

# HAMPSHIRE COUNTY COUNCIL

## Report

<b>Decision Maker:</b>	Executive Member for Education
<b>Date:</b>	14 May 2024
<b>Title:</b>	Additional Specialist Provision - Hollywater School
<b>Report From:</b>	Director of Children's Services

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### Purpose of this Report

1. The purpose of this report is:
  - To request approval to consult on the expansion of Hollywater School, Bordon, to provide an additional 20 places for children and young people with Severe Learning Difficulties (SLD) from September 2025.
  - To request approval to consult on the expansion of Heathfield Special School, Fareham, to provide up to 20 places for children and young people with Moderate Learning Difficulties (MLD) and SLD in phases from September 2024.
  - To request approval to consult on adding SLD to the specialist designation of Saxon Wood Special School, Basingstoke.

### Recommendation(s)

2. That approval to consult is given on the following:
  - The expansion of Hollywater School, Bordon by an additional 20 places for children and young people with SLD.
  - The expansion of Heathfield Special School, Fareham by up to an additional 20 places for children and young people with MLD and SLD.
  - Adding MLD and SLD to the specialist designation of Saxon Wood Special School, Basingstoke.
3. A report is brought back to a future Executive Member for Education Decision Day following the statutory consultation periods for approval for the proposed expansions of Hollywater School, Bordon and Heathfield School, Fareham, and the statutory consultation periods for approval for adding the extra specialist designations to Saxon Wood School.

## Executive Summary

4. 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.
5. “Leaders and practitioners are highly ambitious for all children and young people with SEND in Hampshire to succeed” (Ofsted CQC (Care Quality Commission) 2020 <https://reports.ofsted.gov.uk/provider/44/80472>).
6. 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. As of January 2024, the number of maintained EHCPs was 16,065. By 2030-31, Hampshire is forecast to have c28,000 pupils who will have an EHCP if unmitigated.
7. Demand has resulted in a corresponding pressure for places in special schools and resourced provisions. The County Council is committed to further developing successful provision or creating new provision, where possible, to meet the demand for places.
8. The lack of sufficient provision within Hampshire schools has led to an increase in placements within the independent and non-maintained sector (INMSS). The proposals contained within this report aim to build on good quality Hampshire school provision and meet the needs of children and young people within their local area. 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.
9. All Local Authorities have a duty to promote sustainable and active travel to school. Hampshire is made up of diverse urban and rural communities, creating longer travel times for already vulnerable children. However, having closer local provision minimises school transport costs and its use.

## Contextual information

### Expansion of Hollywater School, Bordon

10. Hollywater School is rated as a good school by Ofsted ([Hollywater School - Inspection Report](#)). The school caters for pupils aged 4 to 19 years. It provides specialist support for pupils who have profound and multiple learning disabilities (PMLD), SLD, MLD, and social and communication needs (SLCN), including ASC (appendix 1). All pupils attending the school have an Education Health and Care Plan (EHCP).

11. The proposal is to install a two-classroom modular building to provide accommodation for the Post-16 pupils. This will create additional accommodation in the main school for additional pupils aged 4 to 16 years. Some minor works may be required to these spaces. A covered link to the new Post-16 building is also proposed.
12. The additional accommodation in the main school will meet the needs of up to 20 additional primary aged pupils with SLD and increase the schools agreed pupil number from 143 to 163 from September 2025.

#### Expansion of Heathfield Special School, Fareham

13. Heathfield Special School is rated as a good school by Ofsted ([Heathfield Special School - Inspection Report](#)). The school caters for primary pupils with MLD/SLD. All pupils have an EHC plan. The school is part of the federation of Heathfield and St Francis Schools. St Francis School is an all-through special school situated on the same site. The schools share a governing body.
14. The proposal is to refurbish two classrooms, make improvements to adjacent areas and relocate the teachers' planning spaces. This will provide accommodation to meet the needs of up to 20 additional primary aged pupils with SLD and increase the schools agreed pupil number from 170 to 190 from September 2024 – the additional pupils will be admitted in phases.

#### Adding Specialist Designations

15. By adding the extra specialist designations to Saxon Wood School, for our more complex of learners, good quality school places can be provided quickly where they are needed. Although places may not be increased by adding the specialist designation, the breadth of provision is greater.

#### **Finance**

16. Creating additional specialist places in Hampshire schools has both revenue and capital finance implications. Revenue funding is provided through the Dedicated Schools Grant, with funding coming from the Childrens Service Capital Programme - High Needs Block and the Schools Block.
17. From a revenue perspective, it is more cost effective to educate within a community special school than in the independent non maintained sector (INMSS) as the table below indicates:

Type of provision	Average revenue cost per place (March 2024)
Community Special School	£19,766
Resourced Provision (RP)	£17,117
Independent and non-maintained special school place (INMSS)	£61,200

## Savings Model

18. Funding from the High Needs Block is calculated by the government using a national funding formula, which includes population and proxy factors of need, based on children living in Hampshire and a basic entitlement factor.

