

01 December 2011

Name of Cabinet Member:

Cabinet Member (Education) – Councillor Kelly

Director Approving Submission of the report:

Director of Children, Learning and Young People

Ward(s) affected:

All wards

Title: Report on the Outcome of the Consultation on the Proposal that Corley Centre changes from Day and Residential Special School to Day Special School

Is this a key decision?

No

Executive Summary:

This report presents the outcome of the public consultation on the proposal to change the designation of Corley School from Day and Residential Special School to Day Special School. The consultation period ran for 7 weeks, from 3 October 2011 to 20 November 2011 inclusive.

The Corley Centre is a special school that is designated as a school catering for 72 secondary aged students with complex social and communication difficulties – principally students with Autistic Spectrum Disorder (ASD). It has included residential education provision for a number of years, dating back to the time when it was an 'open air' school for students suffering from respiratory health problems. Over the years, the residential education provision has been gradually reduced but the school budget still includes funding for 27 residential places. It is currently the only school in Coventry with residential education provision.

The educational grounds for making residential provision are based on the identification of special educational needs that require a 24 hour curriculum. This identification is carried out through evidence-based assessment (either through the statutory assessment process or as part of the annual review) and written into a Statement of Special Educational Needs. Currently there are no students at the school for whom this is the case. The only use made of the residential education facility is for social and independence training involving overnight stays for some of the students. In the 2010/11 school year this involved 19 students with 15 of them staying for one night per week, with a maximum of 8 residential places being used in any one night.

The residential provision carries high overall fixed costs and with the low utilisation the unit cost is high. The high overall cost results in a disproportionate level of funding being directed towards this provision at a time when there are significant pressures in other areas of funding for children and young people with SEN & disability.

From 2010 to 2011 a review of special school funding was carried out to address the funding issues emerging through the implementation of the Local Authority's SEN and Inclusion Strategy. The review has highlighted differential levels of funding across the special school sector.

In line with the recommendation of the funding review, to provide a more equitable distribution of financial resource across all the special schools in the City, a public consultation has been undertaken on the proposal that the designation of the Corley Centre is changed from day and residential to day secondary special school. If the proposal were to be accepted then it would be implemented in summer 2012.

For eligible young people the Children's Disability Team (CDT) offers a range of short breaks through which social and independence skills can be furthered developed. The CDT is committed to working with parents/carers and their children to ensure that the short breaks address the needs of the children and families. Eligible students at Corley can access this provision.

There have been 100 responses to the public consultation. Of those respondents representing bodies 80% supported the proposal. Of those responding as individuals 83% did not support the proposal. Overall 17 respondents supported the proposal, 77 respondents did not support the proposal and 6 respondents were undecided, or gave a comment only. All 13 responding head teachers supported the proposal. 42 of the 45 responding parents, carers, grandparents did not support the proposal. The governors of Corley School do not support the proposal. The majority of those not supporting the proposal were parents/carers or members of the public. More detail is provided in section 3.6 of this report. Also, a petition against the proposal was received in response to this consultation. Further information is given in section 3.15 of this report.

To progress the proposal Cabinet Member approval is required for the Local Authority to publish a Statutory Notice proposing that Corley Centre changes from Day/Residential Special School to Day Special School. The representations received during the 6 week representation period would be included in a report to Cabinet and Cabinet requested to decide the statutory notice.

Recommendations:

1. Approval to publish a Statutory Notice proposing that Corley Centre changes from Day/Residential Special School to Day Special School with effect from 1 September 2012.

List of Appendices included:

- Appendix 1: Consultation document on the Proposal that Corley Centre changes from Day/Residential Special School to Day Special School
- Appendix 2: Minutes of Public Meetings
- Appendix 3: Equality Impact Assessment (EIA)
- Appendix 4: Application of the SEN Improvement Test to the Proposed Re-designation of Corley Centre
- Appendix 5: Summary of Comments

Other useful background papers:

The Cabinet Member Report of the 21 September is available to view on <http://cmis.coventry.gov.uk/CMISWebPublic/Binary.ashx?Document=19757>

Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals), A Guide for Local Authorities and Governing Bodies
<http://media.education.gov.uk/assets/files/doc/o/making%20changes%20to%20maintained%20schools%20%20%20guidance.doc>

Legislation

The Education and Inspections Act 2006 (EIA 2006)

The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007

The School Organisation and Governance (Amendment) (England) Regulations 2007

The School Organisation and Governance (Amendment) (England) Regulations 2009

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: Report on the outcome of the consultation on the Proposal that Corley Centre changes from Day/Residential Special School to Day Special School and a request to progress the proposal

1. Context

- 1.1 The Corley Centre is located in Church Lane, Corley. It is currently designated as a day and residential special school for 72 secondary aged students with complex social and communication needs - principally for children and young people diagnosed as having Autistic Spectrum Disorder (ASD).
- 1.2 The residential provision dates from the time when the school was an 'open air' school for children with respiratory health difficulties. The school then became a school for children with moderate learning difficulties (MLD) and the size of the residential provision was reduced to its current 27 places. In September 2007 Corley Centre admitted its first intake of students with ASD. The final MLD Year group left in July 2011 and from September 2011 the school has provided solely for students with ASD. The development of Corley for students with ASD is part of the Local Authority's SEN and Inclusion Strategy to ensure a continuum of provision in the City.
- 1.3 The educational grounds for making residential provision are based on the identification of special educational needs that require a 24 hour curriculum. This identification is carried out through evidence-based assessment (either through the statutory assessment process or as part of the annual review) and written into a Statement of Special Educational Needs.
- 1.4 There have been no Corley Centre students formally assessed as requiring residential educational provision since 2006/2007 and none are anticipated in the future. The school has continued to use the residential facilities and funding to provide social and independence training. The residential facilities are typically used for a maximum of 8 students at any one time, usually staying for one night per week during term time. In the 2010/11 school year this involved 19 students with 15 of them staying for one night per week.
- 1.5 Changing the designation of the Corley Centre from day/residential to day secondary special school would provide support for the implementation of the Local Authority's SEN and Inclusion Strategy to the benefit of children and young people with special educational needs across the City.
- 1.6 It was agreed by the Cabinet Member for Education, in September 2011, to progress to formal consultation on the change of designation. The public consultation period ran for 7 weeks, from 3 October 2011 to 20 November 2011 inclusive. The end date of the consultation was changed from the 13 to the 20 November to extend the opportunity for parents/carers, governors and other stakeholders to respond. The results are presented in Paragraph 3 of the report.

2. Options considered and recommended proposal

- 2.1 Option 1 is to change the designation of Corley School from Day/Residential Special School to Day Special School. The reasons for option 1 are given below.
- 2.2 For all students who meet the eligibility criteria short breaks are available through the Children's Disability Team (CDT). The short breaks include activity sessions of two or three hours and overnight stays where this is believed to be appropriate. Social and

independence training is built into most of these activities. Students at Corley are potentially able to access residential provision through both CDT and residential provision at Corley. There is therefore an issue of equity and equality of opportunity because residential provision at Corley is not available to any other children and young people attending other special schools or with similar needs across the City. Students at Corley don't necessarily have a higher level need for residential provision than other Coventry children and young people with SEN and disability.

- 2.3 If the proposal is approved then, as with all other Coventry special schools, there would be an expectation that Corley will continue to run a programme of social and independence training as part of its core curriculum offer. Where the CDT was also involved in providing activities to further develop social and independence skills then these would complement that provision.
- 2.4 The funding for Corley Centre's residential educational provision is based on 27 places and this amounted to approximately £384,000 in 2010/11. The actual use of the budget is no longer in line with its original purpose as it is now used to provide social and independence training through a combination of extended day provision as well as the overnight accommodation.
- 2.5 Changing the designation of the Corley Centre from day and residential to day secondary special school would release sufficient funding, to support the implementation of the SEN and Inclusion Strategy to the benefit of children and young people with special educational needs and Disability across the City.
- 2.6 There are clear equality of education and opportunity reasons for doing this and a strong value for money argument to support the case. Option 1 is the preferred option.
- 2.7 Option 2, the option of reducing, rather than removing, the capacity of the residential provision has been considered. This option is not considered viable because of the fixed costs of the residential provision that would still need to continue, significantly reducing the financial benefits.

3. Results of consultation undertaken

- 3.1 The consultation process followed guidelines, published by the Department of Education, School Organisation and Competitions Unit, in the document "Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals) A Guide for Local Authorities and Governing Bodies"
- 3.2 A formal, public consultation ran from Monday 3 October to Sunday 20 November, inclusive. This included meetings with:
 - Parents and carers of Corley students
 - Students of Corley Centre
 - Governors of Corley Centre
 - Staff of Corley Centre
 - Heads and governors from other special schools.

The minutes of these meetings can be seen in Appendix 2. A meeting had been arranged for head teachers, governors, staff, parents and students at mainstream schools, but there were no attendees. A summary of the comments made in response to the consultation, either online or written can be seen in Appendix 5.

- 3.3 A copy of the consultation document was sent out to,
- Governors and staff at Corley Centre,
 - Parents and carers of students at Corley Centre,
 - Trade Unions,
 - Local Members of Parliament,
 - Ward Councillors,
 - Neighbouring Local Authorities,
 - Coventry Church of England Diocesan Education Authority,
 - Catholic Archdiocese of Birmingham Diocesan Schools Commission
 - All other Coventry schools - primary, secondary and special,
 - Corley Parish Council,
 - Libraries.
- 3.4 A copy of the consultation document and on line response form was placed on the Coventry City Council web site.
- 3.5 Replies to the consultation could be sent in writing, by email or via the online survey on the Council web site.
- 3.6 Table of Results to the Consultation Survey

Respondent	Supporting	Not Supporting	Not Decided Or Comment Only	Totals
Representing Bodies				
Head Teachers	7			7
Governing Body	1			1
Corley Staff		1		1
SEN Service		1		1
Representing Bodies Sub Total	8	2	0	10

Individual				
Head Teachers	6			6
Chair of Governors/Governor	1	1	1	3
Member of Parliament			1	1
Students		4		4
Parents, carers, grandparents		42	3	45
Teachers		2		2
Other School Employee	1	3		4
Employee in SEN Service			1	1
Trade Union		1		1
Member of the Public	1	18		19
Other		4		4
Individuals Sub Total	9	75	6	90

Overall Total	17	77	6	100
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There were 100 respondents to the consultation survey with 6 undecided or giving a comment only, 17 supporting the proposal and 77 not supporting.

- 3.7 Of those respondents representing bodies 80% supported the proposal.

- 3.8 Of those responding as individuals 83% did not support the proposal.
- 3.9 All 13 responding head teachers supported the proposal.
- 3.10 42 of the 45 responding parents, carers, grandparents did not support the proposal.
- 3.11 The respondents supporting the proposal indicated that the re-designation would benefit pupils with SEN and Disability in all Coventry's special schools. Some expressed their concern that care should be taken with the Corley students during the transition from the current arrangements. Two responses supporting the proposal are given immediately below.

"The suggested change for re-designation of Corley to a secondary day special school would release funding to provide fairer access for special needs students across the city to residential provision where it is appropriate. In particular using the overnight short breaks where individual assessments of students and their families would indicate a particular need for this provision. I would wish to see the youngsters from Corley who currently access residential provision well supported during a transition period. Families of these students would also need maximal support to access alternative arrangements for overnight provision if appropriate"

"I think that it is appropriate to have strategic review of Special Needs education across the city from time to time. As we develop the broad spectrum provision, this strategic review should be ongoing, to ensure that resources are targeted based on children's educational needs. Due attention needs to be made on how continued support can be provided to the children and families that are currently supported by the Corley residential service. As overnight provision moves to Short Breaks, it is important that no-one falls into any gaps between the services, and the needs of the families and children are met, and they are supported through the proposed changes."

- 3.12 The respondents who were undecided on the proposal:
- Were concerned that Corley Centre should be included in any redistribution of the residential funding should the proposal be approved (Corley will be included if the proposal is approved).
 - Thought that other provision, such as that offered by Children's Disability Team (CDT) was not appropriate.
 - Thought that the possibility of offering a reduced residential service or making it available to other schools in and around Coventry should be considered.
 - Asked that a specialised, family centred ASD support group be created, particularly as numbers of children and young people with a diagnosis of ASD were rising.
- 3.13 Respondents who were against the proposal:
- Said that the residency is a unique, invaluable benefit to pupils and their families and that other provision, such as that offered by Children's Disability Team (CDT) is not appropriate.
 - Said that Corley pupils would not be eligible for CDT services (some already are).
 - Expressed the view that Corley pupils need routine and familiarity. This will not be given elsewhere.
 - Additional costs will be incurred by social services as pupils will not achieve independence.
- 3.14 Some parents expressed the view that the statutory statements of SEN are illegal as the requirement for residency, as assessed by staff at Corley School has been omitted. In a

written response the local authority made it clear that the statements of SEN do comply fully with national requirements.

