



Executive – appendices: school expansions and SEN developments

Monday 23 April 2012 at 7.00 pm

Committee Rooms 1, 2 and 3, Brent Town Hall, Forty Lane, Wembley, HA9 9HD

Membership:

Lead Member Councillors:

Portfolio

John (Chair)	Leader/Lead Member for Corporate Strategy and Policy Co-ordination
Butt (Vice-Chair)	Deputy Leader/Lead Member for Resources
Arnold	Lead Member for Children and Families
Beswick	Lead Member for Crime and Public Safety
Crane	Lead Member for Regeneration and Major Projects
Jones	Lead Member for Customers and Citizens
Long	Lead Member for Housing
J Moher	Lead Member for Highways and Transportation
R Moher	Lead Member for Adults and Health
Powney	Lead Member for Environment and Neighbourhoods

For further information contact: Anne Reid, Principal Democratic Services Officer
020 8937 1359, anne.reid@brent.gov.uk

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www.brent.gov.uk/committees

The press and public are welcome to attend this meeting

Agenda – appendices: school expansions and SEN developments

Introductions, if appropriate.

Apologies for absence and clarification of alternate members.

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Ward Affected:
Fryent;
Stonebridge;
Sudbury

Lead Member: Councillor Arnold
Contact Officer: Krutika Pau, Director of
Children and Families
Tel: 020 8937 3126 krutika.pau@brent.gov.uk

7 The future SEN developments at Vernon House School and at Alperton Community School	155 - 250
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Ward Affected:
All Wards

Lead Member: Councillor Arnold
Contact Officer: Krutika Pau, Director of
Children and Families
Tel: 020 8937 3126 krutika.pau@brent.gov.uk

Date of the next meeting: Date Not Specified



- Please remember to **SWITCH OFF** your mobile phone during the meeting.
- The meeting room is accessible by lift and seats will be provided for members of the public.
 - Toilets are available on the second floor.
 - Catering facilities can be found on the first floor near The Paul Daisley Hall.
 - A public telephone is located in the foyer on the ground floor, opposite the Porters' Lodge

Appendix 1

Public Consultation

Brent Council proposed expansion of Barham Primary School

1.	Introduction <p>Barham Primary School, Danethorpe Road, Wembley, HA0 4RQ is a community school located in the south western region of the borough. It provides school places to 630 boys and girls between the ages of 4 – 11 (Year R to Year 6); there is also a nursery with 90 part time places.</p> <p>Currently, the demand for school places in Brent, as in many outer London boroughs, is increasing. The demand for primary places in the Wembley area specifically has led to the proposal to expand Barham Primary School.</p> <p>Brent Council is consulting with staff, parents and the community on the option to expand the school by one new form of entry (1FE). The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018.</p>
2.	The proposal <p>Brent Council is proposing to expand Barham Primary School, Danethorpe Road, Wembley, HA0 4RQ by one form of entry (210 additional places), taking the school capacity from 630 places (Year R – Year 6) to 840 (Year R – Year 6). The school will continue to provide a nursery with 90 part time places.</p> <p>The expansion of the school is intended to commence in January 2013. With regards to admissions, the increased intake will affect those children entering Reception at the school from January 2013 to September 2018.</p> <p>The proposed accommodation for the expansion by one form of entry would be of a permanent high quality modular construction situated next to the existing school building. Subject to further design, it may include demolition of the unused nursery building situated at top right side of the school. It is proposed that the expansion will comprise of new classrooms and expansion of the existing hall used for dining. Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school.</p>

	<p>The new Reception class is expected to be available from January 2013. Remaining building works will be completed by April 2013.</p>																											
<p>3. Additional information</p>	<p>Between September 2007 and September 2011 an additional 1786 primary school places were created throughout the borough. Of those 1360 were permanent places through permanent school expansions, whilst 426 were temporary places, also known as 'bulge' places. 'Bulge' classes are a short term solution.</p> <p>Even with the additional 'bulge' places, a significant number of Brent children remain without a school place, particularly in the Reception to Year 3 age groups. To meet this shortfall in primary school places, the Council is implementing a programme to expand schools which meet the criteria i.e. located in an area of local demand, with physical capacity to expand, leading to improving learning outcomes, making efficient use of resources and promoting diversity of type of provision.</p> <p>Under the current proposal to expand Barham Primary School, no changes to its special educational need (SEN) provision are being proposed.</p>																											
<p>4. The growing number of primary school pupils</p>	<p>The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of children into the borough, the new housing developments throughout the borough attracting new families and the rising birth and fertility rates. As a result, in areas of high demand there are insufficient school places. 'Bulge' classes add capacity to the intake for just one year but in the following year can create the impression of a greater shortfall in borough wide school places.</p> <p>Trend in primary pupil numbers in Brent</p> <table border="1" data-bbox="304 1529 1390 1910"> <thead> <tr> <th>As at January</th> <th>Reception number on roll</th> <th>All ages – Reception class to Year 6</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>3027</td> <td>20959</td> </tr> <tr> <td>2008</td> <td>3183</td> <td>21338</td> </tr> <tr> <td>2009</td> <td>3291</td> <td>21512</td> </tr> <tr> <td>2010</td> <td>3386</td> <td>22071</td> </tr> <tr> <td>2011</td> <td>3623</td> <td>23297</td> </tr> <tr> <td>Change from 2007 to 2011</td> <td>596</td> <td>2338</td> </tr> <tr> <td>Percentage change</td> <td>19.7%</td> <td>11.2%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	As at January	Reception number on roll	All ages – Reception class to Year 6	2007	3027	20959	2008	3183	21338	2009	3291	21512	2010	3386	22071	2011	3623	23297	Change from 2007 to 2011	596	2338	Percentage change	19.7%	11.2%			
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<p>5.</p>	<p>The need for more primary school places in the future</p> <p>In August 2011, Brent Council carried out a review of primary school places which estimated that an additional 15 forms of entry (15FE) will be required in Brent by 2014/15 – an estimate of 450 places in each year group. The pressure of increasing demand is already evident with few places available in Brent’s 60 primary schools. Brent Council is supportive of the proposed expansion of Barham Primary School to help address the shortage of primary school places.</p> <p>Demand continues to increase in the Wembley area and a permanent increase from three to four forms of entry will help satisfy some of that demand. It is anticipated that the increased demand for primary school places will eventually create a shortage of secondary school places.</p>																																				
<p>6.</p>	<p>Steps being taken by Brent Council in meeting the demand for primary school places in the borough.</p> <p>Between September 2007 and 2011 the following permanent and ‘bulge’ classes were created:</p> <table border="1" data-bbox="304 1070 1449 1339"> <thead> <tr> <th></th> <th>Rec</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Permanent</td> <td>244</td> <td>341</td> <td>251</td> <td>236</td> <td>176</td> <td>56</td> <td>56</td> <td>1360</td> </tr> <tr> <td>Temp/bulge</td> <td>210</td> <td>105</td> <td>31</td> <td>30</td> <td>30</td> <td>20</td> <td>0</td> <td>426</td> </tr> <tr> <td>Total</td> <td>454</td> <td>446</td> <td>282</td> <td>266</td> <td>206</td> <td>76</td> <td>56</td> <td>1786</td> </tr> </tbody> </table> <p>Other schools for which consultations for school expansions are currently underway include Fryent Primary School and Mitchell Brook Primary School.</p>		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Permanent	244	341	251	236	176	56	56	1360	Temp/bulge	210	105	31	30	30	20	0	426	Total	454	446	282	266	206	76	56	1786
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<p>7.</p>	<p>We would like to hear from you</p> <p>Brent Council is currently consulting all interested parties including parents and staff at the school, all schools in Brent, staff within Brent Council and neighbouring boroughs with an aim to receive feedback on the proposal.</p> <p>Brent Council would welcome your views on the proposal to expand the school by 1FE. If you have any comments that you would like to make in relation to this proposal you can either use the attached tear-off response form or write to:</p>																																				

**Judith Joseph, School Place Planning,
3rd Floor, Chesterfield House,
9 Park Lane,
Wembley,
HA9 7RH**

Or

Send an email to: **judith.joseph@brent.gov.uk**

Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.

Alternatively, this document can be downloaded from:

<http://www.brent.gov.uk/currentconsultations>

A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk

All written comments must be received by: **Wednesday 15 February 2012**

- 8. You can also attend a public meeting for parents, carers and the community which has been arranged to discuss the proposed expansion of Barham Primary School.**

**Date: 23 January 2012
Time: 6.30pm to 7.30pm**

**Venue: The School Hall
Barham Primary School
Danethorpe Road
Wembley, HA0 4RQ**

- 9. The procedures for reorganisation**

Barham Primary School in partnership with Brent Council intends to meet with staff, parents and the local community, to receive their views.

If, after the consultation, the Council decides to proceed with the expansion then a statutory proposal will be published in the local papers and will also be placed at public places e.g. the Town Hall and on the main entrances to Barham Primary

	<p>School. Thereafter, a 4 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form of support, suggestions or objections to the proposal. All representations will be presented to Brent Council's Executive Committee which will make a decision on the proposal.</p>
<p>10.</p>	<p>Consultees</p> <p>This document is being sent to:</p> <p>Barham Primary School: parents, staff, governors and student council All maintained schools and Academies in Brent Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea Local Resident Associations Local residents in the immediate vicinity All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Brent Children Centres Sport England Secretary of State. School Organisation Unit Local private nurseries Any trade unions who represent staff of Barham Primary School Representatives of main trade unions in Brent Any local partnerships including Early Years Development and Childcare Partnership</p>

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

In respect of an LEA Proposal: London Borough of Brent, Pupil and Parents Service, 3rd Floor Chesterfield House, 9 Park Lane, Wembley, HA9 7RW.

DFE School No. 304/2049 – Barham Primary School

Statutory Notice published on 23 February 2012

1. The name, address and category of the school.

Barham Primary School (Community) Danethorpe Road Wembley HA0 4RQ
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Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Brent Council intends to expand Barham Primary School from 7 January 2013. Barham Primary School will be expanded by one form of entry. The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018.

Objections and comments

3. A statement explaining the procedure for making representations, including —
 - i. the date prescribed in accordance with paragraph 29 of Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
 - ii. the address of the authority to which objections or comments should be sent.

Within four weeks from the date of publication of the proposal any person may object to or
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make comments on the proposal in writing by sending them to Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk.

The proposal was published on 23 February 2012.

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

The London Borough of Brent is proposing to expand Barham Primary School by one form of entry from 7 January 2013; this means that the school will become a four form of entry provision and its admission capacity will increase from 630 to 840 Reception to Year 6 places. The current admission number for the school is 90 and the proposed admission number will be 120. The school offers mixed sex provision. In addition the school has a nursery with 90 part time places. Nursery provision will remain unchanged.

On implementation of the proposal, Barham Primary School would provide 30 new permanent Reception places from 7 January 2013, subject to planning permission. The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018. The enlarged Barham Primary School will continue to offer mixed provision for pupils in Reception to Year 6 and the Local Authority will remain the admitting Authority for the School.

The expanded school will be suitable for all pupils who currently attend Barham Primary School. Every pupil registered at the school on 6 January 2013 who, but for these proposals would have continued their education at Barham Primary School will have a place at the enlarged school. Consequently no pupils will be displaced by the alterations proposed for Barham Primary School.

School capacity

5. —(1) Where the alteration is an alteration falling within any of paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —
 - i. details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

The school capacity will change from 630 places (Reception to Year 6) to 840 places (Reception to Year 6), The nursery capacity will not change under this proposal.

- ii. details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

The current admission number for the school is 90 and the proposed admission number will be 120.

- iii. where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

In September 2012, 90 children will be admitted to Reception class. An additional 30 Reception places will be available in January 2013.

- iv. where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

- b. Where the alteration is an alteration falling within any of paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

According to the January 2012 pupil census there are provisionally 630 pupils currently in the school (Reception to Year 6).

There are currently 90 pupils attending the nursery part time.

Implementation

- 6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

Additional Site

7. —(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school. Additional land is not required for this expansion proposal.

The new Reception class is expected to be available from January 2013. Remaining building works at the school are expected to be completed by April 2013.

Decant proposal during the construction period may require use of alternative temporary provision on the existing site only for the period of construction.

All new school buildings are required to achieve the highest energy standards for sustainable construction. The new extension at will be required to achieve a BREEAM rating of Very Good, requiring energy use of the proposed building to be efficient and sustainable.

- (2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

Changes in boarding arrangements

8. —(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —
- i. the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

N/A

- ii. the arrangements for safeguarding the welfare of children at the school;

N/A

- iii. the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

N/A

- iv. except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

v.

N/A

- b. Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- i. the number of pupils for whom boarding provision will be removed if the proposals are approved; and

N/A

- ii. a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—
- i. the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

N/A

- ii. the distance between the proposed and current site;

N/A

- iii. the reason for the choice of proposed site;

N/A

- iv. the accessibility of the proposed site or sites;

N/A

- v. the proposed arrangements for transport of pupils to the school on its new site; and

N/A

- vi. a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

Objectives

10. The objectives of the proposals.

To create more primary school places. Pleases see section 24 for a fuller response.

Consultation

11. Evidence of the consultation before the proposals were published including—
- i. a list of persons who were consulted;
 - ii. minutes of all public consultation meetings;
 - iii. the views of the persons consulted;
 - iv. a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
 - v. copies of all consultation documents and a statement on how these documents were made available.

- i. The consultation document (Appendix 1) was sent to:

Barham Primary School: parents, staff, governors and student council
All maintained schools and Academies in Brent
Brent Council
Westminster Diocesan Education Service
London Diocesan Board for Schools
London Borough of Ealing
London Borough of Barnet
London Borough of Camden
London Borough of Harrow
London Borough of Hammersmith and Fulham
London Borough of Westminster
Royal Borough of Kensington and Chelsea
Local Resident Associations
Local residents in the immediate vicinity
All Councillors
Local Member of Parliament
All Brent Customer Service Shops
All Brent Libraries
Brent Children Centres
Sport England
Secretary of State. School Organisation Unit
Local private nurseries
Any trade unions who represent staff of Barham Primary School
Representatives of main trade unions in Brent
Any local partnerships including Early Years Development and Childcare Partnership

- ii. The minutes of the public consultation meetings are attached in Appendix 2(a) and 2(b).
- iii. The views of all persons consulted are attached in Appendix 3(a) and 3(b).
- iv. The Consultation document was distributed by email or internal/external post to the stakeholder listed above. The schools also distributed the consultation documents by hand to parents, pupils, staff and other interested parties. Local residents in the immediate vicinity were provided a copy through special local distribution, where possible.
- v. Copy of the consultation document can be found in Appendix 1

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The capital costs of the expansion project is estimated at approximately £4.8m including contingency, which is being funded by the local authority from the Council's Main Capital Programme.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Confirmation from DfE on allocation of the funding for Primary Places (Brent Council was allocated £24.8m) is available at the following link:

<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/capitalreview/a00199873/allocation-of-extra-500-million-to-address-the-shortage-in-pupil-places>

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

N/A

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—
- details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

The school is already operating Early Years provision which will continue to be available.

- how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

- evidence of parental demand for additional provision of early years provision;

N/A

- iv. assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

- v. reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Additional capacity is being created in the school to meet demand for Reception to Year 6 places.

Changes to sixth form provision

- 16. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—
 - (i) improve the educational or training achievements;
 - (ii) increase participation in education or training; and
 - (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

- (c) Evidence —
 - (i) of the local collaboration in drawing up the proposals; and
 - (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

- (d) The proposed number of sixth form places to be provided.

N/A

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

N/A

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—
- i. a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

Whilst no changes to the existing SEN provision at the school are being proposed, to ensure this proposal leads to improvements in the standards, quality and range of educational provision for children with special educational needs the Local Authority has conducted the SEN improvement test (that has identified benefits, such as, the expanded Barham Primary will include a Group SEN classroom, a disabled toilet, etc)?

- ii. any additional specialist features will be provided;

N/A

- iii. the proposed numbers of pupils for which the provision is to be made;

N/A

- iv. details of how the provision will be funded;

N/A

- v. a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

N/A

- vi. a statement as to whether the expenses of the provision will be met from the school's delegated budget;

N/A

- vii. the location of the provision if it is not to be established on the existing site of the school;

N/A

- viii. where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

N/A

- ix. the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

N/A

- 19. Where the proposals are to discontinue provision for special educational needs—
 - i. details of alternative provision for pupils for whom the provision is currently made;

N/A

- ii. details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

N/A

- iii. details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

- iv. a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- ii. improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- iii. improved access to suitable accommodation; and
- iv. improved supply of suitable places.

N/A

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- i. details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

- ii. evidence of local demand for single-sex education; and

N/A

- iii. details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- i. details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

N/A

- ii. evidence of local demand for single-sex education.

N/A

Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Early Years and Extended School Groups operating in the school will remain unaffected.

Need or demand for additional places

24. If the proposals involve adding places—

- i. a statement and supporting evidence of the need or demand for the particular places in the area;

Between September 2007 and September 2011 an additional 1786 primary school places were created throughout the borough. Of those 1360 were permanent places through permanent school expansions, whilst 426 were temporary places, also known as ‘bulge’ places. ‘Bulge’ classes are a short term solution.

Even with the additional ‘bulge’ places, a significant number of Brent children remain without a school place, particularly in the Reception to Year 3 age groups. To meet this shortfall in primary school places, the Council is implementing a programme to expand schools which meet the criteria i.e. located in an area of local demand, with physical capacity to expand, leading to improving learning outcomes, making efficient use of resources and promoting diversity of type of provision.

The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of children into the borough, the new housing developments throughout the borough attracting new families and the rising birth and fertility rates. As a result, in areas of high demand there are insufficient school places. ‘Bulge’ classes add capacity to the intake for just one year but in the following year can create the impression of a greater shortfall in borough wide school places.

In August 2011, Brent Council carried out a review of primary school places which estimated that an additional 15 forms of entry (15FE) will be required in Brent by 2014/15 – an estimate of 450 places in each year group. The pressure of increasing demand is already evident with few places available in Brent’s 60 primary schools. Brent Council is supportive of the proposed expansion of Barham Primary School to help address the shortage of primary school places.

Demand continues to increase in the Wembley area and a permanent increase from three to four forms of entry will help satisfy some of that demand. It is anticipated that the increased demand for primary school places will eventually create a shortage of secondary school places.