19. The annual revenue cost of the proposed additional places has been calculated based on the average funding rates for the schools that are expanding:

Name of school	Number of new places being created	Place Funding per place	TPG/ TPECG/ HNAF per place	Average top up per pupil place*	Estimated Revenue Cost
Hollywater School	20	£10,000	£1,166	£11,041	£444,140
Heathfield School	20	£10,000	£1,076	£11,041	£442,340
<b>TOTALS</b>	<b>40</b>				<b>£886,480</b>

\*Funding replacing the previous Teacher's Pay and Teacher's Pension Employer Contribution Grants which is funded per place, plus the High Needs Additional Funding from 2023/24, also funded per place.

\*\*estimated under the new top-up framework for special schools using an average of step 3 compared to funding of other Hampshire maintained SLD schools

20. The total revenue cost of £886,480 for the special school places compares to an estimated £2,448m for the same number of places in independent and non-maintained special schools using the average cost of a SEN only funded day placement. This equates to approximately £1.56m of cost avoidance on the High Needs Block.

21. Capital Costs – the following amounts will be included in the Childrens Services Capital Programme Report going to Executive Lead Member for Children's Services Decision Day in June.

Hollywater School – £800,000

Heathfield Special School – £93,000

## School Transport

22. Additional cost avoidance or savings would also be made on School Transport with pupils attending more local provision. It is not possible to quantify these precisely as the exact figures depend on the students' addresses and these are not yet known. However, **assuming that students are likely to live relatively locally** to the schools in these proposals the estimated School Transport costs are likely to decrease overall. This is because the most likely destination independent and non-maintained special schools are further away. Estimates for each proposal are given below:

### Hollywater School

23. The most likely destination independent and non-maintained special schools that would be able to meet need are some distance away from Hollywater. These are Napier School (14 miles) and Fernways (24 miles). Assuming that the students are local to Hollywater, the estimated cost avoidance of transporting the proposed 20 students to Hollywater and not the INMSS schools would be between £171,000 and £361,000.

### Heathfield School

24. The most likely destination independent and non-maintained special schools that would be able to meet need is Light Years, which is only 1.4 miles from Heathfield. Any savings would therefore be relatively marginal, and would fall within the range of uncertainty due to the not knowing the students' addresses at this stage.

### Saxonwood

25. There is no proposal to increase capacity at this school, but to add Specialist Designations. The likely independent and non-maintained special schools that would be able to meet need are Haywards Farm School, Priors Court, Tadley Court and The Loddon School. These are between 4 and 21 miles from either Saxonwood. If students are local to Saxonwood, the potential transport savings if they attended those schools and not the above INMSS schools could be in the region of £15,200 per student per annum for the longest journeys, which are those to Priors Court. For those INMSS schools that are closer (Tadley Court and Loddon) any transport savings would be marginal.

## **Consultation and Equalities**

26. A four-week statutory consultation period will be undertaken if the proposal to expand Hollywater and Heathfield Schools is approved.
27. A four-week statutory consultation will be undertaken if the proposal to add to the specialist designation of Saxon Wood Special School is

approved.

28. An Equality Impact Assessment (EIA) will be undertaken if the proposal is agreed. A later report will detail any likely equalities impacts of consulting.

### **Climate Change Impact Assessment**

29. The climate change tools were not applicable on the grounds that this decision relates to an early-stage request to consult. This is an informational report only requesting an approval to consult; therefore, it does not require a climate change assessment.

### **Conclusion**

30. The proposals contained within this report aim to build on established good quality Hampshire specialist provision and meet the needs of children and young people within their local 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 the home community as possible and in mainstream environments.

31. Approval is therefore sought to consult on:

- The expansion of Hollywater School, Bordon.
- The expansion of Heathfield Special School, Fareham.
- Adding MLD and SLD to the specialist designation of Saxon Wood Special School, Basingstoke

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

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

**Section 100 D - Local Government Act 1972 - background documents**

**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.)**

## **EQUALITIES IMPACT ASSESSMENT:**

This section will be completed once approval to consult has been given. This is because the projects aren't in place where the tool can be applied as yet.

### **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 regarding 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 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:**

See above.



## **Appendix 1 - SEN Abbreviations**

[SEN Code Abbreviations and What They Mean \(insidegovernment.co.uk\)](http://insidegovernment.co.uk)

ASC = Autism Spectrum Condition

HI = Hearing Impaired now called Hearing Loss

MED= Medical

MLD = Moderate Learning Difficulties (we have MLD resource provisions and Schools, but these pupils are catered for well in mainstream)

PD= Physical Disability

PMLD = Profound and Multiple Learning Disability

SEMH = Social, Emotional and Mental Health

SLCN = Speech, Language & Communication Needs

SLD = Severe Learning Difficulties (could be ambulant or not)

VI= Visually Impaired

**DfE have categorised needs into four areas.**

### **1. Communication and Interaction**

This includes:

Speech, language and communication needs (SLCN). Children and young people with SLCN have difficulty in communicating with others, this may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Autistic Spectrum Condition (ASC), including Asperger's Syndrome and Autism.

### **2. Social, Emotional and Mental Health Difficulties (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **3. Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and multiple learning difficulties (PMLD), where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **4. Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- Visual impairment (VI),
- Hearing impairment (HI)
- Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties)
- Physical disability (PD)