- 3.15 In addition, a petition against the proposal was received in response to this consultation, containing 1,629 signatures. Five hundred of the signatories did not give a Coventry address, around 100 of these had unclear addresses and around 400 people lived outside of the City, including places such as Corley, Fillongley, Nuneaton, and Banbury. Under Coventry City Council's Petition Scheme, people who sign petitions should live, work or study in the City. In the timescales, it has not been possible to validate whether signatories who do not live in Coventry fulfil the criteria of working or studying in Coventry. However, the service which is the subject of this consultation and this petition, is located just outside the City boundary and it is possible some people using this service may not fit into the Petition Scheme criteria of living, working or studying in Coventry.
- 3.16 The Member of Parliament for the Corley area believed it was appropriate to give a comment only as his constituency lies outside the Coventry City Council boundary. The Member of Parliament suggested that Coventry City Council should assure stakeholders that funding that would be released if the proposal were to be approved would be ring fenced for use within children's disability services across the city. He also believed that parents needed to be reassured that the transition, from the Corley Centre to the Children's Disability Team, must take into consideration the needs of the individual students.
- 3.17 The public meetings for parents, students, carers, staff and governors echoed many of the points mentioned above in sections 3.12 to 3.14. Many students and parents recounted their own personal experience of the benefit that the residency had been. The minutes can be read in Appendix 2 of this report
- 3.18 The non- teaching staff at Corley were concerned about the type, suitability, availability and accessibility of the provision from CDT. They were also very concerned with the total impact on the school of the loss of the residential funding. They queried why the school assessment was not included in the statutory statements of SEN. They commented that some parents may have been misled regarding the Corley Centre prospectus.
- 3.19 The teaching staff at Corley had similar concerns to the non- teaching staff.
- 3.20 Students at Corley Centre were represented by student members of the Residential Council and School Council in a meeting specifically to hear the comments and questions from students.
- 3.21 The students asked a range of questions including: could the residency be made available to other years, other schools and other disabilities?; could it be supported by an Autism charity or funded by DLA?; why close the residency now and what benefit was this to Coventry City Council?. The students asked about what would happen if residency did stop: would other school activities also stop?; would there be help with the transition from Corley to CDT residency?; where would the alternative accommodation for residency be?.
- 3.22 Students said that the residency was beneficial and the benefits extended to many aspects of education as it acted as an incentive to students to attend school and do their work. They said that some students would not have chosen Corley as a school if residency had not been provided

4. Timetable for implementing this decision

- 4.1 If the Cabinet Member approves publishing the Statutory Notice proposal then this will be done in early December. There would be a 6 week representation period during which comments on the Statutory Notice proposal could be made.
- 4.2 The final decision on the proposal would be taken by Cabinet in February, taking into account the responses during the Statutory Notice representation period.
- 4.3 If Cabinet approves the proposal then the proposal would become effective on 1 September 2012

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

Corley Centre receives £384k revenue funding (stated at 2010/11 levels) for residential education. The use of this funding does not fully reflect its original purpose, as it is now used to provide a combination of extended day provision as well as some overnight accommodation.

As there have been no Corley Centre students formally assessed as requiring residential provision since 2006/2007 and none are anticipated in the future the resource allocated for residential education at Corley could be used to support children and young people with SEN and disability across the city especially at a time when there are significant pressures in other areas

Finance Officers are currently working with the school to ascertain the financial impact should the residential provision cease. Further work will need to be done to understand, quantify and confirm any residual costs which may remain on a short/medium term and on a long-term basis. Typically the residual costs will be in relation to premises maintenance, utilities, catering and the temporary safeguarding of staffing allowances (management and extraneous).

In 2011/12 the City Council has begun to implement a new funding formula for the special school sector, which reflects the SEN and Inclusion Strategy, and the move to broad spectrum special school provision. Delays in the building programme as a result of the cancellation of BSF has meant that the City Council will not be able to action the strategy as originally intended and as a result schools will not be able to move onto the new formula in the timescales planned. The resources used to fund the residential provision at Corley are part of the Dedicated Schools Grant (DSG) and therefore part of the ring-fenced education spend. It is intended to recommend to the Schools' Forum that the funding released by this change of designation is used to cover the temporary shortfall in the new formula until full implementation, and in the longer term to support mainstream schools where they include increased number of students with SEN. This enables us to implement the new strategy within the existing Special Sector resources as originally intended.

5.2 Legal implications

The Local Authority can publish statutory proposals in respect of community special schools in relation to the withdrawal of a boarding provision under The School Organisation (Prescribed Alterations to Maintained Schools) Regulations 2007. There are 5 statutory stages for a statutory proposal to make a prescribed alteration to a school: consultation which should be a minimum of 6 weeks; publication of the statutory proposal; representation which must be 6 weeks; deciding on the proposal which must be within 2

months; implementation which must be as specified in the published proposal subject to any agreed required modifications.

The public sector equality duty under section 149 of the Equalities Act 2010 came into force on 5th April 2011. Decision makers must have ongoing due regard to avoid discrimination and advance opportunity for anyone with the relevant protected characteristics which are disabilities, age, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. "Due regard" requires more than just an awareness of the equality duty. It requires rigorous analysis by the public authority, beyond broad options.

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives

This proposal is based on a commitment to ensure that the special school provision for children and young people with SEN is provided and is available equitably across the city. This, following the implementation of the SEN and Inclusion Strategy, would make a valuable contribution particularly to the aim of ensuring that children and young people are safe, achieve and make a positive contribution.

6.2 How is risk being managed?

Corley's budget would be reduced if the resource for residential provision was removed. The Centre occupies a large building and the residential budget currently contributes to the upkeep and running costs of the building. The special school funding review has included Corley in its proposals and has produced a funding formula to enable it to function effectively as a secondary day special school in the current building.

The loss of the residential budget would mean the loss of those posts directly linked to the residential provision, a loss of allowances for other posts which contribute to the extended provision and the reduction in hours for certain posts which work across the provision. This would require the close involvement and consultation with both Human Resources and the Trade Union officers.

6.3 What is the impact on the organisation?

The significant issues impacting on the City Council have been outlined in the previous section. Any human resources issues will be directly related to the school itself.

6.4 Equalities / EIA

The Department for Education, in the document "Planning and Developing Special Educational Provision: A Guide for Local Authorities and Other Proposers", notes that:

"Within the context of any review or reorganisation of SEN provision LAs should be endeavouring to ensure equity and fairness across the authority. LAs and other decision makers need to appreciate that making changes to historic patterns of provision can be difficult to achieve as they may lead to a perceived reduction in the range of type of provision in one school or locality whilst ideally contributing to a greater and more appropriate range of provision across the authority or region. It should also be recognised that maintaining unnecessary provision may lead to unreasonable public expenditure which does not represent value for money. Reorganisation can, of course, release funding which can be used to invest in more effective provision."

The equity and fairness of the proposed re-designation of Corley Centre has been carefully examined through both an SEN Improvement Test and an Equality Impact Assessment. These are provided in Appendices 3 and 4 respectively.

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

Potentially there are implications for the short breaks service in that more of the students and families may wish to make use of this service.

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Enquiries should be directed to the first of the above people.

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Other members				
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Legal: Elaine Atkins	Solicitor	Finance & legal	21.11.11	21.11.11
Human Resources: Neelesh Sutaria	HR Manager	HR	21.11.11	21.11.11
Director: Colin Green	Director	CLYP	21.11.11	21.11.11

This report is published on the council's website: www.coventry.gov.uk/councilmeetings

**Appendices
Appendix 1**

**Consultation on the Proposal that Corley Centre changes
from Day/Residential Special School to Day Special School**

3 October 2011 to 13 November 2011



Coventry City Council

www.coventry.gov.uk

Consultation on the Proposal that Corley Centre changes from Day/Residential Special School to Day Special School

1. Background

The Corley Centre is currently designated as a day and residential special school for 72 secondary aged students with complex social and communication needs - principally for children and young people diagnosed as having Autistic Spectrum Disorder (ASD).

The residential provision dates from the time when the school was an 'open air' school for children with respiratory health difficulties. The school then became a school for children with moderate learning difficulties (MLD) and the size of the residential provision was reduced to its current 27 places. In September 2007 Corley Centre admitted its first intake of students with ASD. The final MLD Year group left in July 2011 so from September 2011 the school provides solely for students with ASD in all year groups. The development of Corley for students with ASD is part of the Local Authority's Inclusion and SEN Strategy to ensure a continuum of provision in the City and to reduce dependency on out of City places.

The number of students formally assessed as requiring residential provision has significantly reduced because of the changed nature of the provision at the school and other developments of residential provision in the City. In 1999/2000 there were 12 residential students which reduced to zero by 2006/2007. The school has continued to use the facilities and funding to provide residential opportunities for a maximum of 8 students at any one time, usually for one night per week during term time.

2. What are the main reasons for this proposal?

- There are no students who require 24 hour provision, as identified through the statutory assessment process, and none are anticipated in the future. This is because of the shift in the needs of the children and young people attending Corley and the way in which residential provision is provided in the City. The use made of the residential facility is for social and independence training involving a small number of overnight stays for some Corley students. In the 2010/11 school year 19 students made use of the provision with 15 of them staying for one night per week during term time.
- Residential provision is now available through short breaks provided by the Children's Disability Team (CDT). Students not attending Corley are able to access residential provision through the central Short Breaks programme provided by the CDT, if they meet the eligibility criteria. Students at Corley are potentially able to access residential provision through both CDT and residential provision at Corley. This gives an issue of equity and equality of opportunity because residential provision at Corley is not available to any other children and young people attending other special schools or with similar needs across the City. Students at Corley don't necessarily have a higher level need for residential provision than other Coventry children and young people with SEN and disability.
- The residential provision carries high overall fixed costs of approximately £384K (2010/11). The high overall cost results in a disproportionate level of funding being directed towards this residential provision at a time when there are significant pressures in other areas of funding for children and young people with SEN and disability.

3. Use of the funding released if this proposal goes ahead

The proposed re-designation of Corley Centre would not result in a cut in the funding for special educational needs and disability in Coventry. The proposal is to move the funding released from ceasing the residential provision at Corley Centre to other special schools in the City. The final decision on the use of the funding released would be a matter for the Schools' Forum.

4. Social and independence training for the students of Corley

Corley Centre has been using some of the residential funding to provide social and independence training for students, which may involve overnight stays once or twice a week. Social and independence training is provided in all special schools in the City. If this re-designation were to go ahead then social and independence training would need to remain a feature of education for the students of Corley Centre, but it would not be provided through overnight stays at the Centre. Where overnight stays are required then these would be provided through the Short Breaks Service – subject to the eligibility criteria being met.

If the proposal is approved the City Council will be offering to meet with parents collectively and individually to ensure that adequate arrangements continue to be made for their child's social and independence training.

5. Arrangements for the statutory consultation

The City Council is now undertaking a period of statutory consultation on the proposal that the designation of Corley Centre is changed from Day and Residential Secondary Special School to Day Secondary Special School. The consultation period runs from 3 October 2011 to 13 November 2011 inclusive.

There are a number of different ways to take part in this consultation:

- Complete an online survey by following the link http://www.coventry.gov.uk/directory/12/current_consultations.
- Download an electronic copy of the questionnaire by following the link above. This can be completed and returned by email to emiley.berry@coventry.gov.uk or by post to Emiley Berry at the address below.
- Complete the questionnaire at the end of this document and return it to Emiley.
- Write to Emiley at the address below.

Children and Young People's Directorate
Coventry City Council
Civic Centre 1
Earl Street
Coventry
CV1 5RS

- To view frequently asked questions please follow the links from http://www.coventry.gov.uk/directory/12/current_consultations.

Should you wish to speak to someone regarding this consultation or submit anything in writing please contact Emiley Berry in the first instance.

Meetings for staff, governors, parents and carers of students from Corley Centre and other schools will be held as shown below.

- Meeting for residential care staff on Wednesday 12th October at 2.30pm at Corley Centre

- Meeting for teaching and support staff on Wednesday 12th October at 3.30pm at Corley Centre
- Meeting for parents/carers of Corley students on Wednesday 12th October at 7pm at Corley Centre
- Meeting for chairs of governors and head teachers of other special schools on Wednesday 19th October at 6pm at Elm Bank Training Centre, Mile Lane, Coventry
- Meeting for staff, governors and parents of other schools on Thursday 20th October at 7pm at Elm Bank Training Centre.

The meetings will be held to listen to comments and answer queries.

6. What happens Following Consultation

The consultation findings will be reported to Cabinet Member for Education in November. Cabinet Member will decide whether or not to publish a Statutory Notice to progress the proposal. If Cabinet Member decides to progress the proposal the Statutory Notice would be published in December and give 6 weeks for comments and objections to the proposal. Cabinet would be asked to decide the Statutory Notice in February, taking the comments and objections into account.

If the proposal is approved by Cabinet then the designation of the Corley Centre would be changed from day/residential to day secondary special school on 1 April 2012.

Progress of this proposal, following this consultation, can be viewed by following the link on http://www.coventry.gov.uk/directory/13/what_local_people_have_told_us

Consultation on the Proposed Change of Corley Centre from Day/Residential Special School to Day Special School

Please tell us your views by completing the short questionnaire below

Q1 In what capacity are you responding? Please tick as appropriate.

<input type="checkbox"/>	As an individual
<input type="checkbox"/>	On behalf of an organisation. <i>(Please go to question 3)</i>

Q2 If you are replying as an individual, do you live in Coventry? Please ring as appropriate?

Yes / No

Q3 What is the name of your organisation?

Name:

Q4 Which description best fits you as a respondent?

<input type="checkbox"/>	Head Teacher
<input type="checkbox"/>	Chair of Governors
<input type="checkbox"/>	Governor
<input type="checkbox"/>	Teacher
<input type="checkbox"/>	Other school employee
<input type="checkbox"/>	Other employee in a Special Educational Needs Service
<input type="checkbox"/>	Parent/Carer
<input type="checkbox"/>	Trade Union
<input type="checkbox"/>	Member of the Public
<input type="checkbox"/>	Other

Q5 If you ticked Other in Q4 please give details in the box below

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Q6 Please give the name of the school you are associated with, if any.

Q7 Please give the name of the Special Needs Organisation that you are associated with, if any.

Q8 Do you support the proposal to redesignate Corley Centre from day/residential to day secondary special school.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Not sure

Q9 Do you have any additional comments or queries?

Thank you for taking the time to complete this survey.

If you need this information in another format
or language please contact us.

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Appendix 2

Minutes of a Consultation Meeting convened by Governors for Parents and Students of Corley on the Proposed Corley Centre Change from Day/Residential to Day Special School

Venue: Corley Centre, 5 October 2011, 7:00 pm

Attendees:

Paul Barker, Chair of Governors
Corley Centre Governors
Parents/Carers of Corley students
Students
Dr Helen Bishton, Director of Corley Centre
Marian Simpson, Senior Officer, SEN Management Service
Roger Lickfold, Strategic Leader for SEND, Inclusion and Participation
Martin Bonathan, External Advisor (previous Strategic Leader for SEND, Inclusion and Participation)

Introduction

Paul Barker thanked those present for attending, introduced the Council officers and described the meeting agenda. The meeting would begin with two presentations: the first from Roger Lickfold and the second from a student. A time for questions and comment would follow.

Presentations

The first presentation, given by Roger Lickfold, described the consultation process and explained the reasoning behind the proposal. Attendees were assured that this was a true consultation and gave details of the ways to take part.