- ii. where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

Barham Primary School has a Community status and is offering non-denominational provision.

- iii. where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

25. If the proposals involve removing places—

- i. a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

N/A

- ii. a statement on the local capacity to accommodate displaced pupils.

The expanded school will remain suitable for all pupils who currently attend Barham Primary School.

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

Please refer to Question 24 for the need to expand Barham Primary School.

Public Consultation

Brent Council proposed expansion of Barham Primary School

<p>1. Introduction</p>	<p>Barham Primary School, Danethorpe Road, Wembley, HA0 4RQ is a community school located in the south western region of the borough. It provides school places to 630 boys and girls between the ages of 4 – 11 (Year R to Year 6); there is also a nursery with 90 part time places.</p> <p>Currently, the demand for school places in Brent, as in many outer London boroughs, is increasing. The demand for primary places in the Wembley area specifically has led to the proposal to expand Barham Primary School.</p> <p>Brent Council is consulting with staff, parents and the community on the option to expand the school by one new form of entry (1FE). The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018.</p>
<p>2. The proposal</p>	<p>Brent Council is proposing to expand Barham Primary School, Danethorpe Road, Wembley, HA0 4RQ by one form of entry (210 additional places), taking the school capacity from 630 places (Year R – Year 6) to 840 (Year R – Year 6). The school will continue to provide a nursery with 90 part time places.</p> <p>The expansion of the school is intended to commence in January 2013. With regards to admissions, the increased intake will affect those children entering Reception at the school from January 2013 to September 2018.</p> <p>The proposed accommodation for the expansion by one form of entry would be of a permanent high quality modular construction situated next to the existing school building. Subject to further design, it may include demolition of the unused nursery building situated at top right side of the school. It is proposed that the expansion will comprise of new classrooms and expansion of the existing hall used for dining. Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school.</p>

	<p>The new Reception class is expected to be available from January 2013. Remaining building works will be completed by April 2013.</p>																											
<p>3. Additional information</p>	<p>Between September 2007 and September 2011 an additional 1786 primary school places were created throughout the borough. Of those 1360 were permanent places through permanent school expansions, whilst 426 were temporary places, also known as ‘bulge’ places. ‘Bulge’ classes are a short term solution.</p> <p>Even with the additional ‘bulge’ places, a significant number of Brent children remain without a school place, particularly in the Reception to Year 3 age groups. To meet this shortfall in primary school places, the Council is implementing a programme to expand schools which meet the criteria i.e. located in an area of local demand, with physical capacity to expand, leading to improving learning outcomes, making efficient use of resources and promoting diversity of type of provision.</p> <p>Under the current proposal to expand Barham Primary School, no changes to its special educational need (SEN) provision are being proposed.</p>																											
<p>4. The growing number of primary school pupils</p>	<p>The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of children into the borough, the new housing developments throughout the borough attracting new families and the rising birth and fertility rates. As a result, in areas of high demand there are insufficient school places. ‘Bulge’ classes add capacity to the intake for just one year but in the following year can create the impression of a greater shortfall in borough wide school places.</p> <p>Trend in primary pupil numbers in Brent</p> <table border="1" data-bbox="304 1491 1390 1910"> <thead> <tr> <th>As at January</th> <th>Reception number on roll</th> <th>All ages – Reception class to Year 6</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>3027</td> <td>20959</td> </tr> <tr> <td>2008</td> <td>3183</td> <td>21338</td> </tr> <tr> <td>2009</td> <td>3291</td> <td>21512</td> </tr> <tr> <td>2010</td> <td>3386</td> <td>22071</td> </tr> <tr> <td>2011</td> <td>3623</td> <td>23297</td> </tr> <tr> <td>Change from 2007 to 2011</td> <td>596</td> <td>2338</td> </tr> <tr> <td>Percentage change</td> <td>19.7%</td> <td>11.2%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	As at January	Reception number on roll	All ages – Reception class to Year 6	2007	3027	20959	2008	3183	21338	2009	3291	21512	2010	3386	22071	2011	3623	23297	Change from 2007 to 2011	596	2338	Percentage change	19.7%	11.2%			
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<p>5.</p>	<p>The need for more primary school places in the future</p> <p>In August 2011, Brent Council carried out a review of primary school places which estimated that an additional 15 forms of entry (15FE) will be required in Brent by 2014/15 – an estimate of 450 places in each year group. The pressure of increasing demand is already evident with few places available in Brent’s 60 primary schools. Brent Council is supportive of the proposed expansion of Barham Primary School to help address the shortage of primary school places.</p> <p>Demand continues to increase in the Wembley area and a permanent increase from three to four forms of entry will help satisfy some of that demand. It is anticipated that the increased demand for primary school places will eventually create a shortage of secondary school places.</p>																																				
<p>6.</p>	<p>Steps being taken by Brent Council in meeting the demand for primary school places in the borough.</p> <p>Between September 2007 and 2011 the following permanent and ‘bulge’ classes were created:</p> <table border="1" data-bbox="304 1032 1449 1301"> <thead> <tr> <th></th> <th>Rec</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Permanent</td> <td>244</td> <td>341</td> <td>251</td> <td>236</td> <td>176</td> <td>56</td> <td>56</td> <td>1360</td> </tr> <tr> <td>Temp/bulge</td> <td>210</td> <td>105</td> <td>31</td> <td>30</td> <td>30</td> <td>20</td> <td>0</td> <td>426</td> </tr> <tr> <td>Total</td> <td>454</td> <td>446</td> <td>282</td> <td>266</td> <td>206</td> <td>76</td> <td>56</td> <td>1786</td> </tr> </tbody> </table> <p>Other schools for which consultations for school expansions are currently underway include Fryent Primary School and Mitchell Brook Primary School.</p>		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Permanent	244	341	251	236	176	56	56	1360	Temp/bulge	210	105	31	30	30	20	0	426	Total	454	446	282	266	206	76	56	1786
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<p>7.</p>	<p>We would like to hear from you</p> <p>Brent Council is currently consulting all interested parties including parents and staff at the school, all schools in Brent, staff within Brent Council and neighbouring boroughs with an aim to receive feedback on the proposal.</p> <p>Brent Council would welcome your views on the proposal to expand the school by 1FE. If you have any comments that you would like to make in relation to this proposal you can either use the attached tear-off response form or write to:</p>																																				

	<p>Judith Joseph, School Place Planning, 3rd Floor, Chesterfield House, 9 Park Lane, Wembley, HA9 7RH</p> <p>Or</p> <p>Send an email to: judith.joseph@brent.gov.uk</p> <p>Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.</p> <p>Alternatively, this document can be downloaded from:</p> <p>http://www.brent.gov.uk/currentconsultations</p> <p>A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk</p> <p>All written comments must be received by: Wednesday 15 February 2012</p>
<p>8.</p>	<p>You can also attend a public meeting for parents, carers and the community which has been arranged to discuss the proposed expansion of Barham Primary School.</p> <p>Date: 23 January 2012 Time: 6.30pm to 7.30pm</p> <p>Venue: The School Hall Barham Primary School Danethorpe Road Wembley, HA0 4RQ</p>
<p>9.</p>	<p>The procedures for reorganisation</p> <p>Barham Primary School in partnership with Brent Council intends to meet with staff, parents and the local community, to receive their views.</p> <p>If, after the consultation, the Council decides to proceed with the expansion then a statutory proposal will be published in the local papers and will also be placed at public places e.g. the Town Hall and on the main entrances to Barham Primary School. Thereafter, a 4 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form</p>

	<p>of support, suggestions or objections to the proposal. All representations will be presented to Brent Council's Executive Committee which will make a decision on the proposal.</p>
<p>10.</p>	<p>Consultees</p> <p>This document is being sent to:</p> <p>Barham Primary School: parents, staff, governors and student council All maintained schools and Academies in Brent Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea Local Resident Associations Local residents in the immediate vicinity All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Brent Children Centres Sport England Secretary of State. School Organisation Unit Local private nurseries Any trade unions who represent staff of Barham Primary School Representatives of main trade unions in Brent Any local partnerships including Early Years Development and Childcare Partnership</p>

Barham Primary School Consultation Response Slip

Please tear off and return by: **Wednesday 15 February 2012**

I agree / disagree with the Council to expand Barham Primary School by one form of entry (1FE). *Delete as appropriate*

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / other*please specify*

Please send to:

**Judith Joseph, School Place Planning,
Chesterfield House,
9 Park Lane
Wembley
HA9 7RW**

Or email: judith.joseph@brent.gov.uk

Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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My age group (please tick one):

16-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>	65-74	<input type="checkbox"/>
75+	<input type="checkbox"/>		<input type="checkbox"/>

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Asian Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White and Black Caribbean	<input type="checkbox"/>	Mixed White and Black African	<input type="checkbox"/>
Mixed White and Asian	<input type="checkbox"/>	Mixed Other	<input type="checkbox"/>
White British	<input type="checkbox"/>	White Irish	<input type="checkbox"/>
White Other	<input type="checkbox"/>	Other Ethnic Group	<input type="checkbox"/>

Appendix 2 (a)

**Notes to the Barham Public Consultation Meeting
Monday 23 January 2012
Panel: Karen Giles (Headteacher),
Judith Joseph (Local Authority), Rajesh Sinha (Local Authority)**

Attended by 4 Governors and 6 members of the public

	Questions / Comments	Answers
1.	Is this consultation a done deal?	<ul style="list-style-type: none"> No, this consultation is a statutory requirement. Expanding the school is dependant on the governing body's wish to continue and the final decision lies with Brent Executive.
2.	The consultation shows that this will be complete by January 2012 so therefore it must be a done deal as this is a short period of time.	<ul style="list-style-type: none"> The time is short because the feasibility study on the new school has been carried out and discussions with the head and governing body as to how the school could look has taken place and will continue simultaneously with the consultation, to save time. If the governing body or the Executive decide that expansion should not take place then some of the design work and the associated costs will have to be dropped. This is a risk that the Council is prepared to take.
3.	This is a very tight programme and will not be finished in time.	<ul style="list-style-type: none"> Phase one will be finished by January 2013 to allow the Reception children to start school. The rest of the build and landscaping will be complete by April 2013.
4.	Why have you not provided detailed plans with the consultation so we can see what has been decided?	<ul style="list-style-type: none"> Even though discussions have taken place with the headteacher and governing body but nothing has been decided yet.
5.	Will the school be a new building?	<ul style="list-style-type: none"> The existing school building will remain but there will be new extensions added on to it. The internal layout will be redesigned to a high standard so that the school flows. Governors have looked at the design examples given their thoughts e.g. they do not want to lose the playground or play space but do want classrooms clustered together. The final details are still to be worked out.
6.	Have there been any thoughts about building upwards?	<ul style="list-style-type: none"> Options to build upwards were considered but they were too expensive and difficult to quantify the additional £1m needed. There are problems with the foundations of the single storey part of the school.

		<ul style="list-style-type: none"> • Building upwards would not give enough flow in the right area of the school.
7.	Why can't some of the park become part of the school grounds? This could cut down on the anti social elements.	<ul style="list-style-type: none"> • Parks would not allow this. • It goes against the Green Plan that the London Mayor supports.
8.	When will planning permission be applied for and how is it carried out?	<ul style="list-style-type: none"> • Have to build on the design and submit the plans. • The Planning Department will consult with the local community on the design by writing letters and inviting the public to view the plans.
9.	Will copy of the planning submission document be placed on the school notice board?	<ul style="list-style-type: none"> • Statutory radius • There will be two consultations in total– this one from an education point of view and the building design consultation, which will happen later in the year, if the expansion scheme is approved.
10.	Are there any other meetings proposed similar to today's? Parents did not receive any SMS messages from the school about this meeting. This could explain why the turnout is very low.	<ul style="list-style-type: none"> • It depends on parental interest. • A second meeting could be arranged.
11.	How will the school be geared up e.g. staffing levels?	<ul style="list-style-type: none"> • More staff will be required including a bigger senior management team.
12.	How will the school function if areas have to be cordoned off during construction?	<ul style="list-style-type: none"> • If the school creates a third entrance to the school site it will give more design options.
13.	There will be extra vehicle traffic and footpath traffic. Chaplin Road is already too narrow. Have you considered having a one way traffic scheme?	<ul style="list-style-type: none"> • A traffic assessment will be carried out. It will look at the current situation and then assess what the increase would look like and look for solutions.
14.	Why can't the council buy the houses either side of the footpath to the Chaplin Road access and make the path wider?	<ul style="list-style-type: none"> • The houses are not up for sale. • There is no money to buy the properties.

Appendix 2 (b)

**Notes to the Barham Public Consultation Meeting
Tuesday 7 February 2012
Panel: Karen Giles (Headteacher),
Judith Joseph (Local Authority), Rajesh Sinha (Local Authority)**

Attended by 2 Governors, Facilities Manager and 8 members of the public

	Questions / Comments	Answers
1.	The drawings show no outdoor shelters. Why is this?	<ul style="list-style-type: none">• Shelters can be included during the design stage if needed.
2.	How will the children get their education with constructions around them?	<ul style="list-style-type: none">• The children's education will continue.• Council will try to minimise disruption.• The health and safety of the teachers and staff are of paramount importance.• The school will continue to be open.
3.	Surjit (Governor) spoke to the parents present and asked them to spread the word to the other parents that they should consider how the expansion scheme may affect their children's education. He also stated that the governing body is in full support of the scheme and emphasised that they should feel free to approach the headteacher, governors and Brent Council officers if they have concerns about the proposal to expand the school.	

Building meeting 2nd February 2012

- One build complete package no phases stage builds.
- Reclaim any lost play surface/playground for all year use
- Cluster of 4 classrooms areas rooms with storage ideally with additional shared storeroom and cleaning stores.
- KS 1 year to have access to outside from classroom
- Increased toilets for pupils and Staff (Only 3WC's for female staff at present)
- Integrate support systems into existing ie (Intruder,Fire , Access controls etc)
- Update existing heating system i.e. (replace boilers and controls to provide energy savings for whole school.
- Site accesses possible 3 entrance to site! (Park Farm Ave end note residents have concerns over drugs use in park so monitored cctv may be needed)
- Item which are normally considered unimportant at room design stage i.e. fire appliance location, light switches', heating and ventilation controls are planned for allowing for the fact that we are a school.
- Covered outside areas
- Additional Dinning
- Canteen staff changing area and washroom
- No loss of car parking

Barham Primary School consultation responses received by 15 February 2012

25 responses received in total

16 responses for the expansion

5 responses against the expansion

4 responses either : no comment OR just comments but no decision as such

Agree	Response number reference	Comment	Parent/ member of staff / other
Agree	1.	<ul style="list-style-type: none"> • I feel that year groups need to have classrooms together. I worked at a school that moved from 3FE to 4FE and being separated from my colleagues did not work well. Year groups need to communicate. • Having 4FE is beneficial to workload if the team collaborates (share planning loads etc.). • Playground area is already limited and hectic at lunchtimes due to poor weather (can't use grass). We would definitely need larger playground space to prevent accidents and discord at playtimes. • Car park for staff is already full – this will need to be considered as staff numbers will increase. • Will teachers be consulted with regards to plans? I have worked in many schools where building work has taken place and vital aspects missed particularly storage. • Children should also be consulted as far as possible. Current Year 1/Reception toilets have low partitions but children really don't like it and should have a voice. If things don't work is there scope to change them? 	Member of Staff
Agree	2.	No comment	Parent
Agree	3.	I agree with the council to expand Barham primary school by one form of entry (IFE).	

		I believe this will be a good plan for the whole area of Wembley and Brent. I often see children that should be in school but are not due to not enough places. Hopefully this new plan will help alot of children not currently receiving an education through school.	
Agree	5.	This is very important to our next British generation.	Parent
Agree	11.	No comments.	Parent
Agree	12.	I agree.	parent
Agree	13.	As the proposal explains we agree and aware the population is increasing in Brent; and also there is an immense demand for primary schools in the area. We as parents much appreciate taking necessary measures to occupy more children and hope this would continue with other schools as well in the area. Not only that – we are happy to give our fullest support in any which way the Brent Council needs.	Parent
Agree	14/15.	I agree.	Parent
Agree	16.	I agree.	Other
Agree	17.	I agree.	Parent
Agree	18.	I agree.	
Agree	19.	I agree.	
Agree	20.	I agree	Parent
Agree	21.	I agree this school is a very good school.	
Agree	24.	With the increased school the capacity for traffic handling must improve. One way to meet this requirement will be to provide: make Danethorpe Road approachable from its dead end – connecting it to Chaplin Road by a link road replacing the back way currently in use, into a two way road. Please consider, it won't need much funding. The space is there. Please make Danethorpe Road safer for the residents' parking problems as the capacity increases by a third and thus more cars coming in and leaving during opening and closing time of the school. We are already facing problems in this regard. It should be safe for the children who walk to school from ?????? Road to via school and back to Norton Road. Alternatively connect the	Resident Danethorpe Road

		school through a link road through the park connecting the school by a shortest walk – two way with Danethorpe Road.	
Agree	26.	I agree.	
Disagree	Response number reference	Comment	Parent/ member of staff / other
Disagree	4.	<p>My son attends Barham School and is in year 3. My daughter left last year to go to Wembley High.</p> <p>I strongly object to the expansion of the school. The new building and any extra expansion will compromise the space the children have in the school. There is already limited space in the playground due to the Nursery expansion. This must cause congestion during playtime, thus interfering with the freedom children have to 'run around' at playtime. The expansion itself and the extra children will add to the congestion. In the mornings parents are currently pushing past each other to make it to the line on the time, with the expansion, and more children and parents this will get worse.</p> <p>How about lunch times? My son tells me that he is rushed through at lunch time, this will get worse when there will be more children to feed. Many children who may only get a good meal at school (Barham school does have a lot of children that are eligible for free school meals) will not be catered for effectively.</p> <p>Are more staff going to be recruited for supervising in the mornings, playtimes, lunch time and home times? The traffic in the area will increase. Having lived in the vicinity for many years, I am sure that accidents involving children will increase, with potentially more cars coming into the area to drop and pick up their children.</p> <p>I am sure that my child's education will be affected. The library and other such resources are not going to be adequately expanded, there appears to be no physical room for this. How about school trips, concerts as a year group? Will this still be able to happen?</p> <p>As a parent, ex pupil and a resident in Brent, I feel that the expansion of the school will</p>	

