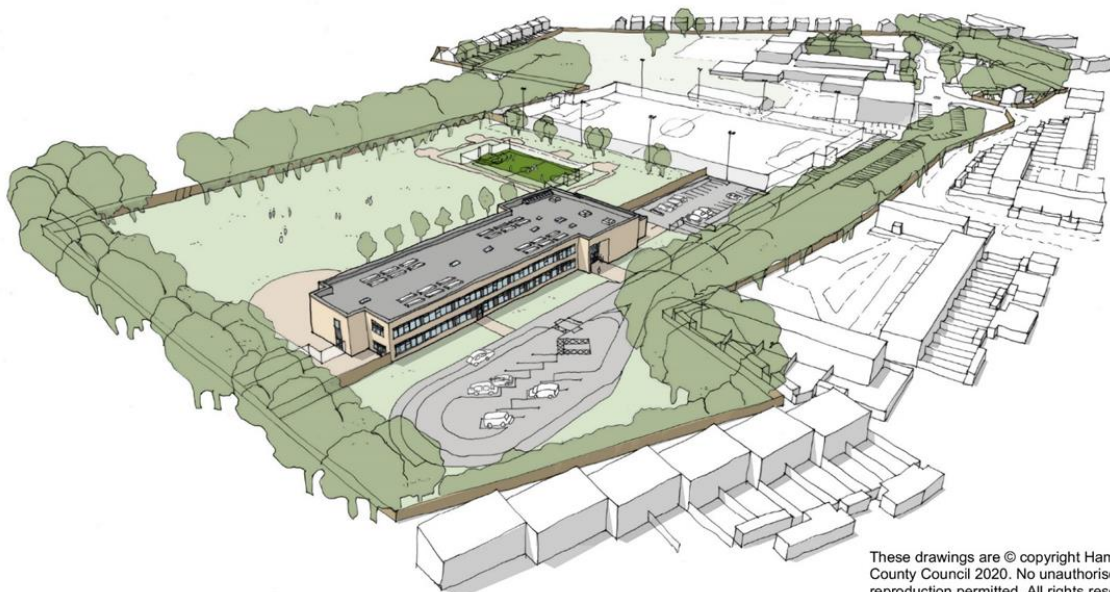


Proposed Ground Floor Plan



Proposed First Floor Plan

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> Teaching - New Build Non-Teaching - New Build Circulation | <ul style="list-style-type: none"> 15. Plant Room 16. Kitchen 17. Main Hall 18. Dining Hall 19. Reception & Admin 20. Staff Room | <ul style="list-style-type: none"> 21. General Teaching Classroom 22. Food Technology Classroom (Primary) 23. Eden Room 24. DT Workshop 25. Science Classroom 26. Art Classroom 27. Food Technology Classroom (Secondary) |
|---|--|--|



Proposed Site Massing

These drawings are © copyright Hampshire County Council 2020. No unauthorised reproduction permitted. All rights reserved. No dimensions are to be scaled from these drawings.

Children's Services Department
Elizabeth II Court North,
Winchester
Hampshire SO23 8UG

Telephone 01962 841841
Textphone 0845 603 5625

Consultee

Enquiries to Christine Jones

My reference

Direct Line 03707 795312

Your reference

Date 13 November 2020

E-mail strategicplanningunit@hants.gov.uk

Dear Consultee,

Proposal to increase the capacity of Icknield School, Andover – Consultation

I am writing to invite your views in respect of Hampshire County Council's proposal to increase the capacity of Icknield School.

Icknield School is a 78 place special school catering for 3-19 year old pupils with Severe Learning Difficulties, (SLD), Profound and Multiple Learning Difficulties (PMLD) and other complex needs. The school is successfully meeting the needs of children with a range of difficulties in a safe and secure environment.

The County Council is proposing to undertake remodelling and refurbishment works, including a small expansion - these works will allow the school to increase the capacity on the main site by up to additional 10 places from September 2022. The works will provide additional internal teaching accommodation to enable more children to attend the school and also improve the overall internal and external learning environment for all pupils. This will give a final overall capacity of 88 places at Icknield School.

Reason for proposal

Hampshire County Council is committed to expanding successful provision where possible to meet demand. Currently there is an increased need to provide support for pupils with complex needs in this area of the county. This proposal will provide much needed specialist educational capacity to meet this increased demand.

Where a Local Authority proposes to permanently enlarge a special school's capacity by 10% or more it must follow a procedure set out by the Department for Education. This information and some Frequently Asked Questions are available on the following website: <http://consultations.hants.gov.uk/active.aspx>

Director of Children's Services
Steve Crocker OBE

The Consultation

The purpose of this consultation is to seek the view of all stakeholders on the principle of increasing the school capacity to meet the demand for additional special school places in the Test Valley area.

The consultation and decision-making process is outlined below:

- This initial consultation will run from the 13 November to 11 December 2020.
- A report outlining the consultation responses received will then be taken to the Elected Member for Children's Services Decision Day in January 2021 to decide if the proposal should continue to the formal statutory consultation stage.
- If approved, a statutory Public Notice would be published in February 2021, setting out Hampshire County Council's intent to increase the capacity of the school and to add to its designation. This is a four week period in which any representations can be made to the local authority.
- A final report would then be taken to Elected Member for Children's Services Decision Day in March 2021 who will decide whether or not to proceed with the proposal.

Further Information


Due to Covid-19 restrictions and ensuring public safety, unfortunately we are unable to hold a public drop-in event at the school. However please send in your views and queries by email to strategicplanningunit@hants.gov.uk.

If you would like to speak to an Officer then please make that request by email, briefly outlining your query so we can arrange a mutually convenient time for you to speak to an appropriate officer, either via conference call or telephone.

A website has also been set up with the details of the consultation which includes some 'Frequently Asked Questions' that may address any queries you have. To access this website please go to the online address below: <http://consultations.hants.gov.uk/active.aspx>

If you are unable to email or visit the above website and wish to make a comment then please write to Christine Jones, SEN Service Manager, Children's Services Department, E11 Court North, Winchester, Hampshire SO23 8UG by **11 December 2020**.

Yours sincerely,



Christine Jones
SEN Service Manager
Children's Services Department

Please see below the current indicative layout of the refurbishment and extension.