The second presentation, given by a student described the services to students provided by the Corley Centre boarding provision and listed students views on the provision and proposal.

Questions, Comments and Responses

Q A pupil who came here 5 years ago would not be able to now. They would need to go to Sherbourne or Baginton. Now you are cutting the funding for the boarding provision. You will be closing Corley Centre in 3 or 4 years time.

R *There are no plans to close Corley Centre. As Cllr Kelly has indicated in a letter to the Telegraph, the City Council is committed to Corley Centre remaining part of the valued special school provision for Coventry children and young people.*

Q I don't like the way things have changed here. Children that would have come here are going to other schools now.

R *The SEN provision has changed. The City Council has moved to a policy of Broad Spectrum schools. Two new secondary schools are planned and one more new primary. The new secondary schools were to be built as part of the BSF programme introduced by the previous government. However the current government stopped the BSF programme. The City Council remains committed to this policy.*

R The type of provision offered here has changed. Corley Centre opened giving care for children with respiratory health problems. The type provision then changed to moderate learning difficulties. This is no longer the case and Corley Centre now supports students with ASD. Support for ASD students was identified as a gap in Coventry provision and that is why this change took place. We need this type of provision.

Q Why don't you cut the transport benefit given to some families with special needs children, so that they can bring their children to school, and bring the children here where they would be taught how to be independent and take themselves to school.

R The local authority has a statutory duty to provide home to school travel assistance. The Local Authority has recently offered personal transport budgets to parents of students at special schools. The Local Authority is also providing independent travel training to students at special schools where appropriate.

Q Corley Centre is an ASD provision. This is very specific and not covered by any other type of provision you offer. The children need the overnight provision. It gives them the confidence and skills for an independent life in the future. There is nothing else like this available. If you take it away there will be a gap. The children will not be given those skills and will not be able to live independently. This will be a disaster. You will make short term savings but in the long run it will be detrimental.

R Not all of the students at Corley use the overnight provision. In the last academic year, 2010 to 2011, 19 students stayed overnight – usually for one or two nights per week. The school uses the overnight provision as a way of enhancing the social and independence training. We are happy to discuss with you, individually or collectively, what social and independence training can be offered if this proposal is approved.

All other special schools provide social and independence training, through activities during and/or after the school day. If this proposal is approved then we would ensure that each of the students who has stayed overnight at Corley Centre would have a clear plan of how his or her social and independence training requirements will be met.

*Q The broad spectrum provision planned at President Kennedy and Ernesford Grange in the *Building Schools for the Future* programme had no residential provision in the initial design. There would have been a gap in the provision. This was already decided.*

R At the time the BSF programme was cut the plans had not been finalised, but the inclusion of a (scaled-down) residential facility was under discussion.

Q The Council is not following the Statutory guidelines in the students Statements. The statements are incomplete. It is written into the school assessments of students that they require the boarding provision, but omitted from the Statements.

R The assessment team would need to be convinced that there is an educational need for the boarding provision at Corley. This is not the case. If the students required 24 hour care then they would be placed outside Coventry.

The provision at Corley has changed over the years. The boarding facility was needed previously and the use has continued because it is provided, but it is not needed.

Q Parents chose this school because of the residential provision. In some cases they initially did not want the children to go to Corley, but were convinced because of the residential provision. If these were health needs, a physical need, then this money would have been provided. Our children need this provision yet they have been overlooked.

ASD children need routine and familiarity. Some children have not wanted to attend school and were reluctant to use the residential provision, but have done so because they recognised the need. It has changed their lives and given them confidence and skills for the future. This has only been possible because of the familiarity with Corley and the sense of security. Please don't take away this provision. It is needed just as much as health need.

R There is no dispute about the value of this provision, but social and independence training can be given in other ways. Students will be able to access residential provision through the central Short Breaks programme provided by the Children's Disability Team (CDT), if they meet the eligibility criteria. CDT also provide different types of social and independence training. I have here a programme of what the CDT offers, which you're welcome to look at after the meeting.

Q How much will you save? How much per child?

R The residential provision here had costs of approximately £384K in 2010/11. It was used by 16 students for 1 or 2 nights per week. This is a disproportionate level of funding being directed towards this residential provision at a time when there are pressures on funding for SEN in other schools. The numbers of SEN children have risen in Coventry, but staffing levels have remained the same in other schools. In some schools the need for additional staffing is acute. It is proposed that the money saved would be used to bring up the level of staffing in special schools.

Q What are the criteria that need to be met for respite care from CDT? That facility is not open to us. People have been turned away and told they are not eligible. We lose all the way; funding is been taken away here and CDT are saying we are not eligible. Closing the boarding provision here gives only negative outcomes for us and no positives.

R Some of the Corley students are likely to meet the criteria for support from CDT, and some are unlikely to meet the criteria.

The proposal to change the designation of Corley Centre to day special school is so that we can make best use of the funding available for the children with SEN and Disability throughout Coventry.

Q ASD children need familiarity. If the kind of training given here was offered elsewhere it could take 6 to 9 months for a child to become familiar with the surroundings and staff. The provision here is priceless, please don't take it away.

R Other schools offer social and independence training, but it is given during the school day or extended day. Would it be helpful if we began conversations about how that training would be provided for each child so that there would be less uncertainty for you?

Q That means that this has already been decided and we have no say.

R No, that's not the case. It would just provide parents and students with certainty

about what would happen if this did proposal did go ahead.

C I am a working, single parent with a child in residency here. Last year, with a very sick parent, I tried to access CDT respite provision and was told they could do nothing for me. If we weren't eligible then, I don't agree with you when you say we will be able to access social and independence training from them.

C We are asking for this residency provision to be kept open not just for our children, here now, but for children in the future.

Q You made a statement earlier that there would be no students needing residency in the future. How far in the future?

R *Corley Centre is for students with ASD and a high level of educational need. Children are identified in the primary phase to give some idea of the number that will require ASD provision in the future. The number of children with ASD is rising. The timescale comes from the primary school numbers.*

R *Eventually there may be a need to add more places to Corley as the primary school requirement is increasing. The Local Authority recognises the need for ASD provision and that is why Corley Centre was changed to ASD provision.*

Q How certain are you that money saved by this proposal would be used for other special schools?

R *The final decision on how the funding would be used would be with the Schools' Forum, but the recommendation of the City Council would be that the funding is used for all of Coventry's special schools.*

Q Why don't you let other children in the City, not just the students here, use the residential provision?

R *Because no students diagnosed with ASD and no significant learning difficulties have been assessed as having that need.*

Q Do you think the residential provision is good?

R *Yes, it is good. The quality of the provision is recognised by the Local Authority. If the short breaks provision is not appropriate for your child we do not want to stop social and independence training for that child. Where a child is assessed as needing social and independence training the Local Authority is committed to providing it. The Local Authority is offering an assessment of each student's social and independence training needs.*

Q Wouldn't children from other Local Authority's benefit? Could we allow children from Solihull and Warwickshire to use the residential provision?

R *There are already Warwickshire students attending Corley Centre. They chose day care only for their children placed at Corley. The children from other authorities placed at Corley are in the same situation as the children from Coventry local Authority. They have not been assessed as having an educational need for residential provision.*

Q The system that you use for assessment does not allow the individual needs of the students here to be recorded. It is a dimension system.

R We do use the dimension system, but there is an unconstrained system of recording individual needs. In the statutory assessment process that has led to a statement of SEN a range of professionals are involved and each provides a written report which is appended to the statement and copied to you as parents and carers. Of these professionals only the educational psychologist uses the dimensions system and he/she writes and recommends what he/she considers professionally to be appropriate for each student. The EP will recommend provision in addition to what is in dimensions if need be.

Q What is CDT offering?

R There is a meeting for parents at this time next week. I will bring the information booklet for parents and carers to that meeting. They offer a wide range of activities based on consultation with parents.

C I am a working single parent and can't access their daytime or holiday provision. Their activities only run for 2 hours. This is too short

Q You don't understand; You are not living with an ASD child. You can't take ASD children to surroundings they are not familiar with.

R I recognise that I am not living with an ASD child as you are. The local authority is trying to distribute the SEN funding fairly for all SEN children.

The Local Authority is trying to meet the needs of all the SEN children within Coventry. While recognising your needs there are 800 to 900 SEN children within Coventry's special schools, some with very great need and we are trying to distribute the funding fairly.

Q Everyone here could probably make savings if they thought about it.

R We have looked carefully at SEN funding, but it is not possible to find these savings from elsewhere.

Q What are the costs involved with CDT?

R There will be the costs of assessing each child for need. There will be staffing costs for this.

C Young people with ASD become adults with ASD. Without that residency provision they will lack the confidence to be independent. The children here need that residency provision. They don't fit other criteria.

Q How much have consultants cost for this?

R There has been a working group looking at the provision at Corley. The working group was made up only of local authority employees. Martin was the previous Strategic Leader of SEND, Inclusion and Participation, but no longer works for Coventry. There were no external consultants. Martin is the only person involved not currently working for the Local Authority.

Q Can you please clarify that Martin is an external consultant?

R Yes, Martin was employed by the Local Authority but he is now an engaged as an external consultant

<p>Q Surely there is unnecessary management that could go?</p> <p><i>R Most of the local authority has been losing layers of management. There have been cuts throughout. There are no additional staff that could go.</i></p>
<p>Q The local authority has a duty to say what type of provision there is in place for each child's needs and where this does not happen the local authority can be taken to a tribunal.</p> <p><i>R None of the children in Corley have been assessed as needing residence in their statements. There will be meetings with parents individually so that each student will have training that meets his or her individual need.</i></p> <p><i>Residency has been provided because it exists, not because there was a need.</i></p> <p><i>The residency receives funding on the basis that students have a residential requirement and use the facility for 4 nights per week. As the nature of the provision at Corley has changed over the years there is no longer a requirement. The facility is used for social and independence training.</i></p>
<p>Q The residential facility is accessed on the basis of a different child on each of the 4 nights so that more children benefit.</p> <p><i>R Not all the Corley students use the residential provision, last year 16 used the facility for up to 2 nights each week. The facility is funded on the basis that 27 students need it for full weekly boarding.</i></p>
<p>Q Is the residency provision open to children from other authorities?</p> <p><i>R Other authorities can buy places in the residency, but they have chosen only to buy day places.</i></p>
<p>Q The school recognises only some children need the residential facility. As the school have assessed them as needing the residential facility it should be written into their statements.</p> <p><i>R The residency is provided because it is available, not because there is a need. That is why it is not written into their statement.</i></p>
<p>Q The type of provision here at Corley has changed. This has not been accounted for.</p> <p><i>R Budgets have not been changed for special schools, but the type of provision that special schools in Coventry offer has changed. This is a result of a review of SEN provision throughout Coventry. The budget for Corley Centre is now different to that required by its current needs.</i></p>
<p>Q Do we need all the levels of management that we have here at Corley. Can we reduce this?</p> <p><i>R That is a matter for the school and governors.</i></p>
<p>Q Where is all the money going? If you take away the residential facility, the</p>

extended day provision will remain for a short time then the funding will disappear and that will go.

R As head teacher of Corley I would like to reassure everyone that the funding for Corley Centre is well spent.

Q The plan was to move Corley Centre to Cardinal Newman. How does that benefit us?

R This was to be funded as part of the BSF scheme and the move would have improved the Corley Centre facility. The building and its facilities would have been new.

Q Why don't students from other schools come here to use the residential facility?

R There are no students assessed as needing it.

Q How will you monitor the provision at CDT?

R The provision at CDT is monitored by Sue Whitmore, Service Manager. Also, we would have a continuing interest in the support being provided by CDT for any students from Corley.

Q How is social and independence training provided in other schools?

R All other special schools in Coventry provide social and independence training, but during the school day or extended day.

Q How will the students fit social and independence training into the day when they are studying for their GCSE's?

R We could arrange for people from other schools to come to Corley and describe how they deliver social and independence training in their school.

Q There is a review of sixth form provision within Coventry at the moment. Can you guarantee that nothing else will be done to this school?

R With the age of participation in education and training due to rise to 18, a separate piece of work is underway to review the 16-18yr provision for all our students with SEN and Disability. We need to look at the progression pathways for students with SEN and Disability to ensure they have suitable specialist provision. I cannot predict the outcome of this review.

C There was a six million pound under spend in the Local Authority last year, to allow for redundancy. Why don't you use this for investing in the future and use some of those funds for our residential facility.

In addition to these comments and questions numerous previous and present students or their parents/carers gave statements about the residential provision and how it had changed either their own life or that of their child, enabling them to move on to an independent life such as a job, marriage and children of their own.

The Chair of Governors closed the meeting giving his support for Corley Centre and dates of future meetings.

Minutes of a Consultation Meeting for the Corley Residential Staff on the Proposed Corley Centre Change from Day/Residential to Day Special School

Venue: Corley Centre, 12 October 2011, 2:30 pm

Attendees:

Roger Lickfold, Strategic Leader of SEND, Inclusion and Participation
Martin Bonathan, External Adviser (previous Strategic Leader of SEND, Inclusion and Participation)
Lisa Batch, Deputy Head teacher Corley Centre
Staff Associated with Residency: Kitchen, Care, Support,
Trade Union Representative, GMB.

Introduction

Roger Lickfold thanked those present for attending, introduced the Council officers and described the meeting agenda. The meeting would begin with a summary of the proposals followed by a time for questions and comments.

Proposal Summary

The residential provision at Centre is funded for 27 students staying 4 nights per week. The residential provision has been here since Corley School opened and was originally for children with respiratory health difficulties. Corley School then became a provision for moderate learning difficulties (MLD) and now provides for students with complex social and communication needs, principally ASD.

There are no students with a statement of special educational needs indicating a need for residential education.

The students are reported by parents and carers to have benefited from the overnight stays at Corley.

Things have changed. The type of pupil that Corley provides for has changed. The funding is not being used for the purpose intended – for students who require weekly boarding.

The Children's Disability Team (CDT) now operates a short breaks service and a range of activities for all levels of disability. For young people who meet the eligibility criteria social and independence training could be delivered through them.

Questions and Comments

Q Are our students eligible for this?

R Assessments of eligibility have been made for some, but not all, of the students at Corley. Some are/would be eligible, but not all. If the proposal is approved we would want to sit down and work out a plan for social and independence training, with staff and parents, for each individual pupil.