		<p>downgrade the school and put immense pressure on the staff, children and the surrounding area. The competition will also increase for secondary schools.</p> <p>I hope enough is done to educate those parents that do not think this is important and help them put their views forward for both sides.</p>	
Disagree	6.	<p>A sure plan but have you done the ground work to see if the site you wish to use is stable and suitable. There may be a reason why that nursery building has not been used for all these years. Subsidence is not something to mess about with. Unstable ground is difficult to build in if the building you want to remove is on such ground. And what about asbestos within the walls?</p>	Local Resident
Disagree	7 / 8.	<p>Currently, in the mornings and afternoons, the congestion caused by parents dropping their children is completely unacceptable with parents parking on the pavement, grass verges and in front of driveways. Most of these parents and children live within walking distance of the school and neither the school or council have taken measures to address this issue. I note that in the past on just a handful of occasions traffic wardens have been present to move on the parents who have parked their cars either on the lines or blocking drives but this is never followed up and therefore the parents just carry on parking their vehicles in an inconsiderate manner. When the parents are asked to move their vehicles, they can be aggressive and impolite in their response.</p> <p>This problem has been raised in the past to the school but we as residents cannot see the school having done anything to rectify the situation.</p> <p>Additional parking restrictions are not required simply to have existing arrangements enforced. Any expansion of the school will make this matter worse creating additional traffic flow in narrow residential roads and inconvenience to the local residents.</p> <p>Why has such a meeting been held at 9.00am on a Tuesday morning when most people are at work?</p> <p>I am sure there would be a better turnout if the meeting was held at a time where more or most people can attend ie in the evening.</p>	Local Resident

		However, I am unable to attend and I would like my refusal to be put forward in the meeting where I strongly object to the Barham expansion	
Disagree	9.	I appose the idea of Barham School expanding. This is a very bad idea as the school does enough already for the community. The school should not even think of expanding and should work on how to raise their standards. Concentrate to become a better school in the borough and work harder to achieve better marks from Ofsted. The school needs to work on their cleanliness of itself esp the outside area. Leaves, rubbish, clutter on school premises esp the playground.	Parent
Disagree	10.	The school is already big enough and caters for the community in doing its shared bit – where would the children play as the play areas will get affected. Already the small play ground has been decreased. The school is getting help to expand where as the school should be concentrating on how to better itself. To clean the school inside and thoroughly as it is very grotty on the outskirts. The school needs to focus on their needs and issues then focus on expanding. Thank you. Not a happy parent. I have commented on this but feel my concerns will not count as the school wants do as it wants. You people will pass it and I would have just wasted my time and stresses myself.	Parent
No comments	Response number reference	Comment	Parent/ member of staff / other
	22.		Parent
	23.		Parent
	25.	“... we have no comments or objections regarding Brent’s proposals given the location of the schools to Camden.”	London Borough of Camden
	27.	The Teachers panel would like to make the following response to this consultation; 1. We seek assurances that there will be no redundancies as a result of these proposals.	Teachers Panel

		<p>2. We are concerned about the reduction in outside play area that the proposed building will result in, especially as pupil numbers rise.</p> <p>3. We are very concerned about building work in schools known to have asbestos. We seek assurance that Brent will follow the proper procedures (notifiable under HSE regulations) and that our Health and Safety Adviser Jenny Cooper is copied into these arrangements.</p>	
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Barham Primary School Consultation Response Slip

Please tear off and return by: **Wednesday 15 February 2012**

I agree / disagree with the Council to expand Barham Primary School by one form of entry (1FE). *Delete as appropriate*

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / other*please specify*

Please send to:

**Judith Joseph, School Place Planning,
Chesterfield House,
9 Park Lane
Wembley
HA9 7RW**

Or email: judith.joseph@brent.gov.uk
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Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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My age group (please tick one):

16-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>	65-74	<input type="checkbox"/>
75+	<input type="checkbox"/>		<input type="checkbox"/>

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Asian Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>

Mixed White and Black Caribbean		Mixed White and Black African	
Mixed White and Asian		Mixed Other	
White British		White Irish	
White Other		Other Ethnic Group	



Appendix 3

Statutory Notice

Alteration to Barham Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that London Borough of Brent (the Local Authority) intends to make a prescribed alteration to Barham Primary School (Community), Danethorpe Road, Wembley, HA0 4RQ.

Barham Primary School is maintained by the Local Authority. The London Borough of Brent is proposing to expand Barham Primary School by one form of entry from 7 January 2013; this means that the school will become a four form of entry provision and its admission capacity will increase from 630 to 840 Reception to Year 6 places. The current admission number for the school is 90 and the proposed admission number will be 120. In addition the school has a nursery with 90 part time places.

The number of children currently on roll excluding the nursery (according to the January 2012 pupil census) is 630, provisionally.

On implementation of the proposal, Barham Primary School would provide 30 new permanent Reception places from 7 January 2013, subject to planning permission. The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018. The enlarged Barham Primary School will continue to offer mixed provision for pupils in Reception to Year 6 and the Local Authority will remain the admitting Authority for the School.

The Local Authority has completed a feasibility study which confirms that the provision of an additional form of entry primary provision is possible within the current school site. All applicable statutory requirements to consult in relation to these proposals have been complied with.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk. Alternatively a copy of the complete proposal can be obtained from: <http://www.brent.gov.uk/consultations.nsf>.

A limited translation and interpretation service is available for this document and upon request. Please contact Judith Joseph on 0208 937 1061.

Within four weeks from the date of publication of this proposal any person may object to or make comments on the proposal in writing by sending them to Judith Joseph, School Place Planning, Children and Families,

London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk.

Signed: Assistant Director - Achievement & Inclusion, London Borough of Brent

Publication Date: 23 February 2012

Explanatory Notes

- The proposed accommodation for the expansion by one form of entry would be of a permanent high quality modular and/or non-modular construction situated adjacent to the existing school building. The new building will be integrated with the existing school building. Subject to further design, it may include demolition of the unused nursery building situated at top right side of the school. It is proposed that the expansion will comprise of new classrooms and expansion of the existing hall used for dining. Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school. As a result of the build, the play space will be reconfigured on the site to ensure that there will be compliance with Guidelines.
- The new Reception class is expected to be available from January 2013. Remaining building works are expected to be completed by April 2013.

A Public Consultation

Brent Council proposed expansion of Fryent Primary School

<p>1.</p>	<p>Introduction</p> <p>Fryent School Primary School is a community school located in the northern half of the borough. It provides school places to 420 boys and girls between the ages of 4 – 11 (Year R to Year 6); there is also a nursery with 52 part time places from September 2012.</p> <p>Currently, the demand for school places in Brent, as in many outer London boroughs, is increasing. The demand for primary places in the Kingsbury area specifically has led to the proposal to expand Fryent Primary School.</p> <p>Brent Council in partnership with Fryent School is consulting with staff, parents and the community on the option to expand the school by two new forms of entry (2FE). The expansion will provide an additional two classes in each year group (420 new primary places in total). The increase of 60 places per year group is intended to start at Reception age in January 2013 and rise to Year 6 by 2018.</p>
<p>2.</p>	<p>The proposal</p> <p>Brent Council is proposing to expand Fryent Primary School, Church Lane, Kingsbury, London, NW9 8JD by two forms of entry (420 additional places), taking the school capacity from 420 places (Year R – Year 6) to 840 (Year R – Year 6). The school will continue to provide a nursery with 52 part time places from September 2012.</p> <p>The expansion of the school is intended to commence in January 2013. With regards to admissions, the increased intake will affect those children entering Reception at the school from January 2013 to September 2018.</p> <p>The proposed accommodation for the expansion by two forms of entry would be of a permanent high quality modular construction situated on the left side of the existing school buildings. Subject to further design, it will include demolition of the existing dining block, mobile block and Horsa hut units. The mobile block and Horsa hut will be replaced by new classrooms; a new hall and kitchen is proposed to be constructed to the left side of the existing building in place of the existing</p>

hard play area and school toilets. New toilets will be provided in compliance with statutory requirements. Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school.

The new Reception class is expected to be available from January 2013. Remaining building works at the school will be completed by April 2013.

3. Additional information

Between September 2007 and September 2011 an additional 1786 primary school places were created throughout the borough. Of those 1360 were permanent places through permanent school expansions, whilst 426 were temporary places, also known as ‘bulge’ places. ‘Bulge’ classes are a short term solution.

Even with the additional ‘bulge’ places, a significant number of Brent children remain without a school place, particularly in the Reception to Year 3 age groups. To meet this shortfall in primary school places, the Council is implementing a programme to expand schools which meet the criteria i.e. located in an area of local demand, with physical capacity to expand, leading to improving learning outcomes, making efficient use of resources and promoting diversity of type of provision.

Under the current proposal to expand Fryent Primary School, no changes to its special educational need (SEN) provision are being proposed.

4. The growing number of primary school pupils

The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of children into the borough, the new housing developments throughout the borough attracting new families and the rising birth and fertility rates. As a result, in areas of high demand there are insufficient school places. ‘Bulge’ classes add capacity to the intake for just one year but in the following year can create the impression of a greater shortfall in borough wide school places.

Trend in primary pupil numbers in Brent

As at January	Reception number on roll	All ages – Reception class to Year 6
2007	3027	20959
2008	3183	21338
2009	3291	21512
2010	3386	22071
2011	3623	23297

	Change from 2007 to 2011	596	2338
	Percentage change	19.7%	11.2%
5.	The need for more primary school places in the future		
	<p>In August 2011 Brent Council carried out a review of primary school places which estimated that an additional 15 forms of entry (15FE) will be required in Brent by 2014/15 - an estimate of 450 places in each year group. The pressure of increasing demand is already evident with few places available in Brent's 60 primary schools. Brent Council is supportive of the proposed expansion of Fryent Primary School to help address the shortage of primary school places.</p> <p>Demand continues to increase in the Kingsbury area and a permanent increase from two to four forms of entry will help satisfy some of that demand. It is also anticipated that the increased demand for primary school places will eventually create a shortage of secondary school places.</p>		
6.	Steps being taken by Brent Council in meeting the demand for primary school places in the borough.		
	<p>Between September 2007 and 2011 the following permanent and 'bulge' classes were created:</p>		
	Rec	Year 1	Year 2
	Year 3	Year 4	Year 5
	Year 6	Total	
Permanent	244	341	251
	236	176	56
	56	56	1360
Temp/bulge	210	105	31
	30	30	20
	0	426	
Total	454	446	282
	266	206	76
	56	1786	
	<p>Other schools for which consultations for school expansions are currently underway include Barham Primary School and Mitchell Brook Primary School.</p>		
7.	We would like to hear from you		
	<p>Brent Council is currently consulting all interested parties including parents and staff at the school, all schools in Brent, staff within Brent Council and neighbouring</p>		

boroughs with an aim to receive feedback on the proposal.

The Council would welcome your views on the proposal to expand the school by 2FE. If you have any comments that you would like to make in relation to this proposal you can either use the attached tear-off response form or write to:

**Judith Joseph, School Place Planning
3rd Floor, Chesterfield House,
9 Park Lane, Wembley,
HA9 7RH**

Or

Send an email to: **judith.joseph@brent.gov.uk**

Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.

Alternatively, this document can be downloaded from:

<http://www.brent.gov.uk/currentconsultations>

A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk

All written comments must be received by: **Wednesday 15 February 2012**

- 8. You can also attend a public meeting for parents, carers and the community which has been arranged to discuss the proposed expansion of Fryent Primary School.**

Date: Tuesday 31 January 2012

Time: 6.30pm to 7.30pm

**Venue: The Downstairs Hall
Fryent Primary School,
Church Lane, Kingsbury, London, NW9 8JD**

<p>9.</p>	<p>The procedures for reorganisation</p> <p>Fryent Primary School in partnership with the Brent Council intends to meet with staff, parents and the local community, to receive their views.</p> <p>If, after the consultation, the Council decides to proceed with the expansion then a statutory proposal will be published in the local papers and will also be placed in public places e.g. the Town Hall and on the main entrances to Fryent Primary School. Thereafter, a 4 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form of support, suggestions or objections to the proposal. All representations will be presented to Brent Council's Executive Committee which will make a decision on the proposal.</p>
<p>10.</p>	<p>Consultees</p> <p>This document is being sent to:</p> <p>Fryent Primary School: parents, staff, governors and student council All maintained schools and Academies in Brent Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea Local Resident Associations Local residents in the immediate vicinity All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Brent Children Centres Sport England Secretary of State, School Organisation Unit Local private nurseries Any trade unions who represent staff of Fryent Primary School Representatives of main trade unions in Brent Any local partnerships including Early Years Development and Childcare Partnership</p>

Fryent Primary School Consultation Response Slip

Please tear off and return by: **Wednesday 15 February 2012**

I agree / disagree with the Council to expand the school by two forms of entry (2FE). *Delete as appropriate*

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / other*please specify*

**Please send to:
Judith Joseph, School Place Planning
3rd Floor, Chesterfield House,
9 Park Lane, Wembley,
HA9 7RH**

Or email: Judith.joseph@brent.gov.uk
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Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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My age group (please tick one):

16-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>	65-74	<input type="checkbox"/>
75+	<input type="checkbox"/>		<input type="checkbox"/>

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Asian Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>

Mixed White and Black Caribbean		Mixed White and Black African	
Mixed White and Asian		Mixed Other	
White British		White Irish	
White Other		Other Ethnic Group	

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

In respect of an LEA Proposal:

London Borough of Brent, Pupil & Parent Service, 3rd Floor Chesterfield House, 9 Park Lane, Wembley Middlesex, HA9 7RW

Fryent Primary School DFE School No. 304/2074

Statutory Notice published on 23 February 2012

1. The name, address and category of the school.

Fryent Primary School (Community) Church Lane Kingsbury NW9 8JD
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Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Brent Council intends to expand Fryent Primary School from 7 January 2013. Fryent Primary School will be expanded by two forms of entry. The expansion will provide an additional two classes in each year group (420 new primary places in total). The increase of 60 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018.
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Objections and comments

3. A statement explaining the procedure for making representations, including —
 - i. the date prescribed in accordance with paragraph 29 of Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
 - ii. the address of the authority to which objections or comments should be sent.

Within four weeks from the date of publication of the proposal any person may object to or make comments on the proposal in writing by sending them to Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk.

The proposal was published on 23 February 2012.

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

The London Borough of Brent is proposing to expand Fryent Primary School by two forms of entry from 7 January 2013; this means that the school will become a four form of entry provision and its admission capacity will increase from 420 to 840 Reception to Year 6 places. The current admission number for the school is 60 and the proposed admission number will be 120. In addition the school has a nursery with 52 part time places. Nursery provision will remain unchanged. The school offers mixed sex provision.

The expanded school will be suitable for all pupils who currently attend Fryent Primary School. Every pupil registered at the school on 6 January 2013 who, but for these proposals would have continued their education at Fryent Primary School will have a place at the enlarged school. Consequently no pupils will be displaced by the alterations proposed for Fryent Primary School.

The expansion of the school is intended to commence in January 2013. With regards to admissions, the increased intake will affect those children entering Reception at the school from January 2013 to September 2018.

On implementation of the proposal, Fryent Primary School would provide 60 new permanent Reception places from 7 January 2013, subject to planning permission. The expansion will provide an additional two classes in each year group (420 new primary places in total). The increase of 60 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018. The enlarged Fryent Primary School will continue to offer mixed provision for pupils in Reception to Year 6 and the Local Authority will remain the admitting Authority for the School.

The new Reception class is expected to be available from January 2013. Remaining building works at the school are expected to be completed by April 2013.

School capacity

5. —(1) Where the alteration is an alteration falling within any of paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —
- i. details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

The school capacity will change from 420 places (Reception to Year 6) to 840 places (Reception to Year 6), The nursery capacity will not change under this proposal.

- ii. details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

The current admission number for the school is 60 and the proposed admission number will be 120.

- iii. where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

In September 2012, 60 children will be admitted to Reception class. An additional 60 Reception places will be available in January 2013.

- iv. where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

- (2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

According to the January 2012 pupil census there are provisionally 420 pupils currently in the school (Reception to Year 6).

There are currently 60 pupils attending the nursery part time (Jan 2012 Census).

From September 2012 there will be 52 part time nursery places.

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

Additional Site

7. —(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school. Additional land is not required for this expansion proposal.

The new Reception class is expected to be available from January 2013.
Remaining building works at the school are expected to be completed by April 2013.

Decant proposal during the construction period may require use of alternative temporary provision on the existing site only for the period of construction.

All new school buildings are required to achieve the highest energy standards for sustainable construction. The new extension at will be required to achieve a BREEAM rating of Very Good, requiring energy use of the proposed building to be efficient and sustainable.

- (2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

Changes in boarding arrangements

8. —(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- i. the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

N/A

- ii. the arrangements for safeguarding the welfare of children at the school;

N/A

- iii. the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

N/A

- iv. except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

N/A

- b. Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- i. the number of pupils for whom boarding provision will be removed if the proposals are approved; and

N/A

- ii. a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

Transfer to new site

- 9. Where the proposals are to transfer a school to a new site the following information—

- i. the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

N/A

- ii. the distance between the proposed and current site;

N/A

- iii. the reason for the choice of proposed site;

N/A

- iv. the accessibility of the proposed site or sites;

N/A

- v. the proposed arrangements for transport of pupils to the school on its new site; and

N/A

- vi. a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

Objectives

- 10. The objectives of the proposals.

To create more primary school places. Please see section 24 for a fuller response.