Q The cost you are quoting, £384,000, is not what is actually used. Our wages do not add up to the cost you give. We are not happy for you to

use that.

R The school receives that amount in its annual budget for the residential provision. Not all would be spent on staffing. £384,000 is the total amount. Other resources are used in addition to staffing.

Q We have never had 27 students. It has always been less, so they would not have cost the same amount. We would like to see a detailed breakdown of costs.

R We have been given this figure by our Finance office and a breakdown is in the cabinet member report from September. We will look at this again with the school and provide you with a more detailed breakdown.

Q Why do you need to close the whole unit, but not all the money is used?

R The running costs of the residential provision are similar whether there are 16 or 27 students staying overnight. It is a question of equity and equality with other children and young people with SEN in Coventry. None of the students here have a statement that says they need residential provision.

Q It is still needed.

Q How can you say who needs what or who will?

R Each child is assessed by an educational psychologist and other professionals as part of the statutory assessment process. The reports from all the assessing professionals are appended to the Statement of SEN. If the assessment found that residential education is required then this would be written into the proposed statement. None of the students here have a statement saying that they have a requirement for residential education.

Q Why is it recommended for students in their annual review, but not mentioned in their statement of statutory assessment.

R The school staff, parents/carers can express a wish for residential education. Where there is evidence of a significant change in the special educational needs of a student, usually gained through assessment by an educational psychologist or others, then the local authority would certainly consider changing the statement to include reference to a requirement for residential education.

Q Why can't it be offered City wide?

R It is offered City wide, in that it is currently potentially available to all Corley students who come from across the City.

Q Why can't Alice Stevens students come here?

R None of the students at other special schools in Coventry have a requirement for residential education written into their statement.

Q The annual review says that the children need residency. Teachers write this. They are professionals, so why isn't it in the children's statements?

R *It might be written that the pupil has benefitted, but it is not an evidence-based assessment that indicates the need that would result in residential education being a requirement.*

Q The students are learning all the time: cooking, washing clothes and other things. The residency and skills we teach are very beneficial. Is Corley and all the things that are on offer here named in the statement?

R *No. The type of provision is recommended. Corley may be named, but only for day care.*

Q Who does get residential and are any of the students in Coventry recommended residential?

R *There are a small number of young people with severe and complex special educational needs who are placed in residential education out of the City.*

Q How much does it cost for a placement out of the City?

R *It is very expensive and is only a very small number of children and young people placed outside of Coventry. One of the LA speakers this evening will be able to provide more detailed information if need be.*

Q Where do you get your financial details from?

R *From our Finance department. It is the amount the school receives for the residential provision.*

C It is not correct.

R *We will look into this again.*

Q The residential funding probably supports other activities in the day school, not just the residency. The total impact of removing this funding should be made clear.

R *Yes I agree, this should be made clear. We will work with the school and provide a detailed breakdown of funding.*

Q There is a need for accurate figures and a better idea of the full impact of the school.

R *If the proposals go ahead then the impact will be wide ranging. A report is given to Cabinet member after the consultation. If the budget figures were wrong this will be made clear. The figures were provided by our Financial department and used in good faith.*

Q How many parents chose Corley for their children because of the residency?

R *That is unclear, but some may have.*

Q The residential provision is in the school prospectus. Some parents have said they will withdraw their children from the school.

R Some may do, but there is a great need in Coventry for provision for children and young people with social and communication difficulties. The day school provision will continue and the numbers at Corley may well grow.

Q How will CDT provide social and independence training?

R There are many various ways and venues.

Q How many children per week will they be able to provide residency for?

R We don't have an exact figure.

Q There are 30 per week that stay here sometimes and many more would like to. How will CDT cope?

R CDT are aware that more assessments may well be needed.

Q Who will qualify?

R It may be that not all of those students that use overnight stays at Corley will qualify, but many will.

Q Will they be able to stay 1 night per week every week?

R We will need to assess this.

Q Would 2 nights per week be provided if that is what the child has here?

R We would need to discuss this, but it is unlikely that this level of support could be provided. The needs of Corley young people and their families would need to be assessed alongside those of other young people with special needs and disability and their families.

Q The overnight stays are phased in. Will that kind of phasing be available for our students from CDT?

R They would want to continue your methods of best practice.

Q It will cost more to provide the overnight stays with CDT than with us?

R No; CDT already provide them.

C 20 different children benefitted this week. It is needed.

R It is also a matter of equity and equal opportunity with other special needs young people in Coventry.

Q People have made a choice to come to Corley because of the overnight provision.

R People do not have a completely free choice. If a young person had severe learning difficulties (SLD) then they may be placed at Baginton Fields and not here. Children and young people come here due to the diagnosed ASD and not because of the residential provision.

Also there is the question of equity. All schools would like to be able to provide the overnight provision, but it is not open to young people from other schools.

Q Why can't we provide it here for them?

R Because their statutory assessment does not say that they need residential education.

Q There are long term benefits. They leave needing less financial support as adults.

R All levels of SEN have increased city wide and all special schools need more money.

Q Is this due to the LA broad spectrum school strategy?

R No, This is a response to the situation not a cause. There have been increases both in the number of children and young people with special educational needs and the severity of the needs.

A review was carried out 18 months ago, partly due to the broad spectrum school strategy, and this highlighted the different levels of funding across the special needs sector and the shortfall in funding. There is an issue of equity of provision. We do recognise the quality and benefit of the residential provision here, but it is an issue of equity and what is appropriate.

Q I have seen it written on children's statements that they have been sent here as they need residential care.

R The school designation was different then.

Q Would you say that the children still have a need although a different need?

R The school designation was different. It was originally for children with respiratory health difficulties, then more recently moderate learning difficulties and now social and communication needs, including ASD. It is an issue of equity and what is appropriate.

C These are children with special educational needs. Life can be difficult for them. We don't want to have to make it even more difficult for them.

Q We should be proactive and offer our residential provision to all other children, not just those at Corley.

R I have spoken to the Chair of Governors and said that we will explore all alternatives.

R The consultation is a lengthy process. All letters and responses and minutes will go into the report that goes to Cabinet Member in November. Cabinet Member will decide whether or not to publish the statutory notice. If Cabinet Member agrees then the Statutory Notice is published. This allows a further 6 weeks for consultation. The responses to this go back to cabinet for a decision in February. If the proposal is approved then in Spring 2012 the governing body will need to consult on staffing arrangements. Trade Unions would be involved. This is hypothetical, but if there were job losses from

Corley school there is a whole set of arrangements in place such as redeployment, early retirement, voluntary redundancy.

Q **When will we know what the decision is?**

R *You will know in the spring. The Cabinet Member and Cabinet meetings are on the Coventry City web site.*

Roger Lickfold thanked attendees for their questions and comments and for coming to the meeting.

Minutes of a Consultation Meeting for Corley Teaching and Support Staff on the Proposed Corley Centre Change from Day/Residential to Day Special School

Venue: Corley Centre, 12 October 2011, 3:30 pm

Attendees:

Lisa Batch, Deputy Head teacher Corley Centre
Teaching and Support Staff
Trade Union Representative, GMB
Roger Lickfold, Strategic Leader for SEND, Inclusion and Participation
Martin Bonathan, External Adviser (previous Strategic Leader for SEND, Inclusion and Participation)

Introduction

Roger Lickfold thanked those present for attending, introduced the Council officers and described the meeting agenda. The meeting would begin with a summary of the proposals followed by a time for questions and comments.

Proposal Summary

The residential provision at Centre is funded for 27 students staying 4 nights per week. The residential provision has been here since Corley School was originally opened for children with respiratory health difficulties. Corley School then became a provision for moderate learning difficulties (MLD) and now provides for students with complex social and communication needs, principally Autistic Spectrum Disorder (ASD).

A range of professionals assess the young person's special educational needs as part of the statutory assessment process and each provides a written report which is appended to the statement of SEN. If the evidence-based assessment leads a recommendation of residential education then this is written into the proposed statement. There are no students at Corley with a statement of SEN identifying a need for residential provision.

The Children's Disability Team (CDT) now operates a short breaks service and a range of activities for all types and levels of disability. They can provide short breaks in term and holiday periods, subject to eligibility. These services are available City wide. Students here could receive further social and independence training through them.

The funding that Corley School receives for the residential provision is £384,000. The school will have information on exactly how that funding is used.

If this proposal is adopted then it is proposed that the funding will be redistributed to other special schools in Coventry, including Corley.

Clearly there are students here who have benefited from the residential provision. This has been made very clear by parents and also in the earlier meeting. We have a duty to plan for each child individually, together with parents, carers and staff.

Questions and Comments

Q 50% of my wages came from the residential funding. There is also my staff. What will happen to us?

R First there is the whole consultation process. It will be early spring before we know the decision. If this proposal goes ahead it would be spring before there is consultation on staffing arrangements. This would be done by the Governing Body. There would be a 30 day staffing consultation period during which you would be consulted individually and collectively on the best way forward. There is an agreed process. If a post were to be dis-established then there would be a range of different options: redeployment, early retirement, voluntary redundancy.

R There is a need to understand the total impact on the school. Much of the staff in the school deliver some services funded by the residential funding. We will need to look at all of this and discover the total impact.

R Protection arrangements are written into the job descriptions for your posts. That will be looked at. You will be able to talk to your Trade Union Representatives and to Human Resources Advisers.

Q People apply for a job on a certain salary and take the job because of that. You can't just say that it was the wrong salary, take a pay cut.

R There are protection arrangements in place. If there is a change in a job leading to a reduction in pay then protection arrangements would apply.

Q It doesn't change my job.

R Not during the day, but, say you were on call, there would no longer be that requirement.

Q It could be that you do not provide any residential service, but half of your salary is paid by the funding for this.

*R We do need to clarify this as part of a larger more detailed review. We will do this, but are aware that it means change.
Could we just clarify that there are no plans to close Corley school. Some people seem worried about this.*

Q What are your plans for Corley?

R With regards to the residential provision only, if this proposal is approved then the process would run through to the spring term. We would then have discussions with your governing body, but there is a real commitment by the Local Authority to further develop Corley school as a day special school.

Q Where will the funding for CDT come from?

R The funding is already there.

C Parents are very happy with the residential service.

R We acknowledge this. We know the parents and students are happy with the service you offer.

- Q The residential provision is a continuation of the pupil's education. I can't see this being offered outside Corley or that parents, who are usually working with families, would be able to get to another provision. What about transport?**
- R Social and independence training may be provided in other ways at Corley, for example the extended school day. We don't deny the value of the residential provision, but it is a question of equity and we would like all eligible children and young people to have access to a similar type and level of overnight provision. The CDT provision will not be identical to that at Corley.*
- Q You are not saying where the money from here is going? Is it going towards other special needs children in other schools?**
- R If the proposal is approved then the City Council's intention is for the funding to be distributed to all Coventry's special schools, including Corley.*
- Q Where will our students receive the training for independence?**
- R All special schools have this issue. They provide it during the day or extended day.*
- Q Our students have specific issues due to ASD. Will these be dealt with?**
- R Other children at other schools have a range of needs and issues and CDT addresses these.*
- Q Will the residential stay be phased, as it is here? ASD children do not like change, even within a school. It will not be easy.**
- R We recognise this. The residential provision will be phased. We will also look at providing social and independence training here at Corley, during the day.*
- Q What ages do CDT offer their provision to?**
- R Up to and including 18.*
- Q What about offering the extended day here?**
- R We will discuss that with the school. At all other Coventry special schools social and independence training is provided during the day and/or extended day. There is no proposal to stop the social and independence training - only the overnight stays at Corley. After school clubs should be able to continue.*
- Q What about the breakfast club? The money for this comes from the residential provision funding.**
- R Other schools have breakfast clubs, after school clubs and social and independence training. It is a question of how the school budget is used and what the priorities are. There is funding for extended school activities.*
- Q What about other clubs and activities?**
- R Again other schools have after school clubs and social and independence training. It is a question of how the school budget is used and what the*

priorities are.

Q What about those that came here for the residency and the extended day?

R None of the students have residential education in their statement of SEN. It is a question of needs. There are some children and young people in Coventry that do need residential provision. They are placed out of Coventry. There are some in the City with high levels of need, but not residential provision.

Q Why isn't residential provision on the statements for Corley students.

R The special educational needs of each student are assessed by professionals, as part of the statutory assessment process. Each professional provides a written report which is appended to the statement of SEN. Each recommends what he/she considers professionally to be appropriate for each student. If a professional assessed that the child needed residential provision it would be written on the statement. There are no students at Corley with a statement of SEN identifying a need for residential provision.

Q Why isn't the statement updated based on the annual review?

R The statements can be updated as a result of the annual review. Professionals assess the children and write reports. The local authority officers process the reports to produce the statement of SEN. All of the reports are appended. Some children have statements identifying high levels of need. None here have been assessed in their statements of SEN as needing residential education.

Q What happens if residential provision was not needed in an early diagnosis, but then the need is there later, in adolescence?

R The special educational needs of the young person can be reassessed and the statement updated. Many students have their statements updated and amended when they transfer to Corley.

Q Who makes the decision that they don't need residential provision?

R An educational psychologist and others submit a written report giving their evidence and recommendations. The local authority SEN officers process the reports and write the statements. Parents are always sent a draft to check and confirm that they are in agreement with the SEN officer. Parents have four weeks to comment.

Q Not all of our parents would be able to understand this.

R Part of our service is to support parents/carers and enable them to do this.

Q Say a child needs occasional residential provision as provided here at Corley, the educational psychologist can't say this.

R The educational psychologist can say what they believe is professionally appropriate. They are free to write occasional.

Q Some parents of students here now have been misled into believing that

their children will get residency.

R It may well be that some parents/carers have this expectation.

Q If this proposal is approved when will the residential provision end and what will happen to the students with the overnight stays recommended on their annual review?

R If the proposal is approved then the overnight stays would end later in this school year ¹. There will be meetings with parents/carers individually so that each student will have a planned way forward.

Q This is happening very quickly. It also has implications for the school.

R Corley will continue to develop as a day school. In the spring, if the proposal is agreed, there will another consultation. This will be purely about staff and will be led by the governing body. The governors and head will develop a plan of how the budget should be spent in the future. The budget would be similar to other secondary special schools in Coventry.

Q If there are redundancies and staff are lost, the class sizes could go up to 50. That is unmanageable.

R No, there will be no increase in class sizes. This has been taken into account.

Q My class size has risen from 10 to 15.

R Class size can vary according to the number of students per year group and the curriculum. The overall student/staffing ratio for the education in the school day should be unchanged.

Q Prospective parents and students have been misled. Have the children in year 6 and their families been made aware of the change?

R The deputy head has made all those shown around the school aware.

Q Could you clarify how CDT applies to our students?

R They don't provide the same service as Corley centre, but do overlap in social and independent training.

Q What about transport training?

R This will need to be looked into as part of the social and independence training.

Q Why has this issue been raised now and not previously?

R We have had the Special School Funding Review and this highlighted the different levels of funding. Also the type of student provided for at Corley has changed.

¹ Summer 2012.

Roger Lickfold thanked attendees for their questions and comments and for coming to the meeting. An offer was made for a further meeting. Details of how to take part in the consultation were given.

Minutes of a Consultation Meeting for Parents and Students of Corley on the Proposed Corley Centre Change from Day/Residential to Day Special School

Venue: Corley Centre, 12 October 2011, 7:00 pm

Attendees:

Paul Barker, Chair of Governors
 Corley Centre Governors
 Parents/Carers of Corley students
 Students
 Dr Helen Bishton, Director of Corley Centre
 David Haley, Assistant Director, Education and Learning
 Marian Simpson, Senior Officer, SEN Management Service
 Roger Lickfold, Strategic Leader for SEND, Inclusion and Participation
 Martin Bonathan, External Adviser (previous Strategic Leader for SEND, Inclusion and Participation).

Introduction

David Haley thanked those present for attending, introduced the Council officers and described the meeting agenda. The meeting would begin with a presentation. A time for questions and comment would follow.

Presentations

Roger Lickfold gave details of the duration of the consultation and how to take part. The presentation, given by Roger Lickfold, explained the reasoning behind the proposal. Attendees were informed that if the proposal were to be approved then the City Council's intention was that the funds currently given to Corley for residential provision would be allocated to Coventry's special schools. There would not be a reduction in the overall city-wide funding for children and young people with SEN and disability if this proposal were approved. The proposal represents a change in the way the money is deployed.

Questions, Comments and Responses

Q	<p>A letter from an absent parent was read, at the request of the parent. The letter ended with three questions:</p> <p>Q1. The residential provision at Corley Centre appears to be expensive. What comprises the £384,000 annual cost? Does this figure include apportioned costs that are not directly related to the residential provision? What work has been carried out to ascertain whether and to what extent these costs might be reduced without affecting the provision of the facility?</p>
R	<p><i>The school is given £384,000 to provide the residential provision. The lead accountant at Children, Learning and Young People has identified this sum. There is a breakdown of how this is made up in the Cabinet member report of the 21 September. That is the money coming into the school for residential provision. How the money is spent is a matter for the Governors.</i></p> <p>Q2. How would closure of residence affect Corley children in other areas, e.g. extended day, after school clubs, catering provision?</p>
R	<p><i>If the proposal were approved then the Headteacher and the Governing Body</i></p>

	<p><i>would need to consider what after school provision and catering arrangements would be operated.</i></p> <p>Q3. On what basis does the SEN department state that residence does not need to be formally contained in Statements? The guidelines state that the provision should be specified and quantified and must include residential accommodation if appropriate.</p> <p>R <i>If the evidence based assessments carried out under statutory assessment lead to recommendations of residential placement then this is proposed. Coventry has a number of children and young people where this is the case. If there is evidence of a significant change in the student's SEN then the LA will speak with the parents and carers about amending the statement.</i></p>
Q	The budget information in the report is not detailed enough.
R	<i>More detailed information can be provided.</i>
Q	Only 19 students accessed this last year so not all of this money would be used.
R	<i>That is the funding given to the school. How it is spent is a matter for the governors and school.</i>
Q	Why was this discrepancy not picked up sooner?
R	<i>This is how it had been funded previously. Changes were being delayed in expectation of the Building Schools for the Future programme, which was cancelled by the current government in 2010. The 27 residential places date from when Corley was a special school for students with moderate learning difficulties (MLD). From the start of this school year there have been no students with MLD at Corley. Now the school only provides for students with a diagnosis of Autistic Spectrum Disorder and the designation has changed.</i>
Q	On behalf of the School leadership and governors, John Montgomery, Parent Governor, has a full breakdown of how the funding is spent by the school. A proportion is earmarked for residential and the remainder was used in the best way to profit students in their social and independence training. The funding went towards the extended day after school clubs and other resources. A whole menu of support was given. Ofsted felt that Corley provided good value for money.
R	<i>Money was used to provide a stepped approach to residency.</i>
Q	If our residential provision is such a jewel in the crown, why aren't we keeping it and providing it for other schools?
R	<i>We don't deny the value. It is of great value, but there is a need to have equity across the city. If residency was in the statement then it would be provided. It was given because the money was available. A child in another school would not have access to this provision.</i>
Q	How would the money affect children in other areas such as clubs and the extended day?
R	<i>Other special schools provide social and independence training. The school head</i>

	<i>and governors would need to plan for these as they do in other special schools.</i>
Q	So they would stay?
R	<i>That would be a matter for your head and governors.</i>
Q	My child is a pupil here and expects to train, gain qualifications and go out to work. The children at other schools may not be expected to do this. You will get a reward back from my child. Special resources are needed to enable that.
R	<i>Social and independence training is very important to us, so that our children and young people can progress in life, but this is a question of fairer funding across the city.</i>
Q	If the residency goes this will also affect parents.
R	<i>If it does go we will offer to sit down and work closely with parents and see what should be provided. Some will be able to receive support through the Children's Disability Team.</i>
C	I am a pupil here and I need residency to help with confidence.
C (from a parent)	The residency was cancelled here for one night and the results were catastrophic. I had to call the Police to help me.
Q	What evidence is used in the decision by the LA when residency is not written into the statement?
R	<i>In the statutory assessment process that has led to a statement of SEN a range of professionals are involved and each provides a written report. All these multi agency reports are appended to the statement. They are free to write and recommend what they consider professionally to be appropriate. Some children have it written in that they require 52 week care. Some require residency.</i> <i>None of the children here require residency.</i>
Q	If it is not in the statement how will we get respite?
R	<i>This is not the same. The eligibility for respite is different to being assessed as benefiting from the residency here. It is probable that some, but not all students using the residency may be eligible. Respite is gained through the Children's Disability Team, which does an assessment to see if it is needed.</i>
Q	The statements of statutory assessment do not mention residency but the annual review has said specifically would benefit from residency.
R	<i>The statutory assessment and the statement of SEN documents that there is no requirement for residency, but at Corley it has been offered because it is available.</i>
Q	What if 24 hour care every day is not needed, but a few days throughout the year?
R	<i>This is the type of support provided through the short breaks and the overnight stays provided by the Children's Disability Team.</i>

Q	While their home life might not show that they need 24/7 care two nights a week respite might still be needed.
R	<i>If respite is suitable then this would be offered. If it must be done in a phased way then this could be offered. More staff could be brought in to deal with the assessments. If all of the students here that would currently use the residency were eligible for overnight stays then it could be offered.</i>
Q	£384, 000 is what you are saying you want to offer to children in other schools. I believe that the children here will suffer due to the loss of familiarity.
R	<i>All children are individuals. Each child will be treated individually and an education and care plan worked out individually with parents and staff.</i>
Q	I believe that my child will suffer.
R	<i>I appreciate that that is your view, but we have to consider the special needs of children and young people in all Coventry's special schools. The level of need in all our special schools has increased. The level of funding in our schools does not match the need. We need to address this. We must look at the wider picture and consider all our children.</i>

The parents, carers and students split into 2 groups, each 2 with LA officers. The LA officers noted comments and questions. The combined results are given below.

Q	Were there were any other options. For instance, was it possible to reduce the budget for residential provision and let it remain or was it possible to reduce the budget for residential provision gradually, rather than remove the provision in one step?
R	<i>This has been considered but rejected on the grounds that there would still be significant fixed costs. The LA wants to work closely with the Governing Body in looking at all possible ways forward and would certainly look with interest at any alternative proposal that came from the Governing Body.</i>
Q	Had you thought about a parental contribution or could we apply for lottery money?
R	<i>The residential provision is a large recurring cost. It is unlikely that this amount of money would be available from the lottery. The parental contribution could be looked at. (General discomfort or disapproval was shown at this idea).</i>
Q	Are you aware of how much the residency here benefits the students?
R	<i>Yes, we do not deny that it is of great benefit. Parents, students and staff and governors have pointed that out to us and we accept that.</i>
Q	Why are you taking the residency away?
R	<i>So that the money can be redistributed to benefit all the children with special educational needs in Coventry's special schools.</i>

Q	Would any of the funding that would be redistributed if the closure went ahead benefit Corley school?
R	<i>The recent funding review of special schools had included Corley and that funding for the school, discounting residential provision, would increase from previous years.</i>
C	Parents pointed out the value of extended day provision and the need, especially for children with ASD, for 24 hour provision. Students were taking GCSE exams at Corley when they had previously failed in mainstream schools.
R	<i>Corley Centre would still provide specialist provision and that this was considered a priority within the Inclusion and SEN Strategy</i>
C	Parents emphasised the importance of independence training for children with ASD and the impact of the residential provision in developing independence skills.
Q	Would the Local Authority be talking to other professionals about the impact of the reductions?
R	<i>This is already happening and would continue through the statutory consultation process.</i>
Q	Why is this proposal happening now?
R	<i>This was an issue that had been highlighted following the discontinuation of the Building Schools for the Future programme and the recent Special Schools Funding Review in Coventry.</i>
Q	We have been looking forward to this residential provision and now it is being taken away.
R	<i>If your child is a pupil here and in Y8-11 inclusive then it's still accessible.</i>
Q	Removing the residential provision will affect other children in the family. If families are not given some respite they could break up.
R	<i>This would be looked at and considered.</i>
Q	Many of the training courses by CDT are for 14 year olds and older. What about those aged less?
R	<i>CDT offer a whole range of activities and there is training and activities on offer to children aged less than 14.</i>
Q	The students here feel able to use the residency here because of the familiarity with the surroundings and staff. Also there is a phased approach. The CDT provision is just not appropriate.
R	<i>The CDT provision has some overlap with what is on offer here, but it is not the same. Where a phased approach is needed then this would be used by CDT.</i>
Q	Is Doly-y-Moch closing?
R	<i>No.</i>

Q	Have you thought about the impact on CDT and the short breaks service?
R	<i>We have had discussion with them and they have said that they would if need be increase their capacity for assessment for the short breaks service.</i>
Q	Is there going to be an increase in the short breaks funding?
R	<i>This would need to be considered if there's a significant increase in those eligible and wanting the provision.</i>
Q	Even if the students were eligible they wouldn't get the continuity that people with ASD need.
R	<i>Until we sit down and consider each student individually then we can't say what will be needed or offered.</i>
Q	There are places other than Corley that offer short breaks, but our child is not eligible.
R	<i>We would need to look at this for you and your child.</i>
Q	If you didn't close the boarding provision, where would the money come from?
R	<i>We would have to look at various options.</i>
Q	Would stopping the funding for the residency impact on other things at Corley?
R	<i>Other schools manage to run various activities such as after school clubs on their normal school budget. This would be something for your governors to decide.</i>
Q	Why is the Council doing things such as spending money on roads when they are cutting our funding?
R	<i>This is believed to benefit Coventry as a whole. Some of the Olympic events are coming to Coventry and this is believed to be economically important in terms of jobs.</i>
C	Our children can't speak up for themselves so we are doing it for them. The skills taught in the residential provision here are skills that they will need if they are expected to go into the outside world. There are some skills that children with ASD need to be taught outside the family.
Q	The students here are very vulnerable. They need specialised care. I can't see how else the training they need can be delivered other than by the residency here.
R	<i>We could have a meeting for parents with representatives from other schools to talk about how they deliver social and independence training in their schools.</i>
Q	The SEN department is not getting the statements back fast enough. Can the consultation be extended to give parents chance to get statements amended?
R	<i>This is outside of the public consultation and the consultation period will not be extended.</i>

In addition to these comments and questions numerous previous and present students or their parents/carers gave statements about the residential provision and how it had changed either

their own life or that of their child, enabling them to move on to an independent life such as a job, marriage and children of their own.

Minutes of a Consultation Meeting for Head Teachers and Governors of Special Schools on the Proposed Corley Centre Change from Day/Residential to Day Special School

Venue: Corporate Training Centre, 19 October 2011, 6:00 pm

Attendees:

Special School Heads
Special School Governors
Dr Helen Bishton, Director of Corley Centre
David Haley, Assistant Director, Education and Learning
Marian Simpson, Senior Officer, SEN Management Service
Roger Lickfold, Strategic Leader for SEND, Inclusion and Participation
Martin Bonathan, External Advisor (previous Strategic Leader for SEND, Inclusion and Participation).

Introduction

Roger Lickfold thanked those present for attending, introduced the Council officers and described the meeting agenda. The meeting would begin with a presentation, the same as that shown to Corley parents at the 12 October consultation meeting. A time for questions and comment would follow.

Presentations

Roger Lickfold gave the presentation. The presentation stated: the proposal; details of the consultation process; duration of this initial public consultation; how to take part; reasons for the proposal and what would be proposed to happen if the proposals were to be approved. If the proposal is approved then the City Council's recommendation to the Schools Forum would be that the funding released be used for all of Coventry's special schools and so there would not be a reduction in the funding for children and young people with SEN & Disability.