Consultation

- 11. Evidence of the consultation before the proposals were published including—
 - i. a list of persons who were consulted;
 - ii. minutes of all public consultation meetings;

- iii. the views of the persons consulted;
- iv. a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- v. copies of all consultation documents and a statement on how these documents were made available.

i. The consultation document (Appendix 1) was sent to:

Fryent Primary School: parents, staff, governors and student council
 All maintained schools and Academies in Brent
 Brent Council
 Westminster Diocesan Education Service
 London Diocesan Board for Schools
 London Borough of Ealing
 London Borough of Barnet
 London Borough of Camden
 London Borough of Harrow
 London Borough of Hammersmith and Fulham
 London Borough of Westminster
 Royal Borough of Kensington and Chelsea
 Local Resident Associations
 Local residents in the immediate vicinity
 All Councillors
 Local Member of Parliament
 All Brent Customer Service Shops
 All Brent Libraries
 Brent Children Centres
 Sport England
 Secretary of State, School Organisation Unit
 Local private nurseries
 Any trade unions who represent staff of Fryent Primary School
 Representatives of main trade unions in Brent
 Any local partnerships including Early Years Development and Childcare Partnership

- ii. The minutes of the public consultation meeting are attached in Appendix 2.
- iii. The views of all persons consulted are attached in Appendix 3
- iv. The Consultation document was distributed by email or internal/external post to the stakeholder listed above. The school also distributed the consultation documents by hand to parents, pupils, staff and other interested parties. Local residents in the immediate vicinity were provided a copy through special local distribution, where access was possible.

v. Copy of the consultation document can be found in Appendix 1

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The capital costs of the expansion project is estimated at approximately £6.3m including contingency, which is being funded by the local authority from the Council's Main Capital Programme.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Confirmation from DfE on allocation of the funding for Primary Places (Brent Council was allocated £24.8m) is available at the following link:

<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/capitalreview/a00199873/allocation-of-extra-500-million-to-address-the-shortage-in-pupil-places>

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

N/A

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—
- details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

The school is already operating Early Years provision which will continue to be available.

- ii. how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

- iii. evidence of parental demand for additional provision of early years provision;

N/A

- iv. assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

- v. reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Additional capacity is being created in the school to meet demand for Reception to Year 6 places.

Changes to sixth form provision

16. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—
- (i) improve the educational or training achievements;
 - (ii) increase participation in education or training; and
 - (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

- (c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

- (d) The proposed number of sixth form places to be provided.

N/A

- 17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

N/A

Special educational needs

- 18. Where the proposals are to establish or change provision for special educational needs—
 - i. a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

Whilst no changes to the existing SEN provision at the school are being proposed, to ensure this proposal leads to improvements in the standards, quality and range of educational provision for children with special educational needs the Local Authority has conducted the SEN improvement test (that has identified benefits, such as, the expanded Fryent Primary will include a Place to Be room for counselling and office, a disabled toilet, etc).

- ii. any additional specialist features will be provided;

N/A

- iii. the proposed numbers of pupils for which the provision is to be made;

N/A

- iv. details of how the provision will be funded;

N/A

- v. a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

N/A

- vi. a statement as to whether the expenses of the provision will be met from the school's delegated budget;

N/A

- vii. the location of the provision if it is not to be established on the existing site of the school;

N/A

- viii. where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

N/A

- ix. the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

N/A

19. Where the proposals are to discontinue provision for special educational needs—

- i. details of alternative provision for pupils for whom the provision is currently made;

N/A

- ii. details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

N/A

- iii. details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

- iv. a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- ii. improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- iii. improved access to suitable accommodation; and
- iv. improved supply of suitable places.

N/A

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- i. details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

- ii. evidence of local demand for single-sex education; and

N/A

- iii. details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- i. details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

N/A

- ii. evidence of local demand for single-sex education.

N/A

Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Early Years and Extended School Groups operating in the school will remain unaffected.

Need or demand for additional places

24. If the proposals involve adding places—

- i. a statement and supporting evidence of the need or demand for the particular places in the area;

Between September 2007 and September 2011 an additional 1786 primary school places were created throughout the borough. Of those 1360 were permanent places through permanent school expansions, whilst 426 were temporary places, also known as 'bulge' places. 'Bulge' classes are a short term solution.

Even with the additional ‘bulge’ places, a significant number of Brent children remain without a school place, particularly in the Reception to Year 3 age groups. To meet this shortfall in primary school places, the Council is implementing a programme to expand schools which meet the criteria i.e. located in an area of local demand, with physical capacity to expand, leading to improving learning outcomes, making efficient use of resources and promoting diversity of type of provision.

The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of children into the borough, the new housing developments throughout the borough attracting new families and the rising birth and fertility rates. As a result, in areas of high demand there are insufficient school places. ‘Bulge’ classes add capacity to the intake for just one year but in the following year can create the impression of a greater shortfall in borough wide school places.

In August 2011, Brent Council carried out a review of primary school places which estimated that an additional 15 forms of entry (15FE) will be required in Brent by 2014/15 – an estimate of 450 places in each year group. The pressure of increasing demand is already evident with few places available in Brent’s 60 primary schools. Brent Council is supportive of the proposed expansion of Fryent Primary School to help address the shortage of primary school places.

Demand continues to increase in the Kingsbury area and a permanent increase from two to four forms of entry will help satisfy some of that demand. It is anticipated that the increased demand will eventually create a shortage of secondary school places.

- ii. where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

Fryent Primary School has a Community status and is offering non-denominational provision.

- iii. where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

25. If the proposals involve removing places—

- i. a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

N/A

- ii. a statement on the local capacity to accommodate displaced pupils.

The expanded school will remain suitable for all pupils who currently attend Fryent Primary School.

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

Please refer to Question 24 for the need to expand Fryent Primary School.

A Public Consultation

Brent Council proposed expansion of Fryent Primary School

<p>1. Introduction</p>	<p>Fryent School Primary School is a community school located in the northern half of the borough. It provides school places to 420 boys and girls between the ages of 4 – 11 (Year R to Year 6); there is also a nursery with 52 part time places from September 2012.</p> <p>Currently, the demand for school places in Brent, as in many outer London boroughs, is increasing. The demand for primary places in the Kingsbury area specifically has led to the proposal to expand Fryent Primary School.</p> <p>Brent Council in partnership with Fryent School is consulting with staff, parents and the community on the option to expand the school by two new forms of entry (2FE). The expansion will provide an additional two classes in each year group (420 new primary places in total). The increase of 60 places per year group is intended to start at Reception age in January 2013 and rise to Year 6 by 2018.</p>
<p>2. The proposal</p>	<p>Brent Council is proposing to expand Fryent Primary School, Church Lane, Kingsbury, London, NW9 8JD by two forms of entry (420 additional places), taking the school capacity from 420 places (Year R – Year 6) to 840 (Year R – Year 6). The school will continue to provide a nursery with 52 part time places from September 2012.</p> <p>The expansion of the school is intended to commence in January 2013. With regards to admissions, the increased intake will affect those children entering Reception at the school from January 2013 to September 2018.</p> <p>The proposed accommodation for the expansion by two forms of entry would be of a permanent high quality modular construction situated on the left side of the existing school buildings. Subject to further design, it will include demolition of the existing dining block, mobile block and Horsa hut units. The mobile block and Horsa hut will be replaced by new classrooms; a new hall and kitchen is proposed to be constructed to the left side of the existing building in place of the existing hard play area and school toilets. New toilets will be provided in compliance with statutory requirements. Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school.</p>

	The new Reception class is expected to be available from January 2013. Remaining building works at the school will be completed by April 2013.																												
3.	<p>Additional information</p> <p>Between September 2007 and September 2011 an additional 1786 primary school places were created throughout the borough. Of those 1360 were permanent places through permanent school expansions, whilst 426 were temporary places, also known as ‘bulge’ places. ‘Bulge’ classes are a short term solution.</p> <p>Even with the additional ‘bulge’ places, a significant number of Brent children remain without a school place, particularly in the Reception to Year 3 age groups. To meet this shortfall in primary school places, the Council is implementing a programme to expand schools which meet the criteria i.e. located in an area of local demand, with physical capacity to expand, leading to improving learning outcomes, making efficient use of resources and promoting diversity of type of provision.</p> <p>Under the current proposal to expand Fryent Primary School, no changes to its special educational need (SEN) provision are being proposed.</p>																												
4.	<p>The growing number of primary school pupils</p> <p>The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of children into the borough, the new housing developments throughout the borough attracting new families and the rising birth and fertility rates. As a result, in areas of high demand there are insufficient school places. ‘Bulge’ classes add capacity to the intake for just one year but in the following year can create the impression of a greater shortfall in borough wide school places.</p> <p>Trend in primary pupil numbers in Brent</p> <table border="1" data-bbox="181 1458 1267 1877"> <thead> <tr> <th data-bbox="181 1458 427 1529">As at January</th> <th data-bbox="427 1458 849 1529">Reception number on roll</th> <th data-bbox="849 1458 1267 1529">All ages – Reception class to Year 6</th> </tr> </thead> <tbody> <tr> <td data-bbox="181 1529 427 1570">2007</td> <td data-bbox="427 1529 849 1570">3027</td> <td data-bbox="849 1529 1267 1570">20959</td> </tr> <tr> <td data-bbox="181 1570 427 1610">2008</td> <td data-bbox="427 1570 849 1610">3183</td> <td data-bbox="849 1570 1267 1610">21338</td> </tr> <tr> <td data-bbox="181 1610 427 1650">2009</td> <td data-bbox="427 1610 849 1650">3291</td> <td data-bbox="849 1610 1267 1650">21512</td> </tr> <tr> <td data-bbox="181 1650 427 1691">2010</td> <td data-bbox="427 1650 849 1691">3386</td> <td data-bbox="849 1650 1267 1691">22071</td> </tr> <tr> <td data-bbox="181 1691 427 1731">2011</td> <td data-bbox="427 1691 849 1731">3623</td> <td data-bbox="849 1691 1267 1731">23297</td> </tr> <tr> <td data-bbox="181 1731 427 1771">Change from 2007 to 2011</td> <td data-bbox="427 1731 849 1771">596</td> <td data-bbox="849 1731 1267 1771">2338</td> </tr> <tr> <td data-bbox="181 1771 427 1834">Percentage change</td> <td data-bbox="427 1771 849 1834">19.7%</td> <td data-bbox="849 1771 1267 1834">11.2%</td> </tr> <tr> <td data-bbox="181 1834 427 1877"></td> <td data-bbox="427 1834 849 1877"></td> <td data-bbox="849 1834 1267 1877"></td> </tr> </tbody> </table>		As at January	Reception number on roll	All ages – Reception class to Year 6	2007	3027	20959	2008	3183	21338	2009	3291	21512	2010	3386	22071	2011	3623	23297	Change from 2007 to 2011	596	2338	Percentage change	19.7%	11.2%			
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<p>5.</p>	<p>The need for more primary school places in the future</p> <p>In August 2011 Brent Council carried out a review of primary school places which estimated that an additional 15 forms of entry (15FE) will be required in Brent by 2014/15 - an estimate of 450 places in each year group. The pressure of increasing demand is already evident with few places available in Brent's 60 primary schools. Brent Council is supportive of the proposed expansion of Fryent Primary School to help address the shortage of primary school places.</p> <p>Demand continues to increase in the Kingsbury area and a permanent increase from two to four forms of entry will help satisfy some of that demand. It is also anticipated that the increased demand for primary school places will eventually create a shortage of secondary school places.</p>																																				
<p>6.</p>	<p>Steps being taken by Brent Council in meeting the demand for primary school places in the borough.</p> <p>Between September 2007 and 2011 the following permanent and 'bulge' classes were created:</p> <table border="1" data-bbox="180 1070 1324 1339"> <thead> <tr> <th></th> <th>Rec</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Permanent</td> <td>244</td> <td>341</td> <td>251</td> <td>236</td> <td>176</td> <td>56</td> <td>56</td> <td>1360</td> </tr> <tr> <td>Temp/bulge</td> <td>210</td> <td>105</td> <td>31</td> <td>30</td> <td>30</td> <td>20</td> <td>0</td> <td>426</td> </tr> <tr> <td>Total</td> <td>454</td> <td>446</td> <td>282</td> <td>266</td> <td>206</td> <td>76</td> <td>56</td> <td>1786</td> </tr> </tbody> </table> <p>Other schools for which consultations for school expansions are currently underway include Barham Primary School and Mitchell Brook Primary School.</p>		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Permanent	244	341	251	236	176	56	56	1360	Temp/bulge	210	105	31	30	30	20	0	426	Total	454	446	282	266	206	76	56	1786
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<p>7.</p>	<p>We would like to hear from you</p> <p>Brent Council is currently consulting all interested parties including parents and staff at the school, all schools in Brent, staff within Brent Council and neighbouring boroughs with an aim to receive feedback on the proposal.</p> <p>The Council would welcome your views on the proposal to expand the school by 2FE. If you have any comments that you would like to make in relation to this proposal you can either use the attached tear-off response form or write to:</p> <p style="text-align: center;">Judith Joseph, School Place Planning 3rd Floor, Chesterfield House,</p>																																				

**9 Park Lane, Wembley,
HA9 7RH**

Or

Send an email to: **judith.joseph@brent.gov.uk**

Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.

Alternatively, this document can be downloaded from:

<http://www.brent.gov.uk/currentconsultations>

A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk

All written comments must be received by: **Wednesday 15 February 2012**

8. You can also attend a public meeting for parents, carers and the community which has been arranged to discuss the proposed expansion of Fryent Primary School.

Date: Tuesday 31 January 2012

Time: 6.30pm to 7.30pm

**Venue: The Downstairs Hall
Fryent Primary School,
Church Lane, Kingsbury, London, NW9 8JD**

9. The procedures for reorganisation

Fryent Primary School in partnership with the Brent Council intends to meet with staff, parents and the local community, to receive their views.

	<p>If, after the consultation, the Council decides to proceed with the expansion then a statutory proposal will be published in the local papers and will also be placed in public places e.g. the Town Hall and on the main entrances to Fryent Primary School. Thereafter, a 4 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form of support, suggestions or objections to the proposal. All representations will be presented to Brent Council's Executive Committee which will make a decision on the proposal.</p>
<p>10. Consultees</p>	<p>This document is being sent to:</p> <p>Fryent Primary School: parents, staff, governors and student council All maintained schools and Academies in Brent Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea Local Resident Associations Local residents in the immediate vicinity All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Brent Children Centres Sport England Secretary of State, School Organisation Unit Local private nurseries Any trade unions who represent staff of Fryent Primary School Representatives of main trade unions in Brent Any local partnerships including Early Years Development and Childcare Partnership</p>
	<p>Fryent Primary School Consultation Response Slip</p> <p>Please tear off and return by: Wednesday 15 February 2012</p> <p>I agree / disagree with the Council to expand the school by two forms of entry (2FE). <i>Delete as appropriate</i></p>

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / other*please specify*

**Please send to:
Judith Joseph, School Place Planning
3rd Floor, Chesterfield House,
9 Park Lane, Wembley,
HA9 7RH**

Or email: Judith.joseph@brent.gov.uk

Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

My age group (please tick one):

16-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>	65-74	<input type="checkbox"/>
75+	<input type="checkbox"/>		<input type="checkbox"/>

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Asian Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White and Black Caribbean	<input type="checkbox"/>	Mixed White and Black African	<input type="checkbox"/>
Mixed White and Asian	<input type="checkbox"/>	Mixed Other	<input type="checkbox"/>
White British	<input type="checkbox"/>	White Irish	<input type="checkbox"/>
White Other	<input type="checkbox"/>	Other Ethnic Group	<input type="checkbox"/>

Appendix 2

**Notes to the Fryent Public Consultation Meeting
31 January 2012 at 6.30pm**

**Panel: Jean Thwaites (Headteacher), Bob Wharton (Chair of Governors),
Judith Joseph (Local Authority), Rajesh Sinha (Local Authority)**

Attended by 14 members of the public

	Questions/ Comments	Answers
1.	The consultation does not mention the costs involved. Why not?	<ul style="list-style-type: none"> • They will be outlined in the prescribed alteration document which will be available at the publication stage. • The costs will be in the region of £5.5m to £6m for Fryent • The Department for Education (DfE) allocated £24.8m to Brent for primary school expansion on a needs basis plus an annual basic needs allocation of £24.09m to meet school needs across the borough and all sectors e.g. SEN, secondary, primary.
2.	How much will the new build cost?	<ul style="list-style-type: none"> • Do not know at this stage, probably around 75% of the allocated amount. With new builds also comes landscaping costs.
3.	What are the names of the architects?	<ul style="list-style-type: none"> • Purcell Miller Tritton
4.	How can we obtain a copy of the feasibility study?	<ul style="list-style-type: none"> • Please email Rajesh Sinha rajesh.sinha@yahoo.co.uk
5.	Is it common practice to have a shortened process when expanding schools?	<ul style="list-style-type: none"> • It is normal practice for the council to carry out a feasibility study first to reach consultation stage. The Council will be guided by the results of the consultation before commencing construction.
6.	Is the shortened process being used for other schools that are expanding?	<ul style="list-style-type: none"> • The processes have not been shortened; some work streams will be organised in parallel. The same applies for other proposals at Mitchell Brook Primary School and Barham Primary School. Outcome of the consultation will be taken into consideration for each of the proposals. A similar process was followed in the previous expansion programme e.g. Preston Manor primary provision.
7.	How many children are currently out of school in Brent?	<ul style="list-style-type: none"> • Approximately 600, particularly acute in the Reception age group. There are also many vacancies but matching the pupils to the appropriate vacancy is complex e.g. parents may not accept a place if it is not a preferred choice.
8.	Will the catchment area of the school increase?	<ul style="list-style-type: none"> • Admission criteria are not being changed; however, if admission numbers increase it is likely that pupils will come from a somewhat wider area. There are several children without a school place.

9.	What about increased parking, traffic and pickups?	<ul style="list-style-type: none"> • There will be a period of settlement as parents adjust to the changing availability of school places. It is hoped many of the additional children will be walking to school. • A baseline traffic assessment will be carried out by the Council. It will help to take suitable measures for resolving traffic related issues, and also the travel plan will be reviewed.
10.	Where will the building works traffic access the site?	<ul style="list-style-type: none"> • This has not been decided at this stage; a possible route could be through the school's main entrance. • The health and safety of the children will always come first.
11.	Has planning permission been applied for yet?	<ul style="list-style-type: none"> • No. Planning permission will be applied for once the detailed designs have been completed.
12.	Will there be an expansion of the car park?	<ul style="list-style-type: none"> • There are no plans to increase the parking area. • The Council will review what can be done to maximise the car park spaces in accordance with the policies to be green and reduce emissions.
13.	Which committee makes the decision to expand a school or not?	<ul style="list-style-type: none"> • Brent Executive – a member level committee will make the decision on basis of the on-going statutory consultation. •
14.	What about the impact on children in a larger school in terms of welfare, education etc?	<ul style="list-style-type: none"> • Brent School Improvement Service is of the view that 4FE schools lend well to setting up organisation and delivering the national curriculum compared to a 3FE format. A 4FE enables flexibility in subject specialism. • The internal design of the school is crucial. The head and governing body are determined to get it right. The school has views on how the internal layout is organised, for instance, early years clusters and colour co-ordination.
15.	How will our children feel they belong, if the school doubles in size?	<ul style="list-style-type: none"> • Small hubs in the expanded school will be considered. The governors want phase groups to be clustered together. • The school will carefully consider the staffing structure and senior leadership structure which will change as pupil numbers grow.
16.	Is this expansion in the interest of the existing children or just for the council to cram more children in?	<ul style="list-style-type: none"> • The main driver for expansion is the demand for new places and the children who do not have a school place but it is not being planned at the detriment of the children currently attending the school. • Mini hubs work well, e.g. it could be like 4 small schools within one site.

17.	Will the school staff double along with the children doubling?	<ul style="list-style-type: none"> • It is crucial that the staffing structure is worked out carefully. • Staffing will increase incrementally with the rising year groups over a 7 year period. It will roughly double.
18.	Are the expansion plans final now?	<ul style="list-style-type: none"> • No the Authority is just at first stage of statutory consultation.
19.	Is the council developing other schools at the same time?	<ul style="list-style-type: none"> • Yes the Authority is proposing to expand other schools across the borough. • Finding suitable schools to expand is becoming increasingly difficult • Currently, there are no sites available to build new schools; land is very expensive. • Fryent used to be a 3FE school in the past so the capacity to expand does exist. • There are derelict huts on site which will be ideal for the new part of the school to be built on. • Even if all 3 schools (Fryent, Mitchell Brook and Barham) expand by September 2012, the Council will still not meet the shortfall, which is one reason why the Authority is asking Fryent to expand to 4FE.
20.	Value for money is very important. Please send me a copy of the shortlist of schools.	<ul style="list-style-type: none"> • Currently expanding school list to be emailed to the resident.
21.	Do you have a good retention of teachers and can you meet the demand?	<ul style="list-style-type: none"> • Fryent School has a normal teacher mobility rate for Brent. • Teachers with families tend to move out of the area because they cannot afford to live here. • Fryent School currently has two vacancies. The school always aims for good calibre staff. The vacancies are currently being filled by good agency staff but the head aims to recruit permanent staff.
22.	How far are the children currently travelling to get to school?	<ul style="list-style-type: none"> • The school would need to check the travel plan. The majority live in the area but there are a few children who take buses.
23.	Are there any statemented children currently in the school?	<ul style="list-style-type: none"> • Yes, 8.

24.	Will the rest of the school be refurbished? If not the school will look two tiered – old and new.	<ul style="list-style-type: none"> • There is not enough money for the council to refurbish the whole school. • Fryent looks a lot better than many other Brent schools • The school does have some money for refurbishments. It has money saved which had been earmarked for removing the asbestos in the dining hall. If the expansion goes ahead the dining hall will be demolished, so the saved balances can be used for improving the areas which the council has not refurbished.
25.	Why should the new children have the new block whilst the existing stay in the old?	<ul style="list-style-type: none"> • The children will not be separated. Most children will be using the new buildings. • The school population will gradually increase giving flexibility for placing classrooms and other facilities in the new block even if temporary. • The new build will have new facilities, multi purpose hall, for instance. • Fryent School currently has two small halls, but fire regulations limit the use of the upstairs hall. • Perhaps specialist teaching rooms could be created. • There could be out of school clubs if parents vote for and support them. • With other expanded schools both the existing and new children work in the new part of the school.
26.	Will classroom sizes be bigger?	<ul style="list-style-type: none"> • The council will follow BB99 guidelines. They will be 55 – 60m². • There will still be 30 pupils per class. • Realistically there may be lower class sizes for a time whilst numbers build up.
27.	How long will the build take?	<ul style="list-style-type: none"> • 15 – 18 months in total. • Will take around 7 years to fill the school – it will be a gradual process and this will give us time to refurbish the old site if necessary.
28.	Is this school full with first choice children?	<ul style="list-style-type: none"> • Do not have the answers to hand. Email the authority for the information – judith.joseph@yahoo.co.uk
29.	How many children are on the waiting list?	<ul style="list-style-type: none"> • Do not have the answers to hand. Email the authority for the information – judith.joseph@yahoo.co.uk

30.	Will you be able to rent out the hall over the weekends?	<ul style="list-style-type: none"> • Planning would like to see a community usage plan. • Cannot rent the hall out at the moment as it is not possible to shut the hall off from the rest of the school. Security issues. • To be able to rent the hall would have staffing implications e.g. a business administrator and a second caretaker may need to be considered and recruited as part of the staffing structure.
31.	What about the toilets?	<ul style="list-style-type: none"> • Happy with the outside plans for the enlarged school but internal plans require further work. • Some existing toilets will be replaced. • Fryent School currently has two disabled toilets.
32.	Has the school currently got disability access?	<ul style="list-style-type: none"> • Yes, including a lift.

Fryent Primary School consultation responses received by 15 February 2012

41 responses received in total
 9 responses for the expansion
 27 responses against the expansion
 5 responses either : no comment OR just comments but no decision as such

Agree	Response number reference	Comment	Parent/ member of staff / other
Agree	1.	Excellent idea. We hope this is great full for childrens	Parent
?	2.	I live near the top of Sunnymead Road, opposite Fryent School. Parents are always parking across my drive. This expansion is going to make matters only worse. Can we have residents parking allocated? Also you will really need a crossing lollypop lady with so many more children crossing Church Lane which is a very busy main road.	Local Resident
Agree	3.	I agree.	Governor
Agree	5.	I think it will be a great idea because there are many children in Brent who go to school outside of Brent because of the lack of space in the school. By doing this, there are more spaces available and more children who reside in Brent will be able to go to a school in Brent and parents will also be satisfied.	
Agree	6.	Please consider the parking spaces for the parents.	Parent
Agree	8.	I agree.	
Agree	9.	Good idea!	Parent
Agree	36.	Providing extra places are provided in all types of school including VA.	Other
Agree	40.	I agree.	Parent
Disagree	Response number reference	Comment	Parent/ member of staff / other
Disagree	4.	Dum ideas mr best and waste of money	
Disagree	10.	I strongly disagree and with the councils plans to expand the above school by two forms of entry.	

		<p>My children go to St Robert Southwell School, who are currently a 45 intake school. For years, they have requested the additional funding to allow them to become a 60 pupil year intake. We have just been notified that the above school is receiving 5 million – yet the school our children go to receive nothing!!!!</p> <p>I demand as a resident of Brent Council and a parent of children who attend St Robert Southwell to be heard. I want you to allocate the funds to enable St Robert Southwell school to expand and create additional places for Catholic children.</p> <p>As a council you have received 40 million pounds from central Government to create schools places for our children. We know that not all the funding is being used by Brent for the purposes of creating these spaces. A large portion is to be used to upgrade and carry out maintenance on existing buildings – this is not the purpose of the money. It is a serious misuse of money and I am angry that Brent are doing this and ignoring the request from St Robert Southwell for extra funding. It is wrong!!!! You know that we can create spaces at half the cost – so why is our school not getting the funding they need? This is discrimination against our children and our faith.</p> <p>No money has been allocated to catholic schools in the area, despite the growing demand in the parish. The school is over subscribed and many Catholic children are being turned away.</p> <p>We are being unfairly treated and this amounts to discrimination. We are not prepared to be the subject of what appears to be underlying anti-faith agenda.</p> <p>I am disgusted to find out that the money is going to be used exclusively for community schools – this is money that is intended for all children in the borough.</p> <p>St Robert Southwell already has the infrastructure in place to support the expansion to a two form entry school. The cost to the borough is 1.4 million to create another 105 extra spaces – this is 50% less per child than Brent has already spent to create the same number of places at other community schools in Brent.</p> <p>I am appalled and disgusted at this proposed amount of money going to one school and another being ignored. The figures speak for themselves – someone needs to do the maths, it just does not make sense. Why !!!!!????</p> <p>You are not treating our children fairly.</p>	
Disagree	11.	I am writing to voice my concerns about this proposal and confirm I disagree entirely with it.	

		<p>I am a parent at Robert Southwell and we have been awaiting for funding to create an additional 105 spaces, making our school a 2FE school. We are the last remaining school in the borough running as a 1 and a half form entry.</p> <p>Our school is heavily over-subscribed and this is set to get worse. We have asked for 1.4 m to expand but have not been considered and I have now learned of the above proposal which seems ridiculous. I was very concerned to learn that no faith school was given funding to create additional space which I feel is discriminatory.</p>	
Disagree	12.	<p>Please find this email to confirm I strongly disagree with the council to expand Fryent Primary school by two forms of entry.</p> <p>I reside in the area and also a mother of 3 under the age of 6 children. 2 of my children currently go to St Robert Southwell school and we have been informed of your plans to expand entry by 2 forms in Fryent school. This seems very unjust and strongly hints of discrimination when our school has been requesting funds for expansion for some time. We have the space and plans to expand our school to a 2 form entry at a cost to the borough of £1.4 m.</p> <p>I understand that Fryent School has a serious problem with asbestos. I thought any school which has such serious problems was supposed to be condemned. I also believe that the money you are proposing to use was supposed to just create additional spaces for children in the borough, not to give schools the opportunity to have a full renovation! This seems very unfair.</p> <p>All the parents, local catholic and non catholic, in the community are strongly against this proposal and would demand that you review the proposal that St Robert Southwell have submitted to provide the allocation of funds (1.4M) to allow our school to expand to create additional places for catholic children.</p> <p>It is unfair that the borough should use the £40 million funding that has been set aside to create ADDITIONAL school places to be misused for poor run down schools to just "rennovate themselves". Surely our proposal is seen as cost effective when 210 additional school spaces in Brentfield and Newfield community schools in Harlesden and Stonebridge at the cost of £5.5 million. St. Robert Southwell can create school places at half the cost per place.</p>	
Disagree	13.	<p>We need 'fair' treatment here. Robert Southwell need to expand to accommodate children fairly. Please please help =</p>	
Disagree	14.	<p>We disagree strongly with the council to expand the school by two forms of entry in consideration that there are</p>	Local resident

		<p>other local schools, where we as parents desperately require school places and moreover are so oversubscribed unable to offer us a school place for our children, which is not a problem at Fryent as it currently stands.</p> <p>Our local school St Robert Southwell is still having to run as a 1 and a half form (which is unfair, unnecessary and detrimental to the educational needs of our children). The funds that have been made available by central government to Brent Council needs to be spent (as it was intended) i.e. where there is a desperate need for spaces (locally) so that we can ensure our children are educated at a school of our choice and where they can continue their understanding and development of their faith.</p> <p>Planning has already been approved for the expansion of St Robert Southwell, but without the funding which to date is being withheld by local council, cannot go ahead. Naturally, it does not seem logical for the money to be spent in favour of expanding a school where there is no demand for the amount of places proposed and already runs as 2 forms.</p> <p>We do not need spaces at the proposed school and would urge you to consult the parent and council tax payers in the local community that this will affect before making any decisions.</p>	
Disagree	15.	<p>I disagree with the proposal to extend Fryent school by two forms of entry as I do not believe there is an efficient use of council monies. Whilst I understand there is some building improvement work to be undertaken at Fryent School, I would like to know how this funding will create enough school places to satisfy parental preference in the borough. As St Robert Southwell School has plans to extend its existing buildings in order to offer two forms entry places, I feel this must be considered before money is allocated solely to Fryent School,</p> <p>St Robert Southwell also offers excellent value for money; 50% less per child than Brent has recently spent in creating places in both Brentfield and Newfield schools.</p> <p>There is a shortage of places in Catholic schools, St R Southwell is always heavily over subscribed and therefore it appears extremely unfair and discriminatory that Brent does not provide a choice of schools for parents.</p> <p>I believe there has been a misuse of Central Government funding set aside in order to increase additional school places.</p>	Other
Disagree	16.	Firmly disagree this is not fair use of funds. What about faith schools?	Parent

Disagree	17.	Money should be distributed fairly and other schools to be considered.	Parent
Disagree	18.	The access to this school is a small lane way which is extremely dangerous as it is not to mind extending it any further. Church Lane is already congested at school pick up and drop off times.	Neighbour
Disagree	19.	I do not disagree, in principal, with the proposed expansion of Fryent Primary School, as more primary school places are needed in Brent, at entrance level. However, it saddens me greatly that the funds granted to the borough in order to provide more primary school places are not being distributed fairly. St Robert Southwell Roman Catholic Primary School is over-subscribed year after year, thereby denying children from Catholic families living within the parish of SS Sebastian and Pancras, a place in the Catholic school with said parish. I have seen at first hand the devastation and heartbreak this can bring to Catholic parents.	Brent Resident
Disagree	20.	This will increase the traffic and have an immediate impact on parking on and around the school and its smaller side roads possibly causing accidents and restricted viewing when crossing the road. I disagree with the council to expand the school.	Parent and resident
Disagree	21.	Traffic will be horrendous! And dangerous to cross safely. I disagree with this totally.	Parent
Disagree	22.	I disagree with the council to expand Fryent Primary School , as I feel as a parent of children in St Robert Southwell Primary School, we are being discriminated against. The funding is not being used wisely and certainly not fairly. It is unfair that the borough should use the £40million funding that has been set aside to create additional school places exclusively only for community schools. Many local Catholic families including my own may be excluded from securing a Catholic education for their children. St Robert Southwell is currently over subscribed and our governing body have informed us that this is to continue. In short, Catholic children will not be able to secure a Catholic school place without this necessary funding. The school is already a one and a half form entry school, where children are forced to be taught in mixed age classes. St Robert Southwell are now the only remaining one and half form entry school in Brent. Without funding the school may be forced to return to a one form entry school. This will have a massive impact on my children and the future of our school. We need to fight this and we will. We need support and I believe we will get it.	Parent
Disagree	23.	I am writing to appose the proposed expansion of Fryent primary from a two form entry school to a four form entry school. I am firstly a local resident in the area and have only just found out about this proposed development.	Local Resident

		<p>There has been minimal consultation. I live on Meadowbank road and only the top half of the road have been informed, neither myself or my neighbours have not received any news/plans for this and believe we should have. Having followed this up only the tops of my local roads have been informed and the flats right beside the school have not been informed either, is this normal procedure, as it seems to be targeted consultation! Fryent school is already a two form entry school and with potentially double the number of parents, this would turn an already busy area into a congestion nightmare for local residents.</p> <p>Secondly I believe this development has thought of to stop the development of a local school St Robert Southwell Roman Catholic school on Slough Lane. This school is a one and a half form entry school, the ONLY one left in Brent and it has been applying to Brent for funding to only expand to a two form entry school. this has been overlooked/blocked/ignored by Brent for a number of years without a good enough explanation.</p> <p>I am totally apposed to another local school getting funding to create additional places hen St Robert Southwell is well over subscribed. I believe that this school is not getting the funding it needs as it is a 'Faith' school and Brent/ the government do not want 'Faith' schools, only non faith schools where all children can go. It is a parents right to choose the type of education they want their children to receive and the Catholic community are being neglected and treated unfairly by The London Borough of Brent. A huge number of the people who are moving into our area/borough are Polish and therefore Catholic and their children have the right to go to a Catholic school not just the local primary school. There is a massive demand for first choice places at St Robert Southwell school and not Fryent school!</p>	
Disagree	26.	<p>I am really concerned by the extent of this project and how it will affect our community. Fryent Primary School is on the main road of Church Lane, NW9. With the additional 420 extra places at the school, the amount of traffic will increase and so will the parking.</p> <p>Church Lane is a residential area, flats and terraced housing already without private parking, so what happens at the beginning of the school day and the end of the day? Where will they stop/park to drop off their children.</p> <p>Fryent School is an old building, with a children centre on site. Will the money be used by Brent for the purposes of creating the school places, or for the funding of the project, upgrade, carrying out maintenance on existing building, improving school facilities and carrying out extensive internal remodelling? If it is for upgrade, then surely it is a misuse of Central Government funding which has been set aside for increasing additional school places.</p> <p>My last concern-WHY FRYENT PRIMARY SCHOOL?</p> <p>I believe that St Robert Southwell RC Primary School applied for funding and received none. Why has such a large</p>	Local Resident

		<p>sum of money been allocated to Fryent School and not distributed among others?</p> <p>St Robert Southwell School has a site within school grounds, plans for expansion and ideally, increase to two form entry,an additional 15 extra places each year. They are looking for £1.4 million.</p> <p>If Brent Council stand by their online proposals (12/8/2011) then 'PROVIDING PARENTS WITH A PLACE FOR THEIR CHILDREN, OFFERING CHOICE AND DIVERSITY OF PROVISION AND IMPROVE EDUCATIONAL STANDARDS'.</p> <p>Then as a Catholic Family applying for a school place for my child, with Catholic schools so overly subscribed, due too lack of funding, then my understanding would be id be offered Fryent as it will have the places available-This doesn't offer choice or diversity, it's just a solution, to say "We're providing you a school place".</p> <p>I do understand that Brent do not have enough school places, and that it is important to make improvements to increase places, but WHY are all schools not been allocated funding to increase their schools, where sites allow them too.</p> <p>It does worry me that the meeting at the school on 31 January was poorly attended, not advertised and that these consultation response slips completion date is during half term. Do the parents in the school realise what is going on? It's a diverse school and i wonder if their understanding of the size of the project has really been considered.</p>	
Disagree	25.	<p>We don't think it is a good idea to double the size of Fryent Primary School, especially as it is bound to increase the traffic on Church Lane which is already very congested every school morning shortly before 9am, and every school afternoon at around 3.30pm, when many parents drive their children to and from school. Many parents park on Church Lane around the school and this causes the road to become congested with traffic. Under part 5, where you say that Brent needs and estimated 450 places for each year, how many of that 450 places are actually from the Kingsbury area? If the 450 extra places is across the borough, why can't other school across the borough share the burden of satisfying the required extra placements? The increased demand across the borough as a whole would logically require children from other wards to attend a more local school, nearer their own ward, rather than travel into Kingsbury, potentially increasing their CO2 emissions in the process. What is being done in the other 59 primary schools in Brent to cater for the increased needs for primary placements throughout Brent as a whole especially in regard with the overall need to reduce CO2 emissions?</p>	Local Resident