Questions, Comments and Responses

Q	How did this proposal come about?
R	<p><i>A review of special educational needs in Coventry was done 2 years ago due to the special schools needing a different funding formula.</i></p> <p><i>The profile of special educational needs in Coventry is changing, with students in special schools now having much greater levels of need compared to those previously. Coventry needed to have a formula that was the same across the city. The withdrawal of the BSF scheme was another factor.</i></p> <p><i>The type of provision that Corley offered changed 6 years ago from providing for students with moderate learning difficulties (MLD) to providing for those with a diagnosis of autistic spectrum disorder (ASD). Those students on roll at the time had to progress through the school, year on year, and this is the first year that there are no students with MLD. Now all the students have a diagnosis of ASD.</i></p> <p>The school is funded for 27 residential students staying for 4 nights per week. Last year 19 students used the residential provision: typically for 1 or 2 nights per week. Given that and also that there are no students at Corley that have a statement indicating a requirement for residential schooling then it is proposed that the residential funding is removed and moved to share amongst all special schools. We know that the social and independence training has been valuable; the letters from parents clearly express that. However, it is a question of fairness. There are children in the other special schools with great need. There are students that do need residential provision and they are placed out of the city.</p>

Q	So is there a need to go out of the city?
R	<i>Yes, there is. These children or young people usually have very complex needs and may also have social care and health needs. There are about 30 children or young people placed out of Coventry in residential care.</i>
Q	Do Corley students also have access to short breaks?
R	<i>Yes in addition to the residential provision at Corley they also have access to short breaks run by the Children's Disability Team (CDT), subject to assessment.</i>
Q	So all 19 could have short breaks?
R	<i>If they meet eligibility criteria, yes. We have a commitment to see that all those that would have had residential care at Corley have a clear plan for the way forward. We would sit down with parents and students and plan for each student individually.</i>
Q	If you look at the funding you are just moving it from a funded satisfactory provision to a provision that will be stretched.
R	<i>CDT is committed to providing what is needed. We will need to do some work around what is provided from CDT. The provision CDT offer is not the same as that at Corley, but there is some overlap. £384,000 is the funding that Corley receives for the residential provision. It is proposed that this money is used to support children in other special schools in Coventry. The Schools Forum will make the decision on this.</i>
Q	What is the reaction of Corley parents to this?
R	<i>They would like to keep the social and independence training in its current form as they value it. They have made that clear to us. They would like to know the criteria that CDT use for an overnight stay. A further meeting for parents and students, after half term, with CDT is being arranged. CDT will be able to discuss the criteria and types of provision with parents. This should help to reduce the uncertainty about the future.</i>
Q	This is a major change for these students. Is it better for them? Another provision has to gear up. It is not just about whether or not it is appropriate.
R	<i>It is impossible to tease out one single thing and say whether or not that will be better than something else. We need to move to a situation of parity across the city, with CDT providing short breaks and overnight stays where children are eligible. Education & Learning would work closely with CDT and Corley to ensure that carefully planned individualised arrangements are made for each student.</i>
Q	How much do you put as a value on progress for an individual?
R	<i>The residential provision at Corley is good and is of value to the students, but there is no assessed need for residency. All other students in the City can only access short breaks through CDT. Corley should be the same.</i>
C	The residential provision at Corley does more than respite.
Q	What are the criteria for eligibility for the CDT short breaks?

R	<i>There is a document available on the Coventry City Council website that gives the basis of the criteria and the CDT are happy to provide more detailed information.</i>
Q	There are children that have disabilities that are not obvious, but put a great strain on the family. Will this be taken into account?
R	<i>Yes it would.</i>
Q	How is a student currently assessed for being provided with residency at Corley?
R	<i>Corley staff base this on the student, not the family. The student is assessed on whether or not they need additional social and independence training. The offer, that the pupil should have overnight care is made to the family, but not all families accept the offer. Some families do not want overnight provision for their child. Corley school has the funding for the residential provision. That is used for social and independence training. All of the funding is used for social and independence training although some is used to provide social and independence training through the extended day and after school clubs.</i>
Q	Would before and after school clubs continue?
R	<i>Other special schools in Coventry offer the extended day and a full programme of before and after school clubs on their normal budget. The head and governors of Corley would need to consider what programme would be provided.</i>
Q	If a child has short breaks then they receive social and independence training just by being away?
R	<i>Parents feel that children with ASD are different. They do not like unfamiliarity. They stay overnight at Corley because the staff and surroundings are familiar. They would not like to go elsewhere.</i>
Q	Had you thought about the transition?
R	<i>This is a valid point. For those students where overnight stays at Corley had been provided we would sit down with parents and students and plan the way forward. Some would be eligible for short breaks and some not. The students at Corley do not respond well to change so we would need to plan carefully: not too much change too quickly. This change would need to be done sensitively.</i>
Q	How is the residency provided at Corley?
R	<i>It is provided upstairs in one of the 4 wings of Corley school building. The other 3 wings upstairs are used for offices and the 6th form.</i>
Q	What is the timescale for the decision process once this consultation has finished?
R	<i>A report on the consultation will go to Cabinet member in November. If the Cabinet member agrees to progress the proposal then the statutory notice will be published in early December, giving a further 6 weeks for comment and objection. Cabinet take the final decision on the statutory notice. Their decision will be known in February. If Cabinet approve the decision then the governors of Corley will lead a consultation on staffing.</i> <i>If the proposal goes ahead then this would lead to the residential provision closing in</i>

summer 2012.

Some posts would not be needed and some allowances would not be appropriate. This would be handled sensitively. Where posts are to be lost there are options such as redeployment, voluntary redundancy and early retirement. Protection arrangements would apply.

Roger Lickfold closed the meeting, thanking those present for attending.

Minutes of a Consultation Meeting for Students of Corley on the Proposed Corley Centre Change from Day/Residential to Day Special School

Venue: Corley Centre, 10 November 2011, 2:15 pm

Attendees:

Cllr Kelly, Cabinet Member for Education
 Student representatives from the Residential Council and School Council
 Mark White, Assistant Head teacher, Corley Centre
 Faye Koltuniak, Member of Staff, Corley Centre
 Roger Lickfold, Strategic Leader of SEND, Inclusion and Participation

Introduction

Roger Lickfold gave a summary of the proposal. He explained that it was proposed that the funding for overnight stays would be withdrawn from Corley. This would mean that the overnight stays would stop. Some of the social and independence training would continue at Corley. The City Council would be proposing that the funding that Corley currently receives for overnight stays be spread between all the special schools, including Corley. Overnight stays, for those where there was an agreed need, would be offered elsewhere in Coventry.

Comments

Q	If residency goes, where else would it be provided?
<i>R</i>	<i>Broad Park House is one place and Clifton House is another. Broad Park House has just been refurbished and is a very nice place.</i>
C	I have stayed at Clifton House. It was a very bad experience.
Q	If we transfer will there be any help getting used to it?
<i>R</i>	<i>Not everyone here would be eligible to stay overnight at Broad Park or Clifton House, but we would plan the best way forward for you with you and your parents and carers. Support would be provided to help you get used to it.</i>
Q	Would some of the activities go such as enrichment?
<i>R</i>	<i>Some of the money would come back to Corley. Social and independence training here takes place during the day and in after school clubs and the extended day. Some of that should be able to continue. The head and governors would decide what continues.</i>
Q	Not all of the students here come from Coventry. Some come from Solihull. Why can't they stay overnight?
<i>R</i>	<i>Solihull would need to pay for Solihull students. Coventry pays for Coventry students and Solihull would need to pay for students from Solihull.</i>
Q	How can we improve our social skills without regular out of school activities?
<i>R</i>	<i>Social and independence training takes place here during the day, in after school activities and in the extended day. Many of these will continue.</i>

Q	Why can't we make better use of the extended day and make it available to other schools?
<i>R</i>	<i>Some extended day activities are available to students from other schools.</i>
Q	Could this apply to overnight stays? Could we offer this to others?
<i>R</i>	<i>You would need to ask yourself is this the best way to provide social and independence training? Is it better to provide more students with social and independence training during the day and the extended school day?</i>
Q	Why do you want to close the residence now?
<i>R</i>	<i>The funding was first provided to Corley Centre many years ago. Then there were students at Corley that needed residence. Twenty seven students needed residence for 4 nights per week. Last year it was used by 19 students, with most of those students staying just one night per week.</i> <i>While Corley had students with MLD the funding was not changed. Corley now has only students with a diagnosis of ASD. Now no students have a requirement for residency on their statement.</i>
Q	Can we open it to Year 7 students? Residence helps students.
<i>R</i>	<i>No students here have statements that say they need residence. There are about 30 or 31 students in Coventry that need it, but none here.</i>
Q	Is there an Autism charity that would be willing to give money to the residence?
<i>R</i>	<i>It is a lot of money to ask from a charity. They may decide that not all of the students that use it now are eligible. They would probably decide that the money would be better spent helping many students and not just a few.</i>
Q	What are the benefits to the council?
<i>R</i>	<i>The council doesn't benefit. The money must be spent on education. It can't be used for anything else, such as mending potholes. The council is proposing that the money is given to Coventry's special schools, including Corley.</i>
Q	What are your thoughts about the residency and why do you want to shut it down?
<i>R</i>	<i>The residence has been of great benefit to the students that have used it. The staff do a good job. It is a good facility, but we need to look at the needs of all Coventry's children and young people with special educational needs.</i>
Q	If only 17 students are using it this year why can't we just be given money for 17 places? If it wasn't for the residence some students wouldn't come to school. It gives them something to look forward to. It helps their education too. They get their homework done so that they can use residency.
<i>R</i>	<i>There is a set of things that need to be provided for residency. These are fixed</i>

	<i>and have fixed costs. The costs are similar whether there are 17 places or 27. We have looked at this, but feel it is not the way forward.</i>
Q	If not at Corley there should be one place residency can be done for everyone.
<i>R</i>	<i>That is what we have through the Short Breaks Service, mentioned earlier. It is a very nice place and has just been redecorated. It is probably nearer to where you live. They offer all sorts of activities as well. Some are educational, giving social and independence training, and some are just for fun: for example scuba diving.</i>
Q	How many beds are there?
<i>R</i>	<i>There is one service, but they have many places. I don't know exactly how many beds.</i>
C	Many students wouldn't want to go elsewhere.
<i>R</i>	<i>If the residency here did stop it wouldn't just be announced and stop immediately. What was available would be carefully explained. If it was stopped it would continue until July. We would plan the best way forward with each of you individually together with your parents and carers.</i>
Q	Could we make the residence open to children with other disabilities?
<i>R</i>	<i>Some students have very severe disabilities and wouldn't be able to stay here. Some students need specialist equipment that is not easily moved and that you don't have here.</i>
Q	Why take the residence away and our comfort zone?
<i>R</i>	<i>You will not always have access to the residency. You all have to leave Corley as you get older.</i>
Q	If this problem with the money for the residency has been here a while why worry now?
<i>R</i>	<i>There is less money around generally and we must be sure we use it as best we can to benefit as many as we can. The money for Building Schools for the Future has been stopped and we have not been able to continue with our plans for new buildings for our special schools. Also there are no students with moderate learning difficulties at Corley. There are only ASD students. Now no one has a requirement for residency on their statement.</i>
Q	Maybe some people would not have come to this school if it did not offer residency. Maybe less people will come to Corley in the future.
<i>R</i>	<i>There are 91 students here including 6th form. Only 17 use residency. I'm sure that Corley will continue to be a popular school whether this proposal is approved or not.</i>
C	Everyone that has used residency would recommend it.
Q	Could you use some of our DLA to fund the residency?

R	<i>Some students are charged for some activities, they have to fund themselves. You can choose to pay for some activities. We can't take your DLA; that is paid to you.</i>
Q	Why are you taking the money from here and not from another school?
R	<i>Corley has been provided with more than the other special schools due to the residency. Also the residency is not being used for the purpose intended. None of the other schools have money for residency.</i>

Roger Lickfold brought the meeting to a close. Both Cllr Kelly and Roger Lickfold thanked the students and staff for attending and for the points raised during the meeting.

Minutes of a Meeting for the Governing Body of Corley Centre

Held on: Wednesday 2 November 2011 at 4.00pm

Place: Corley Centre

Present: Paul Barker
Helen Bishton
Maureen Lea
Jane Williams
Julie Thacker
Lisa Ansell

In attendance: Roger Lickfold – Strategic Lead (SEN & Inclusion)
Sue Wheeler – LA Adviser
Denise Ryan

36/11 CONSULTATION ON CLOSURE TO RESIDENTS

Roger Lickfold introduced himself to Governors and tabled a briefing note that had been presented to Governors on 5th September 2011 giving the background to the proposed consultation that Corley Centre would change from day/residential special school to a day special school. The residential provision carried high overall fixed costs of approximately £384K. The high overall cost resulted in a disproportionate level of funding being directed towards this residential provision at a time when there were significant pressures in other areas of funding for children and young people with SEN and disability.

The Local Authority had met Governors and staff and a meeting was planned for parents on 7th November 2011. Sue Whitmore from the Short Breaks and Respite Care Service would be attending the meeting on 7th November to inform parents of the work of the service.

Governors discussed the following in detail:

- Social and Independent training provision for students
- Extended school activities
- Parental contributions for activities
- Staff members affected by the changes
- School/parental transport challenges

Governors asked the following question:

When would the residential provision be withdrawn if the proposed redesignation goes ahead?

The residential funding would be provided for the present arrangements to operate to the end of this school year.

Appendix 3

EQUALITY IMPACT ASSESSMENT (EIA) SERVICE FORM 2010-2011

Background/ Scope

Name of service	Corley Centre – Residential educational provision To consider the impact of a proposed change from day and residential special school to day special school
Directorate	Children, Learning and Young People
Head of EIA Team	Roger Lickfold, Strategic Leader, SEN and Disability
Other members of the EIA team	Peter McCann, Senior Adviser, Head of SEN Support Services Marian Simpson, Senior Officer, SEN Management Services

1. Is this EIA being carried out on:

- ✓ An existing service
- ✓ A new service, or significantly changed service (proposed)

2. Who are the stakeholders? Are there any other services, directorates, organisations or groups involved in the delivery of this service? Please list below.

- Young people attending Corley Centre and their parents / carers and families
- Teaching and non-teaching staff working in Corley Centre.
- Governing Body at Corley Centre
- All other Coventry schools – primary, secondary and special
- Children's Disability Team, Children's Social Care

3. Briefly describe the purpose of this service.

To provide residential educational provision for pupils who require a 24 hour curriculum as assessed via the Special Educational Needs statutory assessment process.