Disagree	27.	<p>I strongly disagree with the council to expand Fryent Primary School by two forms of entry. I feel this would be do much of a big impact on the surrounding roads. As a local resident we would be delay in travelling through church lane and also the public transport would suffer with the increase in numbers of people. The site does not look bit enough to cope with this and a lot of the neighbours are private residents, and parking along church lane is a problem at the moment.</p>	
Disagree	28.	<p>I am writing to oppose the expansion of class sizes at Fryent Primary school.</p> <p>There are several grounds for this. I do not believe there has been a proper and full consultation process with all interested parties (other parents and schools in the borough will be impacted adversely by this decision); there is a <u>very</u> worrying lack of transparency with regards to how and on what grounds this decision has been arrived at and why such a course of action is the most reasonable course of action for the borough; and the sudden change in proposals, with expansion of Fryent primary school now being the preferred option and the tight deadline for submissions from the public on this issue, only serves to heighten suspicions that the process is being pushed through without proper oversight and in the hope that the Council can put in place this course of action without having to justify its reasons.</p> <p>Other concerns I have are that the Fryent Primary facilities require extensive upgrading and refurbishment and that this would seem very unlikely to be achieved in line with the timescales indicated in your proposal.</p> <p>Also, I understand that funds were specifically allocated for the removal of asbestos from Fryent Primary school but these have been utilised and diverted elsewhere; one inference that could be drawn, given this, is that the expansionary funds for increasing class sizes are now being used to remove asbestos. The Council should not be using public funds to subsidise its errors. Whilst recognising there are always priorities within budgets, the Council has been aware of this public health issue at Fryent primary school and was given the resources to deal with it. The indication that using “expansionary funds” may be being used to rectify a mismanagement issue may explain why there is a very short deadline for public submissions, so that this issue is prevented from being scrutinised properly. I would sincerely hope this is not the case but would be interested to hear the council’s comments on this point.</p> <p>The decision making process when using public fund should be transparent, rigorous, inclusive and impartial. This does not seem to be the case here.</p> <p>I am aware that a period of consultations with schools seems to have now abruptly ended with expansion of Fryent primary school now being sought by the Council and that this decision was swift and surprising, given the</p>	

		<p>discussions and proposals that were being conducted.</p> <p>I hope you will take my comments on-board and from other parents which no doubt you will receive and review this decision to expand Fryent primary and reassess funding for St Robert Southwell.</p>	
Disagree	29.	<p>We are against the expansion for the following reasons:</p> <ol style="list-style-type: none"> 1. At present the level of traffic and congestion is already posing severe problems with regards to getting in and out of our drive way. The expansion will increase traffic and further exacerbate this problem. 2. The expansion will increase the level of noise both in the front of the house from traffic and increasing number of people around the start and end of school hours as well as at the back of the house with playground noise. 3. The construction work involved will create noise and disruption throughout the day. 	Nearby resident
Disagree	30.	<p>I would like to express my strong reservation at the proposal to expand Fryent School.</p> <p>My main reason for opposing this expansion is the council's continued unwillingness to commit funds to the extra half form expansion of St Robert Southwell School. This comes despite Robert Soutwell school showing a firm committment to helping Brent children, and Brent council, by taking a 'bulge' class, of which my son is a pupil.</p> <p>Furthermore, Brent council has shown no commitment to expanding any of the Brent Catholic schools despite their being a shortage of places for Catholic children in the borough. Brent's Catholic schools are among the some of the best achieving schools in the borough and I feel that the council should be doing more to support them and Catholic education within Brent.</p>	Parent
Disagree	32.	<p>As a parent and member of this community I cannot believe that the council are proposing a four form entry school. There is nothing about it that makes sense, Just because the school needs modernisation the council are sinking a lot of money into one school when there are other schools in the area i.e. St Robert Southwell RC School who are only 1.5 form entry school. The fact that Catholic parents may not be able to get there children into a faith school because because all funding that is supposed to be shared between modernisation and creating new places is being used in one school not considering the whole community.</p>	Parent
Disagree	33.	<p>Parental choice is not addressed by expanding by 2 forms a community school. Parking will be even more problematic</p>	Work in area

?	34.	I agree and support the fact that there is a need for more places in schools in Brent. However, I do not understand why, when planning permission has already been granted, St Robert Southwell RC Primary School are not being given money from Brent to expand? There are many Catholic families in Brent seeking places in Catholic schools but unfortunately this option does not seem available to them at the moment.	Teacher
Disagree	37.	<p>Whilst we support the council's proactive approach to ensuring it meets its not inconsiderable sufficiency duty</p> <ol style="list-style-type: none"> 1) This GB believes the impact of another 60 places of entry so close to KGPS will negatively affect intake and roll numbers at this school 2) 167 children from 97 families travel from the Church lane area; we anticipate an immediate loss of children to the newly expanded school – 3) There is nothing in the accompanying documentation to address loss in revenue to schools nearby in the years around opening and measures in place to mitigate any reduction in roll 4) The school is scheduled to expand from January 2013 – does this mean that places would be only offered to children currently without school places – or could it be – just near to PLASC day children in nearby schools would be moved into the new Fryent classes – thus creating vacancies here and potentially other local community schools 5) The addition of increased pupil/ pedestrian and road traffic caused will create health and safety issues, both on the school site entrance area and the street side. This is based on the experience of the expansion of KGPS 11 years ago – as the entrance was not enlarged – nor the access route to the school - resulting in a daily crush of sometimes over 1000 people travelling up and down a narrow entrance path – not dissimilar to Fryent. 6) As there are no drawings at this stage we cannot comment on the management of and design for the space allowed for nearly 1000 children to play, explore, take physical exercise fully. Clearly children would not be expected to be outside simultaneously – but there would need to be additional injections of Brent money long term to improve the play spaces for children – especially for the winter months 7) Will the LA be able to set aside resources to support the governing body and leadership team for the school as it reorganises its curriculum, day to day organisation, staff structures etc through the first 2- 5 years of expansion and if so –will this be a “core” entitlement or will the school pay extra for this support from their funds. If core will this be top sliced from the budgets for all schools? 	Governing Body Site Committee
Disagree	38.	<p>I DISAGREE with the Council to expand this school by two forms of entry.</p> <p>In expanding just one school in Kingsbury the Council are unfairly treating other schools in the area. St Robert</p>	Local Resident (Mrs)

		<p>Southwell is the only one and half form entry school in Brent and is able to create and additional 105 places at a much lower cost than other schools. There is an easy solution to create 105 additional places and Brent Council are ignoring this option.</p> <p>St Robert Southwell is consistently over subscribed and the actions taken by Brent in doubling the size of Fryent School are putting the future of St Robert Southwell School at stake.</p> <p>Brent has a strategy to provide a choice of schools for parents therefore Brent should implement their strategy and expand St Robert Southwell to accommodate parents wishes to send their children there. As far as I am aware all Brent funding for additional places have been directed to Community schools this is unfair and discriminatory against other types of schools and limits parental choice.</p> <p>I would urge Brent Council to consider allocating the £1.4m funding to St Robert Southwell School and allow the Parents and Children of Kingsbury to be able to attend the school of their choice not the school that the Council wants them to attend and thus going against their strategy.</p>	
Disagree	39.	<p>I DISAGREE with the Council to expand this school by two forms of entry.</p> <p>In expanding just one school in Kingsbury the Council are unfairly treating other schools in the area. St Robert Southwell is the only one and half form entry school in Brent and is able to create and additional 105 places at a much lower cost than other schools. There is an easy solution to create 105 additional places and Brent Council are ignoring this option.</p> <p>St Robert Southwell is consistently over subscribed and the actions taken by Brent in doubling the size of Fryent School are putting the future of St Robert Southwell School at stake.</p> <p>Brent has a strategy to provide a choice of schools for parents therefore Brent should implement their strategy and expand St Robert Southwell to accommodate parents wishes to send their children there. As far as I am aware all Brent funding for additional places have been directed to Community schools this is unfair and discriminatory against other types of schools and limits parental choice.</p> <p>Brent Council should allocate £1.4m funding to St Robert Southwell School and allow the Parents and Children of Kingsbury to be able to attend the school of their choice not the school that the Council wants them to attend. This</p>	Local Resident (Mr)

		represents much better value for money and will ensure that Brent are attempting to achieve their strategy of Parental Choice. Regards	
Just comments	Response number reference	Comment	Parent/ member of staff / other
	7.	I don't have any comment for council to expand the school but my advice to the council are to provide facilities to the school. However the services for expand school is very important.	Parent
	24.	"..... We have no comments or objections regarding Brent's proposals given the location of the schools to Camden"	London Borough of Camden
	31.	Whilst not against the expansion of Fryent it is disappointing that no provision has been made for the creation of additional places in faith schools.	Other
	35.	No consideration has been given to best value as St Robert Southwell School can provide additional places more economically. The consultation of local residents was inadequate as people living in flats less than 5 minutes from the school were not consulted. The school did not request to become 4 form entry and Brent council do not expect the school to be full to capacity immediately where as if places were offered to Robert Southwell they would be full. The provision of places at Fryent takes no account of parental preference or the provision of all places for all children. In my opinion St Robert Southwell I has been ignored in spite of value for money and a waiting list indicating strong parental preference.	Headteacher
	41.	The Teachers panel would like to make the following response to this consultation; 1. We seek assurances that there will be no redundancies as a result of these proposals. 2. We are concerned about the reduction in outside play area that the proposed building will result in, especially as pupil numbers rise. 3. We are very concerned about building work in schools known to have asbestos. We seek assurance that Brent will follow the proper procedures (notifiable under HSE regulations) and that our Health and Safety Adviser Jenny Cooper is copied into these arrangements.	Teachers Panel



Appendix 6

Statutory Notice

Alteration to Fryent Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that London Borough of Brent (the Local Authority) intends to make a prescribed alteration to Fryent Primary School (Community), Church Lane, Kingsbury, London, NW9 8JD.

Fryent Primary School is maintained by the Local Authority. The London Borough of Brent is proposing to expand Fryent Primary School by two forms of entry from 7 January 2013; this means that the school will become a four form of entry provision and its admission capacity will increase from 420 to 840 Reception to Year 6 places. The current admission number for the school is 60 and the proposed admission number will be 120. In addition the school has a nursery with 52 part time places from September 2012.

The number of children currently on roll excluding the nursery (according to the January 2012 pupil census) is 420, provisionally.

On implementation of the proposal, Fryent Primary School would provide 60 new permanent Reception places from 7 January 2013, subject to planning permission. The expansion will provide an additional two classes in each year group (420 new primary places in total). The increase of 60 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018. The enlarged Fryent Primary School will continue to offer mixed provision for pupils in Reception to Year 6 and the Local Authority will remain the admitting Authority for the School.

The Local Authority has completed a feasibility study which confirms that the provision of an additional two forms of entry primary provision is possible within the current school site. All applicable statutory requirements to consult in relation to these proposals have been complied with.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk.

Alternatively a copy of the complete proposal can be obtained from:
<http://www.brent.gov.uk/consultations.nsf>. A limited translation and interpretation service is available upon request from Judith Joseph on 0208 937 1061.

Within four weeks from the date of publication of this proposal any person may object to or make comments on the proposal in writing by sending them to Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk.

Signed: Assistant Director - Achievement & Inclusion, London Borough of Brent

Publication Date: 23 February 2012

Explanatory Notes

- The proposed accommodation for the expansion by two forms of entry would be of a permanent high quality modular and/or non-modular construction on the south side of the existing main school buildings. Subject to further design, it will include demolition of the existing dining block, mobile block and Horsa hut units. The mobile block and Horsa hut will be replaced by new classrooms; a new hall and kitchen is proposed to be constructed to the southeast side of the existing building in place of the existing hard play area and school toilets. New toilets will be provided in compliance with statutory requirements. Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school. As a result of the build, the play space will be reconfigured on the site to ensure that there will be compliance with Guidelines.
- The new Reception class is expected to be available from January 2013. Remaining building works at the school are expected to be completed by April 2013.

A Public Consultation

Proposed Expansion of Mitchell Brook Primary School

1.	<p>Introduction</p> <p>Mitchell Brook Primary School is a community school located in the southern half of the borough. It provides school places to 420 boys and girls between the ages of 4 - 11; there is also a nursery with 30 full time places.</p> <p>Currently, the demand for school places in Brent, as with many outer London boroughs, is increasing. The demand for primary places in the Neasden area specifically has led to the proposal to expand Mitchell Brook Primary School.</p> <p>Therefore the Governing Body of Mitchell Brook Primary School in partnership with Brent Local Authority is consulting with staff, parents and the community on the option to expand the school by one new form of entry (1FE). The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018.</p>
2.	<p>The proposal</p> <p>The Governors of Mitchell Brook Primary School, Bridge Road, London, NW10 9BX propose to expand the school by one form of entry (210 additional places), taking the school capacity from 420 places (Year R – Year 6) to 630 (Year R – Year 6). The school will continue to provide a nursery with 30 full time places.</p> <p>The expansion of the school is intended to commence in January 2013. With regards to admissions, the increased intake will affect those children entering Reception at the school from January 2013 to September 2018.</p> <p>The proposed accommodation for the expansion by one form of entry would be of a permanent high quality modular construction situated at the front of the existing school building. It would include demolition of the unused caretaker's house situated on the far left side of the front entrance. Subject to further design work, the expansion would comprise of new classrooms and a hall with kitchen. Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school, if the proposed expansion goes ahead.</p>

	<p>The Council has been carrying out a consultation on the future of day care provision in Children Centres located in the borough for which a decision by the Executive is likely to be in made in February 2012. This includes the Harmony Children Centre located to the north of the school (on the right side of the front school entrance). Subject to the outcome of the Executive decision and further investigation, it may be possible to utilise part of the Harmony Children Centre (nursery area) in order to provide more space at Mitchell Brook Primary School.</p> <p>The new Reception class is expected to be available from January 2013. Remaining building works at the school will be completed by April 2013.</p>						
<p>3. Additional information</p>	<p>Between September 2007 and September 2011 an additional 1786 primary school places were created throughout the borough. Of those 1360 were permanent places through permanent school expansions, whilst 426 were temporary places, also known as 'bulge' places. 'Bulge' classes are a short term solution.</p> <p>Even with the additional 'bulge' places, a significant number of Brent children remain without a school place, particularly in the Reception to Year 3 age groups. To meet this shortfall in primary school places, the Council is implementing a programme to expand schools which meet the criteria i.e. located in an area of local demand, with physical capacity to expand, leading to improving learning outcomes, making efficient use of resources and promoting diversity of type of provision.</p> <p>Under the current proposal to expand Mitchell Brook Primary School, no changes to its special educational need (SEN) provision are being proposed.</p>						
<p>4. The growing number of primary school pupils</p>	<p>The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of children into the borough, the new housing developments throughout the borough attracting new families and the rising birth and fertility rates. As a result, in areas of high demand there are insufficient school places. 'Bulge' classes add capacity to the intake for just one year but in the following year can create the impression of a greater shortfall in borough wide school places.</p> <p>Trend in primary pupil numbers in Brent</p> <table border="1" data-bbox="304 1812 1390 1919"> <thead> <tr> <th data-bbox="304 1812 550 1883">As at January</th> <th data-bbox="550 1812 971 1883">Reception number on roll</th> <th data-bbox="971 1812 1390 1883">All ages – Reception class to Year 6</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 1883 550 1919">2007</td> <td data-bbox="550 1883 971 1919">3027</td> <td data-bbox="971 1883 1390 1919">20959</td> </tr> </tbody> </table>	As at January	Reception number on roll	All ages – Reception class to Year 6	2007	3027	20959
As at January	Reception number on roll	All ages – Reception class to Year 6					
2007	3027	20959					

	2008	3183	21338						
	2009	3291	21512						
	2010	3386	22071						
	2011	3623	23297						
	Change from 2007 to 2011	596	2338						
	Percentage change	19.7%	11.2%						
5.	The need for more primary school places in the future								
	<p>In August 2011, Brent Council carried out a review of primary school places which estimated that an additional 15 forms of entry (15FE) will be required in Brent by 2014/15 - an estimate of 450 places in each year group. The pressure of increasing demand is already evident with few places available in Brent's 60 primary schools. Brent Council is supportive of the proposed expansion of Mitchell Brook Primary School to help address the shortage of primary school places.</p> <p>Demand continues to increase in the Neasden area and a permanent increase from two to three forms of entry will help satisfy some of that demand. It is also anticipated that the increased demand for primary school places will eventually create a shortage of secondary school places.</p>								
6.	Steps being taken by Brent Council in meeting the demand for primary school places in the borough.								
	<p>Between September 2007 and 2011 the following permanent and 'bulge' classes were created:</p>								
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
	Permanent	244	341	251	236	176	56	56	1360
	Temp/bulge	210	105	31	30	30	20	0	426
	Total	454	446	282	266	206	76	56	1786
	<p>Other schools for which consultations for school expansion are currently underway include Fryent Primary School and Barham Primary School.</p>								
7.	We would like to hear from you								

	<p>The Governors of Mitchell Brook Primary School are at the moment consulting all interested parties including parents and staff at the school, all schools in Brent, Brent Council and neighbouring boroughs with an aim to receive feedback on the proposal.</p> <p>The Governors would welcome your views on the proposal to expand the school by 1FE. If you have any comments that you would like to make in relation to this proposal, you can either use the attached tear-off response form or write to:</p> <p style="text-align: center;">The Head Teacher Mitchell Brook Primary School Bridge Road London , NW10 9BX</p> <p>Or</p> <p>Send an email to: judith.joseph@brent.gov.uk</p> <p>Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.</p> <p>Alternatively, this document can be downloaded from:</p> <p>http://www.brent.gov.uk/currentconsultations</p> <p>A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk</p> <p>All written comments must be received by: Wednesday 15 February 2012</p>
8.	<p>You can also attend a public meeting for parents, carers and the community which has been arranged to discuss the proposed expansion of Mitchell Brook Primary School.</p> <p>Date: Monday 6 February 2012</p> <p>Time: 6pm</p> <p>Venue: Main Hall Mitchell Brook Primary School, Bridge Road, London, NW10 9BX</p>

<p>9.</p>	<p>The procedures for reorganisation</p> <p>Mitchell Brook Primary School in partnership with Brent Council intends to meet with staff, parents and the local community, to receive their views.</p> <p>If, after the consultation, the school's Governor Body decides to proceed with the expansion then a statutory proposal will be published in the local papers and will also be placed at public places e.g. the Town Hall and on the main entrances to Mitchell Brook Primary School.</p> <p>Thereafter a 4 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form of support, suggestions or objections to the proposal. All representations will be presented to Brent Council's Executive Committee which will make a decision on the proposal.</p>
<p>10.</p>	<p>Consultees</p> <p>This document is being sent to:</p> <p>Mitchell Brook Primary School: parents, staff, governors and student council All maintained schools and Academies in Brent Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea Local Resident Associations Local residents in the immediate vicinity All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Harmony Children Centre Other Brent Children Centres Sport England Secretary of State, School Organisation Unit Local private nurseries Any trade unions who represent staff of Mitchell Brook Primary School</p>

	Representatives of main trade unions in Brent Any local partnerships including Early Years Development and Childcare Partnership
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Mitchell Brook Primary School Consultation Response Slip

Please tear off and return by: **Wednesday 15 February 2012**

I agree / disagree with the Governors of Mitchell Brook Primary School to expand the school by one form of entry (1FE). *Delete as appropriate*

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / other*please specify*

Please send to:

**The Headteacher
Mitchell Brook Primary School
Bridge Road**

	London, NW10 9BX Or email: Judith.joseph@brent.gov.uk
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Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male		Female	
------	--	--------	--

My age group (please tick one):

16-24		25-34	
35-44		45-54	
55-64		65-74	
75+			

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian		Asian Pakistani	
Asian Bangladeshi		Asian Other	

Black Caribbean		Black African	
Black Other		Chinese	
Mixed White and Black Caribbean		Mixed White and Black African	
Mixed White and Asian		Mixed Other	
White British		White Irish	
White Other		Other Ethnic Group	

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

In respect of a Governing Body Proposal:

Mitchell Brook Primary School Governing Body, Mitchell Brook Primary School, Bridge Road, London, NW10 9BX

Mitchell Brook Primary School DFE School No. 304/2066

Statutory Notice published on 23 February 2012

1. The name, address and category of the school for which the governing body are publishing the proposals.

Mitchell Brook Primary School (Community) Bridge Road London NW10 9BX
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Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

The Governing Body intends to expand Mitchell Brook Primary School from 7 January 2013. Mitchell Brook Primary School will be expanded by one form of entry. The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018.
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Objections and comments

3. A statement explaining the procedure for making representations, including —
- (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
 - (b) the address of the authority to which objections or comments should be sent.

Within four weeks from the date of publication of the proposal any person may object to or make comments on the proposal in writing by sending them to Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk.

The proposal was published on 23 February 2012.

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

The Governing Body of Mitchell Brook Primary School is proposing to expand Mitchell Brook Primary School by one form of entry from 7 January 2013; this means that the school will become a three form of entry provision and its admission capacity will increase from 420 to 630 Reception to Year 6 places. The current admission number for the school is 60 and the proposed admission number will be 90. In addition the school has a nursery with 30 full time places. Nursery provision will remain unchanged. The school offers mixed sex provision.

The expanded school will be suitable for all pupils who currently attend Mitchell Brook Primary School. Every pupil registered at the school on 6 January 2013 who but for these proposals would have continued their education at Mitchell Brook Primary School will have a place at the enlarged school. Consequently no pupils will be displaced by the alterations proposed for Mitchell Brook Primary School.

The expansion of the school is intended to commence in January 2012. With regards to admissions, the increased intake will affect those children entering Reception at the school from January 2013 to September 2018.

On implementation of the proposal, Mitchell Brook Primary School would provide 30 new permanent Reception places from 7 January 2013, subject to planning permission. The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018. The enlarged Mitchell Brook Primary School will continue to offer mixed provision for pupils in Reception to Year 6 and the Local Authority will remain the admitting Authority for the School.

The new Reception class is expected to be available from January 2013. Remaining building works at the school are expected to be completed by April 2013.

School capacity

5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

- (a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

The school capacity will change from 420 places (Reception to Year 6) to 630 places (Reception to Year 6), The nursery capacity will not change under this proposal.

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

The current admission number for the school is 60 and the proposed admission number will be 90.

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

In September 2012, 60 children will be admitted to Reception class. An additional 30 Reception places will be available in January 2013.

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

According to the January 2012 pupil census there are provisionally 423 pupils currently in the school (Reception to Year 6).

There are currently 30 pupils attend the nursery full time (January 2012 Census).

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

Additional Site

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school.

The Council has completed a consultation on the future of day care provision in Children's Centres located in the borough. On 13 February 2012, Brent Executive decided that the building used for nursery services at Harmony Children's Centre be used to facilitate expansion of Mitchell Brook School in the event that a decision is made to expand the school. Harmony Children's centre is adjacent to Mitchell Brook Primary School. Subject to further detailed design, it may be possible to utilise part of the Harmony Children's Centre (nursery area) and re-alignment of the boundary with the adjoining park/playground in order to provide more space at Mitchell Brook Primary School.

The new Reception class is expected to be available from January 2013. Remaining building works at the school are expected to be completed by April 2013.

Decant proposal during the construction period may require use of alternative temporary provision on the existing site or close to it only for the period of construction.

All new school buildings are required to achieve the highest energy standards for sustainable construction. The new extension at will be required to achieve a BREEAM rating of Very Good, requiring energy use of the proposed building to be efficient and sustainable.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

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Changes in boarding arrangements

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

N/A

- (b) the arrangements for safeguarding the welfare of children at the school;

N/A

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

N/A

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

N/A

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

N/A

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—
- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

N/A

- (b) the distance between the proposed and current site;

N/A

- (c) the reason for the choice of proposed site;

N/A

- (d) the accessibility of the proposed site or sites;

N/A

- (e) the proposed arrangements for transport of pupils to the school on its new site; and

N/A

- (f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

Objectives

10. The objectives of the proposals.

To create more primary school places. Please refer to section 24 for a fuller response.

Consultation

11. Evidence of the consultation before the proposals were published including—
- (a) a list of persons who were consulted;
 - (b) minutes of all public consultation meetings;
 - (c) the views of the persons consulted;
 - (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
 - (e) copies of all consultation documents and a statement on how these documents were made available.

(a) The consultation document (Appendix 1) was sent to:

Mitchell Brook Primary School: parents, staff, governors and student council
All maintained schools and Academies in Brent
Brent Council
Westminster Diocesan Education Service
London Diocesan Board for Schools
London Borough of Ealing
London Borough of Barnet
London Borough of Camden
London Borough of Harrow
London Borough of Hammersmith and Fulham
London Borough of Westminster
Royal Borough of Kensington and Chelsea
Local Resident Associations
Local residents in the immediate vicinity
All Councillors
Local Member of Parliament
All Brent Customer Service Shops
All Brent Libraries
Harmony Children Centre
Other Brent Children Centres
Sport England
Secretary of State, School Organisation Unit
Local private nurseries
Any trade unions who represent staff of Mitchell Brook Primary School

Representatives of main trade unions in Brent
Any local partnerships including Early Years Development and Childcare Partnership

- (b) The minutes of the public consultation meetings are attached in Appendix 2.
- (c) The views of all persons consulted are attached in Appendix 3
- (d) The Consultation document was distributed by email or internal/external post to the stakeholder listed above. The schools also distributed the consultation documents by hand to parents, pupils, staff and other interested parties. Local residents in the immediate vicinity were provided a copy through special local distribution, where possible.
- (e) Copy of the consultation document can be found in Appendix 1.

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The capital costs of the expansion project is estimated at approximately £3.8m including contingency, which is being funded by the local authority from the Council's Main Capital Programme.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Confirmation from DfE on allocation of the funding for Primary Places (Brent Council was allocated £24.8m) is available at the following link:

<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/capitalreview/a00199873/allocation-of-extra-500-million-to-address-the-shortage-in-pupil-places>

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

N/A

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

The school is already operating Early Years provision which will continue to be available.

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

- (c) evidence of parental demand for additional provision of early years provision;

N/A

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Additional capacity is being created in the school to meet demand for Reception to Year 6 places.

Changes to sixth form provision

16. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

(c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

(d) The proposed number of sixth form places to be provided.

N/A

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

N/A

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

Whilst no changes to the existing SEN provision at the school are being proposed, to ensure this proposal leads to improvements in the standards, quality and range of educational provision for children with special educational needs the Local Authority has conducted the SEN improvement test (that has identified benefits, such as, the expanded Mitchell Brook Primary may include a Group SEN classroom, a disabled toilet, etc).

(b) any additional specialist features will be provided;

N/A

(c) the proposed numbers of pupils for which the provision is to be made;

N/A

(d) details of how the provision will be funded;

N/A

(e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

N/A

(f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

N/A

(g) the location of the provision if it is not to be established on the existing site of the school;

N/A

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

N/A

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

N/A

19. Where the proposals are to discontinue provision for special educational needs—

- (a) details of alternative provision for pupils for whom the provision is currently made;

N/A

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

N/A

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

- (d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

N/A

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

- (b) evidence of local demand for single-sex education; and

N/A

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

N/A

(b) evidence of local demand for single-sex education.

N/A

Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Early Years and Extended School Groups operating in the school will remain unaffected.

Need or demand for additional places

24. If the proposals involve adding places—

(a) a statement and supporting evidence of the need or demand for the particular places in the area;

Between September 2007 and September 2011 an additional 1786 primary school places were created throughout the borough. Of those 1360 were permanent places through permanent school expansions, whilst 426 were temporary places, also known as 'bulge' places. 'Bulge' classes are a short term solution.

Even with the additional 'bulge' places, a significant number of Brent children remain without a school place, particularly in the Reception to Year 3 age groups. To meet this shortfall in primary school places, the Council is implementing a programme to expand schools which meet the criteria i.e. located in an area of local demand, with physical capacity to expand, leading to improving learning outcomes, making efficient use of resources and promoting diversity of type of provision.

The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of children into the borough, the new housing developments throughout the borough attracting new families and the rising birth and fertility rates. As a result, in areas of high demand there are insufficient school places. 'Bulge' classes add capacity to the intake for just one year but in the following year can create the impression of a greater shortfall in borough wide school places.

In August 2011, Brent Council carried out a review of primary school places which estimated that an additional 15 forms of entry (15FE) will be required in Brent by 2014/15 – an estimate of 450 places in each year group. The pressure of increasing demand is already evident with few places available in Brent's 60 primary schools. Brent Council is

supportive of the proposed expansion of Mitchell Brook Primary School to help address the shortage of primary school places.

Demand continues to increase in the Neasden area and a permanent increase from three to four forms of entry will help satisfy some of that demand. It is anticipated that the increased demand for primary school places will eventually create a shortage of secondary school places.

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

Mitchell Brook Primary School has a Community status and is offering non-denominational provision.

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

25. If the proposals involve removing places—

- (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

N/A

- (b) a statement on the local capacity to accommodate displaced pupils.

The expanded school will remain suitable for all pupils who currently attend Mitchell Brook Primary School.

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

Please refer to Question 24 for the need to expand Mitchell Brook Primary School

A Public Consultation

Proposed Expansion of Mitchell Brook Primary School

1.	<p>Introduction</p> <p>Mitchell Brook Primary School is a community school located in the southern half of the borough. It provides school places to 420 boys and girls between the ages of 4 - 11; there is also a nursery with 30 full time places.</p> <p>Currently, the demand for school places in Brent, as with many outer London boroughs, is increasing. The demand for primary places in the Neasden area specifically has led to the proposal to expand Mitchell Brook Primary School.</p> <p>Therefore the Governing Body of Mitchell Brook Primary School in partnership with Brent Local Authority is consulting with staff, parents and the community on the option to expand the school by one new form of entry (1FE). The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018.</p>
2.	<p>The proposal</p> <p>The Governors of Mitchell Brook Primary School, Bridge Road, London, NW10 9BX propose to expand the school by one form of entry (210 additional places), taking the school capacity from 420 places (Year R – Year 6) to 630 (Year R – Year 6). The school will continue to provide a nursery with 30 full time places.</p> <p>The expansion of the school is intended to commence in January 2013. With regards to admissions, the increased intake will affect those children entering Reception at the school from January 2013 to September 2018.</p> <p>The proposed accommodation for the expansion by one form of entry would be of a permanent high quality modular construction situated at the front of the existing school building. It would include demolition of the unused caretaker's house situated on the far left side of the front entrance. Subject to further design work, the expansion would comprise of new classrooms and a hall with kitchen. Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school, if the proposed expansion goes ahead.</p>

	<p>The Council has been carrying out a consultation on the future of day care provision in Children Centres located in the borough for which a decision by the Executive is likely to be made in February 2012. This includes the Harmony Children Centre located to the north of the school (on the right side of the front school entrance). Subject to the outcome of the Executive decision and further investigation, it may be possible to utilise part of the Harmony Children Centre (nursery area) in order to provide more space at Mitchell Brook Primary School.</p> <p>The new Reception class is expected to be available from January 2013. Remaining building works at the school will be completed by April 2013.</p>
<p>3.</p>	<p>Additional information</p> <p>Between September 2007 and September 2011 an additional 1786 primary school places were created throughout the borough. Of those 1360 were permanent places through permanent school expansions, whilst 426 were temporary places, also known as ‘bulge’ places. ‘Bulge’ classes are a short term solution.</p> <p>Even with the additional ‘bulge’ places, a significant number of Brent children remain without a school place, particularly in the Reception to Year 3 age groups. To meet this shortfall in primary school places, the Council is implementing a programme to expand schools which meet the criteria i.e. located in an area of local demand, with physical capacity to expand, leading to improving learning outcomes, making efficient use of resources and promoting diversity of type of provision.</p> <p>Under the current proposal to expand Mitchell Brook Primary School, no changes to its special educational need (SEN) provision are being proposed.</p>
<p>4.</p>	<p>The growing number of primary school pupils</p> <p>The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of children into the borough, the new housing developments throughout the borough attracting new families and the rising birth and fertility rates. As a result, in areas of high demand there are insufficient school places. ‘Bulge’ classes add capacity to the intake for just one year but in the following year can create the impression of a greater shortfall in borough wide school places.</p>

Trend in primary pupil numbers in Brent		
As at January	Reception number on roll	All ages – Reception class to Year 6
2007	3027	20959
2008	3183	21338
2009	3291	21512
2010	3386	22071
2011	3623	23297
Change from 2007 to 2011	596	2338
Percentage change	19.7%	11.2%

5. The need for more primary school places in the future

In August 2011, Brent Council carried out a review of primary school places which estimated that an additional 15 forms of entry (15FE) will be required in Brent by 2014/15 - an estimate of 450 places in each year group. The pressure of increasing demand is already evident with few places available in Brent's 60 primary schools. Brent Council is supportive of the proposed expansion of Mitchell Brook Primary School to help address the shortage of primary school places.

Demand continues to increase in the Neasden area and a permanent increase from two to three forms of entry will help satisfy some of that demand. It is also anticipated that the increased demand for primary school places will eventually create a shortage of secondary school places.

6. Steps being taken by Brent Council in meeting the demand for primary school places in the borough.

Between September 2007 and 2011 the following permanent and 'bulge' classes were created:

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Permanent	244	341	251	236	176	56	56	1360
Temp/bulge	210	105	31	30	30	20	0	426
Total	454	446	282	266	206	76	56	1786

Other schools for which consultations for school expansion are currently underway include Fryent Primary School and Barham Primary School.

<p>7.</p>	<p>We would like to hear from you</p> <p>The Governors of Mitchell Brook Primary School are at the moment consulting all interested parties including parents and staff at the school, all schools in Brent, Brent Council and neighbouring boroughs with an aim to receive feedback on the proposal.</p> <p>The Governors would welcome your views on the proposal to expand the school by 1FE. If you have any comments that you would like to make in relation to this proposal, you can either use the attached tear-off response form or write to:</p> <p style="text-align: center;">The Head Teacher Mitchell Brook Primary School Bridge Road London , NW10 9BX</p> <p>Or</p> <p>Send an email to: judith.joseph@brent.gov.uk</p> <p>Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.</p> <p>Alternatively, this document can be downloaded from:</p> <p>http://www.brent.gov.uk/currentconsultations</p> <p>A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk</p> <p>All written comments must be received by: Wednesday 15 February 2012</p>
<p>8.</p>	<p>You can also attend a public meeting for parents, carers and the community which has been arranged to discuss the proposed expansion of Mitchell Brook Primary</p>

	<p>School.</p> <p>Date: Monday 6 February 2012</p> <p>Time: 6pm</p> <p>Venue: Main Hall Mitchell Brook Primary School, Bridge Road, London, NW10 9BX</p>
<p>9.</p>	<p>The procedures for reorganisation</p> <p>Mitchell Brook Primary School in partnership with Brent Council intends to meet with staff, parents and the local community, to receive their views.</p> <p>If, after the consultation, the school's Governor Body decides to proceed with the expansion then a statutory proposal will be published in the local papers and will also be placed at public places e.g. the Town Hall and on the main entrances to Mitchell Brook Primary School.</p> <p>Thereafter a 4 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form of support, suggestions or objections to the proposal. All representations will be presented to Brent Council's Executive Committee which will make a decision on the proposal.</p>
<p>10.</p>	<p>Consultees</p> <p>This document is being sent to:</p> <p>Mitchell Brook Primary School: parents, staff, governors and student council All maintained schools and Academies in Brent Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea</p>

	<p>Local Resident Associations Local residents in the immediate vicinity All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Harmony Children Centre Other Brent Children Centres Sport England Secretary of State, School Organisation Unit Local private nurseries Any trade unions who represent staff of Mitchell Brook Primary School Representatives of main trade unions in Brent Any local partnerships including Early Years Development and Childcare Partnership</p>
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Mitchell Brook Primary School Consultation Response Slip

Please tear off and return by: **Wednesday 15 February 2012**

I agree / disagree with the Governors of Mitchell Brook Primary School to expand the school by one form of entry (1FE). *Delete as appropriate*

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / other*please specify*

Please send to:

**The Headteacher
Mitchell Brook Primary School
Bridge Road
London, NW10 9BX**

Or email: Judith.joseph@brent.gov.uk

Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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My age group (please tick one):

16-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>	65-74	<input type="checkbox"/>
75+	<input type="checkbox"/>		<input type="checkbox"/>

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Asian Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White and Black Caribbean	<input type="checkbox"/>	Mixed White and Black African	<input type="checkbox"/>
Mixed White and Asian	<input type="checkbox"/>	Mixed Other	<input type="checkbox"/>
White British	<input type="checkbox"/>	White Irish	<input type="checkbox"/>
White Other	<input type="checkbox"/>	Other Ethnic Group	<input type="checkbox"/>

Appendix 2

Notes to the Mitchell Brook Primary School Public Consultation Meeting 6 February 2012 at 6pm

**Panel: Theresa Landreth (Headteacher), Judith Joseph (Local Authority),
Rajesh Sinha (Local Authority), Sarah Parks (Watts)**

Attended by approximately 31 members of the public and 3 governors

	Questions / Comments	Answers
1.	Who are the Brent Executive and have any of them been to this school before?	<ul style="list-style-type: none"> • The Brent Executive is responsible for implementing the Council's policies and is made up of Councillors. Each Councillor on the Executive holds a portfolio (Lead Member) such as: housing, crime and public safety, children and families etc. The Executive is responsible for most day to day decisions not taken by officers. • Not sure if any of them have been to the school. They have, and will be advised by those who have been to the school.
2.	The Council will not want to waste money, therefore the decision to expand must have been made already.	<ul style="list-style-type: none"> • Although the Governing Body can decide after the consultation stage whether they want to continue with the scheme, the final decision to expand lies with the Brent Executive at the end of the representation stage.
3.	When were the plans drawn up?	<ul style="list-style-type: none"> • A high level feasibility study has been carried out to see if it is possible to expand the school buildings. • The Council followed building regulations BB99. • The Council has drawn up several options with the help of the headteacher and governors. • It is a confined site but large enough to expand. • The Council will look into issues such as traffic and playspace • The Council would wish that the new build could be used for community use also. • There is a possibility of extra play space on the roof of one of the extensions. • The Council is carrying out parallel plans in this process to save time i.e. the education consultation and the building design plans. If the outcome of the education consultation is negative then all the design plan works stops immediately.