4. Who does this service affect or benefit, and in what way? e.g., school children, all Coventry residents etc.

- There have been no young people requiring residential provision as assessed through the statutory assessment process for a number of years.
- The provision has been used by up to 20 Corley students per academic year for social and independence training which has supported them and indirectly their families.

5. What do you know about any equalities issues for this type of service both in Coventry and nationally?

- Since 2005, the school has catered for secondary aged students with complex social and communication difficulties – principally with a diagnosis of Autistic Spectrum Disorder (ASD). This is a significant change from its previous designation as a school for students with Moderate Learning Difficulties (MLD). The residential provision dates back to a time when it was an 'open-air' school for pupils with respiratory health problems. No other special school in Coventry has residential places.
- The educational grounds for making residential provision are based on the identification, through evidence based statutory assessment, of special educational needs that require a 24 hour curriculum. Residential educational provision can be accessed from independent special schools where there is an assessed need, via the statutory assessment process.
- Nationally there has been a reducing trend over many years to place children in residential education, with every effort being made to educate children and young people locally and enable them to live with their family/carer(s) in their local community.
- There have been no young people attending Corley Centre requiring residential education to be written into their statements of SEN since the 2006/7 school year.
- In the intervening period the provision has been used for social and independence training including over-night stays for some students. In recent years, therefore, an element of residential experience has been provided at the school's recommendation because it was available, not because the need had been formally identified through the statutory assessment process. A recent *Ofsted* inspection report stated that, "The extended day and residential provision made a good contribution to the provision for those students who choose to take part".
- As at 15th. November, 2011, there are 90 students including 6th

Form on the roll of the school. 16 were accessing the residential facilities. The revenue funding provided to Corley Centre for the residential provision is £384,000, not including additional transport costs.

- A maximum of 8 residential places are available on any one night, i.e. 30% of the funded 27 places.
- The actual maximum current usage is 22% (i.e. 6 of the 27 funded places), as shown in the table below:

	Monday	Tuesday	Wednesday	Thursday
No. of students using residence	5	6	4	5

(as at 15th November 2011)

- The next table shows overall usage during the current and previous academic years:

	As at July 2011 (for academic year 2010-11) No. of students	As at September 2011 No. of students
1 night stay	15	13
2 night stay	4	2
3 night stay	0	1
Total no. of students staying overnight	19	16

- The residential provision carries high overall fixed costs and with the low utilisation the unit cost is high.
- Given that all other Coventry special school pupils are unable to benefit from the resource, the high overall cost results in a disproportionate **and inequitable** level of funding being directed towards this provision, at a time when there are significant pressures in other areas of funding for children and young people with SEN & Disability.
- Changing the designation of the Corley Centre from day and residential to day secondary special school would benefit children and young people with special educational needs across the city by releasing the funding for use across the whole special school sector. This is in line with a recent review of funding of special schools in the city which has changed levels of funding across the special school sector in the light of pupil needs. With effect from April 2011, Corley Centre has received an additional £89,726 as a result of the revised funding formula.

- Governors, parents, carers and students of Corley Centre responding to the public consultation are generally strongly opposed to the ending of the residential educational provision, citing positive impacts in terms of:
 - Growth in young people's confidence, social and independence skills;
 - Benefits to parents/carers of having an element of residential support for their children, including positive effects on family and working life.

Strong views have been expressed by parents and young people themselves that other council provision will not have the same positive outcomes.

Consultation

This section on consultation should be completed if this EIA relates to a new or significantly changed service- please see the guidance note on how to carry out consultation

6. Please state who you have consulted with about this service, how you have consulted, whether consultation responses have been received, plus any other relevant information.

Consultation took place with special school Headteachers in 2010 as part of the review of the special school funding formula.

A formal, public consultation on a proposal that Corley Centre is changed from day and residential special school to day special school with effect from 1st September 2012 ran from Monday 3 October to Sunday 20 November 2011, inclusive. This included meetings with:

- Parents and carers
- Students
- Teaching and support staff
- Governors of Corley Centre
- Heads and governors from other special schools.

A meeting had been arranged for head teachers, governors, staff, parents and pupils at mainstream schools, but there were no attendees

A copy of the consultation document was sent out to:

- Governors and staff at Corley Centre
- Parents and carers of students at Corley Centre
- Trade Unions

- Local Members of Parliament
- Ward Councillors
- Neighbouring Local Authorities
- Coventry Church of England Diocesan Education Authority
- All other Coventry schools - primary, secondary and special
- Corley Parish Council
- Libraries

A copy of the consultation document and on line response form was placed on the Coventry City Council web site.

Replies to the consultation could be sent in writing, by email or via the online survey on the Council web site.

100 responses to the consultation were received.

In addition, a petition against the proposal was received in response to this consultation, containing 1,629 signatures. Five hundred of the signatories did not give a Coventry address, around 100 of these had unclear addresses and around 400 people lived outside of the City, including places such as Corley, Fillongley, Nuneaton, and Banbury. Under Coventry City Council's Petition Scheme, people who sign petitions should live, work or study in the City. In the timescales, it has not been possible to validate whether signatories who do not live in Coventry fulfil the criteria of working or studying in Coventry. However, the service which is the subject of this consultation and this petition, is located just outside the City boundary and it is possible some people using this service may not fit into the Petition Scheme criteria of living, working or studying in Coventry.

7. Please summarise the outcome of the consultation exercise.

There were 100 responses. Of these:

- 17 supported the proposal
- 6 were undecided
- 77 did not support the proposal.

The petition was against the proposal.

The table below summarises the results of the consultation survey:

Respondent	Supporting	Not supporting	Not decided/ comment	Totals
Member of Parliament	0	0	1	1
Headteachers	13	0	0	13
Corley Staff	0	1	0	1
Students	0	4	0	4
Parents/Carers/Grandparents	0	42	3	45

SEN Service	0	1	1	2
Chair of Governors/Governors	2	1	1	4
Teachers	0	2	0	2
Other School Employees	1	3	0	4
Trades Unions	0	1	0	1
Members of the Public	1	18	0	19
Other	0	4	0	4
Total	17	77	6	100

- All responding Headteachers supported the proposal
- 42 of the 45 responding parents/carers/grandparents did not support the proposal.
- The reason given by those that supported the proposal was the benefit to other pupils with SEN and Disability in Coventry. Those supporting the proposal expressed their concern that care should be taken with the Corley students during the transition from the current arrangements.
- Some of those that were undecided:
 - Were concerned that Corley Centre should be included in any redistribution of the residential funding should the proposal be approved (Corley will be included if the proposal is approved).
 - Thought that other provision, such as that offered by Children's Disability Team (CDT) was not appropriate.
 - Thought that the possibility of offering a reduced residential service or making it available to other schools in and around Coventry should be considered.
 - Asked that a specialised, family centred ASD support group be created, particularly as numbers of children and young people with a diagnosis of ASD were rising.
- Some of those who were against the proposal:
 - Said that the residency is a unique, invaluable benefit to pupils and their families and that other provision, such as that offered by Children's Disability Team (CDT) is not appropriate.
 - Said that Corley pupils would not be eligible for CDT services.
 - Expressed the view that Corley pupils need routine and familiarity. This will not be given elsewhere.
 - Expressed the view that the statutory statements of SEN are illegal as the requirement for residency, as assessed by staff at Corley School has been omitted.
 - Additional costs will be incurred by social services as pupils will not achieve independence.

Data collection

8. What is your data telling you about your service with regard to equalities?

Please consider issues relating to race, gender (including transgender), disability, sexual orientation, age, religion or belief, poverty, looked after children, and any other issues that you consider to be relevant- inequality is disadvantage in all forms.

Corley Centre caters for secondary aged students with complex social and communication difficulties, principally with a diagnosis of ASD.

It has a city-wide catchment area. Autistic spectrum disorder (ASD) is a low incidence difficulty and all of the students have identified SEN / Disability.

The prevalence of ASD in the population is reported to be 6 per 1,000 with a ratio male to female of 4.3:1. In September 2011 there were 69 secondary aged students from Coventry attending the school, 62 males and 7 females.

Of the children who attended Corley Centre in the academic year 2010/11:

- 16 were known at some point to social care
- 6 were "case active" to the Children's Disability Team
- 2 were Looked After Children

At January 2011 the ethnic origin of the pupils was as follows:

- 80 White
- 4 Mixed race
- 5 Asian or Asian British
- 3 Black or Black British
- 1 Chinese

The service is provided irrespective of a young person's gender, sexual orientation or ethnicity. 39% of the students are known to be eligible for free school meals. Of the students using the residence, the data shows the following:

As at 15th. November 2011

- 16 students accessed residence

Of these:

- 81.25% were White British; 12.5% Asian and 6.25% unknown (Solihull pupil with ethnicity not on Coventry data-base).
- 81.25% were boys and 18.75% girls
- 3 (18.75%) were eligible for free school meals (compared with around 40% for all Coventry special schools and Corley School itself)
- 6 (37.5%) lived in one of the 6 most deprived wards for child poverty*

Academic Year 2010-11

- 20 students were accessing residence
- Of these:
- 90% were White British and 10% Asian
 - 80% were boys and 20% girls
 - 5 (25%) were eligible for free school meals ((compared with around 40% for all Coventry special schools and Corley School itself)
 - 7 (35%) lived in one of the 6 most deprived wards for child poverty*

* ie. they were living in the 6 (out of 18) Coventry wards in which between 32.8% and 45.6% of households had an income below 60% of the national median income. These 6 wards account for approx. 35% of Coventry's overall population.

Source: <http://www.facts-about-coventry.com/>

The table below shows a more detailed break-down of the number of students using the residence facilities, by ward of their home address (students from outside Coventry not included):

Coventry Ward	2010-11 (No. of students)	As at 15 th Nov. 2011 (No. of students)
St. Michael's	1	0
Foleshill	0	1
Binley & Willenhall	0	1
Henley	4	1
Longford	0	0
Radford	2	3
Upper Stoke	1	0
Lower Stoke	2	2
Holbrook	4	3
Westwood	1	1
Cheylesmore	0	0
Sherbourne	1	1
Wyken	0	0
Whoberley	0	0
Woodlands	0	0
Bablake	0	1
Earlsdon	2	1
Wainbody	0	0

The wide spread of residence reflects the city-wide nature of the school's population.

SUMMARY:

There are no apparent equalities issues within Corley Centre itself arising from the data on student use of the residence facilities.

However, the wider equalities issues relating to this provision are these:

- The service is no longer used by the intended target group.
- The current provision is not available to any other children and young people attending other special schools or with similar needs across the City.
- Students at Corley do not necessarily have a higher level need for residential provision than other Coventry children and young people with SEN and disability.
- The high overall cost results in a disproportionate and inequitable level of funding being directed towards this provision.

9. Is there any way in which you think you need to improve your monitoring systems, so that you can collect better equalities data for this service?

Please refer to the Council's Equality Monitoring Guidance for further information (available on the intranet or from your Directorate Equality Officer)

No. Robust systems are already in place via the LA's 'Capita One' database and school / SEN records

Assessment

10. How does this service positively promote equality?

The current provision is reported to have delivered positive benefits in relation to the minority of students accessing it, in terms of confidence building, social skills and independence. Ofsted (February 2011) has reported that, "The boarding provision is good and all the national minimum standards are met".

However, the LA has identified that the current arrangements are inequitable, as outlined in sections 5 and 8 above.

If the proposal were to go ahead the Local Authority (LA) proposes to use the released funding to benefit all children and young people within the LA's special schools, including Corley Centre.

The LA has established arrangements for short breaks, including over-night stays, through the Children's Disability Team. This service is potentially available to all children and their families, subject to the

eligibility criteria being met. Through the consultation meetings, the LA has made a commitment to meet with parents collectively and individually to ensure that adequate arrangements continue to be made for their children's social and independence training, while they are of statutory school age.

11. How does this service contribute towards improving relationships between different communities?

The residential educational provision is highly valued by the parents and carers and they report positive impacts on family life and the social and independence skills of the young people using it.

However, the overnight provision has supported low numbers of students at Corley Centre and the vast majority of pupils with ASD in the city – including many attending other special schools - have not been able to access it.

12. Are there any areas of low or high take-up by different groups of people?

Yes No

If yes, please give details.

No Corley Centre students have been formally assessed as requiring residential educational provision since 2006/2007 and none are anticipated in the future. Therefore, there is no take-up by the intended target group.

Of the 27 residential places being funded, the facilities are typically used for a maximum of 6 students at any one time, usually staying for one night per week during term time. As at July 2011, this involved 19 students with 15 of them staying for one night per week. There is no over-night take up by other pupils in the city with ASD.

Other arrangements are made in independent special schools for the education of Coventry pupils requiring residential educational provision.

13. Does analysis by ward or area show that there are different parts of the city that are particularly disadvantaged or excluded?

Yes No

If yes, please give details.

This is city wide provision. Please refer to table of students by Coventry

ward in sec. 8 above.

14. Are there any barriers to equal access?

Yes No

If yes, please give details.

Social and independence training involving over-night stays is only accessible to students at Corley Centre.

As with other children and young people with ASD in the city, some of the Corley students will continue to be eligible to receive over-night stay short break support from Children's Disability Team, depending on individual assessments of needs. The LA has offered to meet with families individually to discuss their needs for short breaks provision.

15. Are there any barriers to equality of outcomes for different service users?

Yes No

If yes, please give details.

Social and independence training involving over-night stays is only available to Corley students.

No Corley students have been identified through statutory assessment as requiring a 24 hour curriculum.

There is a high unit cost and the level of funding is highly inequitable compared with resourcing for other special school pupils in the city.

16. Has there been any improvement?

The intended service has not been formally needed for 4 years.

The service has benefited a relatively small number of students but at a disproportionately high financial cost.

The LA view is that continuation of this service is unjustifiable against the back-drop of pressures on funding for the whole special schools' sector.

Summary

17. Please indicate which of the following best describes the outcome of your EIA.
You may tick both the first two boxes if both are applicable.

- This service is having a positive equalities impact
- This service has identified a need to address some equalities issues
- There wasn't enough information to be able to draw any conclusions.
- This service is having no equalities impact

Developing equality actions

If this EIA has identified that this service needs to be improved in order to promote equality and diversity positively, please explain how you plan to do this.

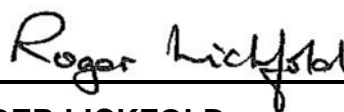
You should develop equality actions and insert the key actions in the table below. Strategic equality actions should be embedded into operational plans.

Action	Timescales/ Milestones	Who will monitor this?	How/ where will this be embedded?
Report to Cabinet member	21 September 2011		
Consultation process	3 October to 20 November 2011	Roger Lickfold	
Meetings with all interested parties	October / November 2011	Roger Lickfold	
Further action as determined by the outcome of the consultation process	November 2011	Roger Lickfold	EIA reviewed and updated in light of information shared through the public consultation process.
Further action as determined by the feedback coming from stakeholders through the 6 week statutory notice representation period	December 2011/ January 2012	Roger Lickfold	Further update and review of the EIA in light of further comments from stakeholders.

Approval

This EIA has been completed by:

Signed (Head of EIA Team)



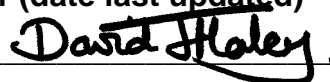
Name (please print)

ROGER LICKFOLD

Date

22nd November 2011 (date last updated)

Countersigned: (Director/ Head of Division)



Date:

22nd November 2011

Please brief your Head of Service on the results of this EIA, as soon as possible. It is essential that this EIA is also discussed by your Directorate Management Team, and remains readily available for inspection.

A copy of this signed review should then be forwarded to your Directorate Equality Officer.

Appendix 4

Application of the SEN Improvement Test to the Proposed Re-designation of Corley Centre

Background

In the DCSF document "Planning and Developing Special Educational Provision: A Guide for Local Authorities and Other Proposers" (DCSF, 2007) the Government set out guidance for Local Authorities and Other Proposers on planning and developing special educational provision. This guidance requires that when proposals are developed for reorganising or altering SEN provision LAs and/or other proposers will need to demonstrate to parents, the local community and decision makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs across the authority. The SEN Improvement Test sets out a number of factors that LAs and other decision makers should consider when determining statutory proposals to reorganise SEN provision.

This appendix applies the SEN Improvement Test to Coventry LA's proposal that Corley Centre changes from a Day/Residential Special School to a Day Special School and that in line with the 2010 review of special school funding this provides a more equitable distribution of financial resource across all the special schools in the City.

Local authorities are required to ensure equity across their special educational provision:

"Within the context of any review or reorganisation of SEN provision LAs should be endeavouring to ensure equity and fairness across the authority. LAs and other decision makers need to appreciate that making changes to historic patterns of provision can be difficult to achieve as they may lead to a perceived reduction in the range of type of provision in one school or locality whilst ideally contributing to a greater and more appropriate range of provision across the authority or region. It should also be recognised that maintaining unnecessary provision may lead to unreasonable public expenditure which does not represent value for money. Reorganisation can, of course, release funding which can be used to invest in more effective provision." (*Planning and Developing Special Educational Provision: A Guide for Local Authorities and Other Proposers*, DCSF, 2007).

Key Factors

As required through the SEN Improvement Test, details set out below show how the "Key Factors" have been taken into account in these proposals:

Key factor 1: Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy.

- If the proposal is approved then, as with all other Coventry special schools, there would be an expectation that Corley will continue to run a programme of social and independence training as part of its core curriculum offer. This would ensure that all students attending the school had social and independence training integrated into their curriculum. Where the Children's Disability Team was also involved in providing activities to further develop social and independence skills then these would complement that provision.

- Social and independence training is provided in all special schools in the City. If this re-designation were to go ahead then social and independence training would need to remain a feature of education for the students of Corley Centre, but it would not be provided through overnight stays at the Centre. Where overnight stays are required then these would be provided through the Short Breaks Service – subject to the eligibility criteria being met.
- For all students who meet the eligibility criteria short breaks are available through the Children's Disability Team (CDT). The short breaks include activity sessions of two or three hours and overnight stays where this is appropriate. Social and independence training is built into most of these activities. Currently students at Corley are potentially able to access residential provision through both CDT and residential provision at Corley. There is therefore an issue of equity and equality of opportunity because residential provision at Corley is not available to any other children and young people attending other special schools or with similar needs across the City. Students at Corley do not necessarily have a higher level need for residential provision than other Coventry children and young people with SEN and disability.
- The increased resources for all of the city's special schools, including Corley, will support improvements to the curriculum, wider schools activities, facilities and equipment.
- The Coventry Autism Support Service is working to improve access to extended day activities for all students with ASD via training and development (Coventry LA Accessibility Strategy – Action 2.31).

Key factor 2: Improved access to specialist staff, both education and other professionals, including any external support and/or outreach services.

- The increased resources for all of the City's special schools will support improved access to specialist staff as it was based on an improved staffing model.
- The new funding formula for special schools delivers an appropriate level of funding to allow outreach and training functions to be developed and maintained. The funding provides an outreach service (1 teacher and 1 teaching assistant) to be provided from each of the broad spectrum schools and Woodfield School, to improve links with mainstream schools and support students with SEN who are educated within these schools. As part of Corley Centre, funding is already provided for the Coventry Autism Support Service which supports children and young people in Coventry who have an ASD diagnosis.
- The proposed arrangements provide for eligible young people to have access to a range of short breaks and thus access to other specialist staff and professionals. It supports closer collaboration between education and other staff in Children, Learning and Young People's Directorate. "Education staff should work with social care colleagues and consider (residential) placement policies that are consistent across the authority." (The SEN Improvement Test – Paragraph 43).

Key factor 3: Improved access to suitable accommodation

- The revised distribution of financial resources for the City's special schools will support improvements to the accommodation for pupils across the City.

- For eligible young people the Children's Disability Team (CDT) offers a range of short breaks through which social and independence skills can be further developed.
- Broad Park House was redeveloped in 2011. It combines a purpose-built residential short breaks unit for children aged 5-17 years with SEND with on-site activity rooms for community-based activities. A recent Ofsted inspection praised the involvement of children and young people with disabilities in the decision making and design process of the redevelopment. The new centre includes four purpose built bedrooms, two activity rooms for group events, young people's meetings and consultations. It also has a professional kitchen for independence and cooking skill activities. A range of social events also take place throughout the year and activities to support transitions and early intervention work. Specialist activities for children with higher level needs are also included.

Key factor 4: Improved supply of suitable places

- The new funding formula was developed to ensure that the LA had an appropriate level of special school places funded at a level appropriate to cater for the needs of the pupil population.
- Residential educational placements are still available where needed for students with an assessed need via the Statutory Assessment Process.
- Through its Strategy for Inclusion and SEN (2005), Coventry LA has developed a continuum of provision within the city for children with a wide range of SEND. For students with ASD Corley Centre was developed with a changed designation for children with complex social and communication needs and two enhanced resource bases in mainstream schools (one primary and one secondary) have been developed to date with a third planned for 2013.
- Whilst the proposal removes 27 residential places at Corley Centre it should be noted that there have been no Corley Centre students formally assessed as requiring residential education since 2006/2007 and none are anticipated in the future. The funding for Corley Centre's residential provision based on 27 places amounts to approximately £384,000 in 2010/11. The actual use of the budget is no longer in line with its intended purpose. The financial resource allocated for Corley's residential educational provision could be used to support children and young people with SEN and disability across the city especially at a time when there are significant pressures in other areas. There are clear equality of education and opportunity reasons for implementing the proposal and a strong value for money argument to support the case.
- Residential provision is now available through short breaks provided by the Children's Disability Team (CDT). Students not attending Corley are able to access residential provision through the central Short Breaks programme provided by the CDT, if they meet the eligibility criteria. Students at Corley are potentially able to access residential provision through both CDT and residential provision at Corley. This gives an issue of equity and equality of opportunity because residential provision at Corley is not available to any other children and young people attending other special schools or with similar needs across the City. Students at Corley don't necessarily have a higher level need for residential provision than other Coventry children and young people with SEN and disability.

Additional requirements

Additional requirements placed on the LA or Other Proposer are listed below.

Additional requirement (i): Obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible

The special school funding formula review consultation was undertaken at the end of 2010.

Following Cabinet Member agreement on 21 September 2011 a public consultation on the proposal to change the designation of Corley School from Day/Residential Special School to Day Special School ran for 7 weeks, from 3 October 2011 to 20 November 2011 inclusive. This included meetings with:

- Parents and carers
- Students
- Teaching and support staff
- Governors of Corley Centre
- Heads and governors from other special schools.

A meeting had been arranged for head teachers, governors, staff, parents and students at mainstream schools, but there were no attendees

A copy of the consultation document was sent out to:

- Governors and staff at Corley Centre
- Parents and carers of students at Corley Centre
- Trade Unions
- Local Members of Parliament
- Ward Councillors
- Neighbouring Local Authorities
- Coventry Church of England Diocesan Education Authority
- All other Coventry schools - primary, secondary and special
- Corley Parish Council
- Libraries

A copy of the consultation document and on line response form was placed on the Coventry City Council web site.

Replies to the consultation could be sent in writing, by email or via the online survey on the Council web site.

Additional requirement (ii): Clearly state arrangements for alternative provision.

If the proposal is approved the City Council will be offering to meet with the affected parents of students at Corley collectively and individually to ensure that adequate arrangements continue to be made for their child's social and independence training.

For eligible young people the Children's Disability Team (CDT) offers a range of short breaks through which social and independence skills can be furthered developed.

Additional requirement (iii): Specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children

Home to school travel assistance will continue to be provided to students attending Corley Centre and other special schools in the city in line with the LA's transport policy.

Additional requirement (iv): Specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

The revised special school funding formula was implemented for Corley Centre, Woodfield and Castle Wood Special Schools from 1 April 2011. As a result Corley Centre received an additional £89,726 for 2011/12.

If the proposal is approved by the Cabinet Member for Education on 1 December and a decision to proceed is made following publication of Statutory Notices, the school's governing body will initiate a consultation regarding staffing implications with staff and trades unions.

Appendix 5

Summary of Comments

There were 100 responses to the consultation. 55 respondents used the online survey on Coventry City Council website, with 43 making comments. In addition to this there were letters or emails from 33 respondents and 12 paper consultation forms. 5 of the 12 forms contained comments. In total there were 81 respondents making comments.

Where one respondent has responded several times it has been counted as 1 response.

The main comments are summarised below.

Comments by those Supporting the Proposal

The respondents supporting the proposal were sympathetic to the needs of Corley Centre students, but indicated that the re-designation and re-distribution of resource would benefit pupils with SEN and Disability in all Coventry's special schools. Some respondents expressed their concern that care should be taken with the Corley students during the transition from the current arrangements.

Respondents suggested the re-designation of Corley to a secondary day special school would release funding to provide fairer access to appropriate provision for special needs students across the city. The need to support Corley young people during the transition and to maximise support to access alternative arrangements for overnight provision was acknowledged.

Respondents felt that a strategic review of Special Educational Needs across the city was necessary as broad spectrum provision is being developed and that this strategic review should be ongoing, to ensure that resources are targeted based on children's educational needs.

Comments by those that did not wish to Express a Yes or No Opinion

These respondents are concerned that Corley Centre should be included in any redistribution of the residential funding should the proposal be approved (Corley will be included if the proposal is approved). The respondents had doubts about other provision, such as that offered by Children's Disability Team (CDT) and the appropriateness.

The respondents thought that other options should be considered such as the possibility of offering a reduced residential service or making it available to other schools in and around Coventry.

Respondents asked that a specialised, family centred ASD support group be created, particularly as numbers of children and young people with a diagnosis of ASD were rising while the services for people with ASD did not appear to be increasing.

Comments by those Not Supporting the Proposal

The statutory assessment of special educational needs was mentioned frequently with respondents questioning the validity of the statements of Corley students. The respondents queried why the annual school review for students using the residency stated that these students would benefit from the residential provision at Corley Centre, but the statutory assessment did not state a requirement for residential provision. Some respondents said that a student's special educational needs could have changed since the initial statement and that they might now

require residential provision. Others said that the assessment should take into account the needs of parents and the impact of not having residential provision on parents and families.

The respondents wanted clarity on what would be on offer from the Children's Disability Team if the proposal were to be approved. The respondents had concerns about the provision on offer from the Children's Disability Team such as the appropriateness for students with ASD and the availability of the service. They doubted that Corley students would be eligible for the overnight stay provision offered by the Children's Disability Team and, if Corley students were considered eligible, that the Children's Team would have the capacity for more than a small number of students.

Some of the respondents did not believe that the Children's Disability Team would have the appropriate specialised skills for students with ASD. Respondents understood that the Corley Centre residency was used to provide social and independence training, but the Children's Disability Team overnight stays were provided for respite. Respondents did not feel that clear enough information was available about the provision Corley Centre students could access.

At Corley Centre the students are gradually introduced to residency over a period of months or years. Respondents said that this gradual familiarisation is needed by students with ASD. Respondents did not believe the Children's Disability Team would offer this, so students with ASD would be prevented from accessing the Children's Disability Team provision.

Respondents said that Corley Centre residency is easily accessible for families and provides the dual role of respite for the family and social and independence training for the student. This is particularly important for families in the most challenging circumstances.

Some respondents said that the funding spent on Corley Centre residency should be regarded in the same way as medication, an aid or adaptation for a physical disability as both enabled independent living. Respondents believed that as ASD was not physically visible it was often overlooked or misunderstood.

Respondents said that other costs would be incurred if the Corley Centre residential provision was withdrawn. Corley Centre students and their families would need the help of Social Services. This help would be a continuing requirement due to the lack of social and independence training.

The Autism Act 2009, putting in place a strategy for adults with ASD, was mentioned. Early intervention, such as the Corley Centre residency, was stated by respondents as being a good value strategy for children and young people with ASD, particularly as it enabled independent living and social interaction later in life. It was believed that the Corley Centre residential social and independence training would help address the low employment rate for adults with ASD.

Many respondents were concerned about the funding for the residential provision at Corley Centre. They said they would like to know details about the figure for the funding provided to Corley and also how that funding was spent within the school. They were very concerned about the impact withdrawing the funding would have on other services within the school, for example after school clubs.

There were numerous personal accounts of the benefit that Corley Centre residency had been to themselves or their children. There was praise for the Corley Centre staff and their skills.