4.	Will the whole school be refurbished?	<ul style="list-style-type: none"> • Consequential works will be refurbished e.g. more toilets, larger staff room etc. The Council does not have the funds to refurbish the whole school. The school however does have a budget that can be spent on refurbishments.
5.	What will the school look like after expansion?	<ul style="list-style-type: none"> • No plans are drawn up yet – apart from at a low level. • The headteacher and governors vision for the school are: a welcoming front area; flexible spaces; possibly using the Harmony area for parent groups; a more inclusive school; space; better use of outdoor space e.g. a garden area; better indoor facilities and performance space.
6.	If building work commences, what about the children’s health and safety?	<ul style="list-style-type: none"> • The Council will work out a strategy. The design should cause the least amount of disruption. • Health and safety is of paramount importance. • There will be a full strategy covering fire strategy also.
7.	How will the expansion affect the children’s education and attainment?	<ul style="list-style-type: none"> • The school will be open as usual. The Council will aim for minimal disruption.
8.	How many children will there be per class?	<ul style="list-style-type: none"> • It will remain 30 children per class, maximum.
9.	Where will the additional Reception class be located?	<ul style="list-style-type: none"> • This has yet to be decided.
10.	Are there any statistics with regard to larger schools?	<ul style="list-style-type: none"> • There are benefits for a larger school such as economies of scale. • Brent’s policy is to move away from small schools (particularly 1FE).
11.	What kind of additional children will the school take on?	<ul style="list-style-type: none"> • Children within the catchment area who need a reception place. • There will be no changes to the school’s SEN admissions policy.
12.	What additional facilities will the school receive?	<ul style="list-style-type: none"> • Lots of changes will be made including a new hall and space over the hall.
13.	Will the new build areas of the school means high maintenance?	<ul style="list-style-type: none"> • The school will receive energy efficient builds.

14.	There should be more dialogue with parents explaining where the new buildings are likely to be and where the children will play during construction etc.	<ul style="list-style-type: none"> • Watts architects can organise computer graphics once the designs become more detailed. • The headteacher suggested having a meeting on Wednesday 8 February 2012 for those parents who would like to hear more and for those may need help completing the consultation form.
15.	Why can't the Council build a new school somewhere else?	<ul style="list-style-type: none"> • There is no spare land and if there were it would be too expensive to purchase.
16.	Why can't the Council expand into the park? Even though it is a public space but educational space is important also. Why not extend into the part of the park which is not used at all?	<ul style="list-style-type: none"> • Park spaces have to be protected. • Because of high government policy park land is untouchable. This matter has been looked into and discussed already. • The Council is exploring another space which maybe good from the children and school perspective i.e. used by the school in the day and then open to the community in the evening. This scheme works for Newfield School. Parks will have to decide. • Perhaps the existing community space could be restructured.
17.	Harmony land used to be part of the park. The community would be happy to take some of the land.	<ul style="list-style-type: none"> • Lobbying and petitioning would take a long time – could be years. We need to be realistic as the extra school places are needed in a few months time.
18.	How important is the Harmony centre as part of the school?	<ul style="list-style-type: none"> • Not vital, but would be good to have.
19.	Will the nursery and Reception classes be separate from the main school?	<ul style="list-style-type: none"> • Unlikely. Nothing has been decided. The design process is still continuing. • The Council has just finished a consultation with regard to all Children Centres and nurseries which is going to the February 2012 Executive meeting. Depending on the result, that money may be incorporated into the school. • There is nursery provision within Harmony that could be incorporated. • The footpath between the school and the Childrens Centre could not be removed but access perhaps could be looked into.

20.	Will there be enough play space. There is not sufficient currently. How will it work?	<ul style="list-style-type: none"> • There is a possibility of using roof space as a secure play space.
21.	What about the additional traffic? Parents find it difficult already to cross certain roads currently.	<ul style="list-style-type: none"> • A traffic assessment/survey will be carried out. This is necessary for the planning application. For example, at Preston Manor School the Council had to create a new access to the school. • The Council will conduct an analysis incorporating the school's travel plan. • The governing body have not done any research yet in terms of traffic. This is the normal procedure as traffic issues are usually looked into at the design stage. • Educational consultation is always subject to planning permission which includes traffic.
22.	Will the school budget increase?	<ul style="list-style-type: none"> • Yes, proportionately. Funding is based on each pupil attending the school and those who take up free school meals. • If the expansion does not go ahead the capital will go to another school.
23.	How much pressure will the headteacher have when the school expands?	<ul style="list-style-type: none"> • The governing body will restructure the management team which will have to expand. • Extra funding will be available with the increase in pupil numbers. • There will be support from the School Improvement Service.
24.	Is the money in place to expand?	<ul style="list-style-type: none"> • Yes, Brent received £24.8m from the government recently specifically for primary school expansion.
25.	Can parents meet with the governing body?	<ul style="list-style-type: none"> • There are several members of the governing body present at this meeting including the Chair of Governors. You have an opportunity to speak to them after the meeting.

Mitchell Brook Primary School consultation responses received by 15 February 2012

26 responses received in total

10 responses for the expansion

14 responses against the expansion

2 response either : neither agreement OR objection

Agree	Response number reference	Comment	Parent/ member of staff / other
Agree	2.	I think that the new building will improve the school as longer the space and the best interest of the children are first priority. How safe is to have a play area on the roof? Will you do something with the caretaker'house? the anex? How will you create more play space in already a small area?	
Agree	3.	I agree.	Guardian
Agree	4.	I agree.	Parent
Agree	5.	I agree.	Parent
Agree	6.	Hopefully the additional classes at Mitchell Brook Primary School will ensure that local children will be able to attend schools in the local area.	Neighbour
Agree	7.	I think it is a very good idea to expand the school. I am sure that will be beneficial for all the parents who live in the area.	Parent
Agree	8.	I think it would be good to use some of the park space for the school. I worry that the kids need more space. School needs help to get better play area. Traffic could become a problem, parking problems for teachers as on event days they have to park in school playground.	Parent
Agree	9.	I agree.	

Agree	10.	I agree with the governors of the school to expand the school by one form of entry. But it will require a lot of things which are (1) the road to the school is already difficult to cross and now that they are going to expand the school I suggest they create a pelican crossing or traffic light at both sides of the road so that it can be easier for everybody to cross. (2) how are they going to make the front of the school look better than it does now because all we know is the play area is going to be used for this expansion. But one thing you should know is the kids needs space as well. (3) inside the main building needs a lot of renovation such as painting and there are so many cracks in the building. I hope they will do something about that. And the toilets in the school are very bad and they need to be changed and also, how are they going to create a space for parents to stand if it is raining and the school doors are not open? I hope the school is not going to be overcrowded.	Parent
Agree	11.	I highly welcome the idea to expand the school by one form of entry. This will enable many more places to be created for more children who might otherwise be staying at home. Fantastic.	Parent
Disagree	Response number reference	Comment	Parent/ member of staff / other
Disagree	12.	Unless parents can be educated in walking their children to school, the congestion that we suffer twice a day in Bridge Road / Woodheyes Road will only get worse if the school roll increased. If Mitchell Brook can discourage 'the school run' mentality then I have no problem with its expansion.	Local resident
Disagree	13.	I disagree.	
Disagree	14.	<ul style="list-style-type: none"> • More children. Less space. • Disturbance while building works are on going • Existing children's education /activities will be jeopardised e.g. school closure, cancellation of activities, summer clubs etc. • Quality of service will be put at stake (teaching) • Traffic problems, congestion, parking • Eating meals at lunchtimes will become limited • Corridors/staircases will be congested 	Parent

		<ul style="list-style-type: none"> • Lost of personalisation. • Mitchell is doing well but not outstanding How would more children better the situation? Limited use of equipment per child e.g. computers, microphones etc. for assemblies. Mitchell Brook Primary is already larger than the average. The school has to focus on how its lead and managed effectively, meeting childrens' needs. Preparing them for change of year, changing school further/ higher education. Ensure existing children are making major progress. Already concerns with the upkeep of maintenance of facilities e.g. toilets, playground. • Concerns with the upkeep of timetables, spelling tests, PE lessons, practising for assemblies etc. 	
Disagree	15.	<p>I feel that at the moment the ethos of the school works due to the number of children based in the school if the numbers of children were to increase I think it would reduce the community feel strongly has and the children's level of attainment would decreases and perhaps cause chaos especially within the pastoral service i.e. behavioural needs.</p> <p>I also think that the playground is not big enough to accommodate an extra 210 children – would more staff be employed? How would the children per form be phased in? Would it be year via Reception entry or would there be an influx of skeleton year groups? I do not think the school is able to cope with this increase as it is a average sized community school at present. The staff are really passionate about their job and the children they care for, but I think this may change in terms of overload work commitments and stress levels, leaving the children to pick up on the negativity. I say no to school expansion.</p>	Parent
Disagree	16.	Based on the lack of mention for the provision of extra playground space.	Parent
Disagree	17.	The space is not enough at present. The families already live in cramped conditions. Can we have the planned MUGA closer to the school? That would make a huge difference.	Member of Staff
Disagree	18.	The school is already small so there is no way to change it. So please leave the way it is. Thank you	
Disagree	19.	I disagree with the governors because I like the way it is and I think if they change anything it will be uncomfortable place. Thank you	
Disagree	20.	Worry about traffic and double parking.	Local

			Resident
Disagree	21.	<p>1. I think to increase the numbers by a third will directly lead to a use of 1/3 less space if more space is not being offered. Simple</p> <p>2. I think this will have a negative impact on the results of the school; physically, socially and educationally.</p> <p>3. the children need space to play healthily. There are consistent statistics showing that kids don't play 'actively' enough anymore. A lot of these children already live in confined spaces at home.</p> <p>4. I think tacking on more classrooms to schools which are managing to create consistent progress will disrupt and damage their progress.</p> <p>5. I have direct experience of Salisbury Road following this pattern and going downhill even in an affluent area.</p> <p>6. I think it would be better to restructure schools which are already failing badly.</p> <p>7. it seems wrong that the process reflects some sort of financial bribery.</p> <p>8. it is worrying that the figures for population growth are being tackled at the end of the line rather than at the beginning. There needs to be more publicity about the problems being experienced by the education infrastructure and more debate based on the straight forward facts of the money available, contribution made to the system versus expectations of support for multiple babies. It's commonsense and it needs to be openly discussed. From my perspective it looks as if we can expect a further decline in educational standards with the facts in front of us.</p> <p>9. the only suggestion in the meeting / consultation amongst parents which made sense was to increase space as well as numbers by moving the proposed outdoor sports court planned for next to the private school (Swaminarayan) which already has huge outdoor space, to next door Mitchell Brook when the community school gets use of the 'community' facility and therefore more play space.</p>	Parent
Disagree	22.	There is not enough space already for play. How will this be rectified? Can we use some of the unused 'meadow land' on the left? Maybe a multi sports area linked with community use? If this occurred I would agree then.	Parent
Disagree	23.	The reason which I am against Mitchell Brook Primary School to expand is the play area will be cramped and cannot accommodate 630 active pupils, unless you compromise the health and safety. I would like you to consider other options like looking into the small park next to the school for the expansion, as we are all thinking of the children's welfare.	Parent

Disagree	24.	I disagree solely based on the lack of additional space offered. We will increase the children but not the available indoor hall space and outside play space. The roof idea is not enough. We 'make do' as it is. We could be creative with some space but the council needs to ensure the outdoor space is ample for PE / sport.	Member of Staff
Disagree	25.	<p>I have major concerns over the lack of play space after the new building is built which could cause health and safety issues. Including traffic congestion in a busy shortcut to the North Circular. Also the Parks and council seem to be unyielding in letting the school take a small amount of park space for expansion but would rather give a MUGA to the Swaminarayan Independent School who are not expanding and have unlimited space!</p> <p>The school already has accommodated a bulge class and unless the school can reach a better building plan that would benefit the school for the future I think taking the front playground for a school hall that isn't big enough for 630 children is a big problem.</p> <p>How about putting the hall on stilts? Or better still build us a MUGA too, or move the MUGA from across the park to next to Mitchell Brook. Please!</p>	Parent
No comment or objections or disagreement	Response number reference	Comment	Parent/ member of staff / other
No comment	1.	"..... We have no comments or objections regarding Brent's proposal given the location of the schools to Camden."	London Borough of Camden
	26.	The Teachers panel would like to make the following response to this consultation;	Teachers

		<ol style="list-style-type: none"> 1. We seek assurances that there will be no redundancies as a result of these proposals. 2. We are concerned about the reduction in outside play area that the proposed building will result in, especially as pupil numbers rise. 3. We are very concerned about building work in schools known to have asbestos. We seek assurance that Brent will follow the proper procedures (notifiable under HSE regulations) and that our Health and Safety Adviser Jenny Cooper is copied into these arrangements. 	Panel
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Appendix 9

Statutory Notice

Alteration to Mitchell Brook Primary School

Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006 that the Governing Body of Mitchell Brook Primary School intends to make a prescribed alteration to Mitchell Brook Primary School (Community), Bridge Road, London, NW10 9BX.

Mitchell Brook Primary School is maintained by the Local Authority. The Governing Body is proposing to expand Mitchell Brook Primary School by one form of entry from 7 January 2013; this means that the school will become a three form of entry provision and its admission capacity will increase from 420 to 630 Reception to Year 6 places. The current admission number for the school is 60 and the proposed admission number will be 90. In addition the school has a nursery with 30 full time places.

The number of children currently on roll excluding the nursery (according to the January 2012 pupil census) is provisionally 423.

On implementation of the proposal, Mitchell Brook Primary School would provide 30 new permanent Reception places from 7 January 2013, subject to planning permission. The expansion will provide an additional class in each year group (210 new primary places in total). The increase of 30 places in each year group is intended to start at Reception age in January 2013 and rise to Year 6 by September 2018. The enlarged Mitchell Brook Primary School will continue to offer mixed provision for pupils in Reception to Year 6 and the Local Authority will remain the admitting Authority for the School.

The Local Authority has completed a feasibility study which confirms that the provision of an additional form of entry primary provision is possible within the current school site. All applicable statutory requirements to consult in relation to these proposals have been complied with.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk. Alternatively a copy of the complete proposal can be obtained from: <http://www.brent.gov.uk/consultations.nsf>. A limited translation and interpretation service is available upon request from Judith Joseph on 0208 937 1061.

Within four weeks from the date of publication of this proposal any person may object to or make comments on the proposal in writing by sending them to Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk.

Signed: The Governing Body, Mitchell Brook Primary School

Publication Date: 23 February 2012

Explanatory Notes

- The proposed accommodation for the expansion by one form of entry would be of a permanent high quality modular and/or non-modular construction situated at the front of the existing school building. It would include demolition of the unused caretaker's house situated on the far left side of the front entrance. Subject to further design work, the expansion would comprise of new classrooms and a hall with kitchen. Building Bulletin 99 will be used as a guideline for constructing the new extensions to the existing school.
- The Council has completed a consultation on the future of day care provision in Children's Centres located in the borough. On 13 February 2012, Brent Executive decided that the building used for nursery services at Harmony Children's Centre be used to facilitate expansion of Mitchell Brook School in the event that a decision is made to expand the school. Subject to further detailed design, it may be possible to utilise part of the Harmony Children's Centre (nursery area) and re-alignment of the boundary with the adjoining park/playground in order to provide more space at Mitchell Brook Primary School.
- The new Reception class is expected to be available from January 2013. Remaining building works at the school are expected to be completed by April 2013.

Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form - EXCERPT FROM A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

Stage 4 – Decision (Paragraphs 4.1-4.80)

Who Will Decide the Proposals? (Paragraphs 4.1-4.4)

4.1 Decisions on school organisation proposals are taken by the LA or by the schools adjudicator. In this chapter both are covered by the form of words “Decision Maker” which applies equally to both.

4.2 Section 21 of the EIA 2006 provides for regulations to set out who **must** decide proposals for any prescribed alterations (i.e. including expansions). The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (SI:2007 No. 1289) (as amended) make detailed provision for the consideration of prescribed alteration proposals (see in particular Schedules 3 and 5). Decisions on expansions will be taken by the LA with some rights of appeal to the schools adjudicator. Only if the prescribed alteration proposals are “related” to other proposals that fall to be decided by the schools adjudicator, will the LA not be the decision maker in the first instance.

4.3 If the LA fail to decide proposals within 2 months of the end of the representation period the LA **must** forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They **must** forward the proposals within one week from the end of the 2 month period.

4.4 The Department does not prescribe the process by which an LA carries out their decision-making function (e.g. full Cabinet or delegation to Cabinet member or officials). This is a matter for the LA to determine but the requirement to have regard to statutory guidance (see paragraph 4.15 below) applies equally to the body or individual that takes the decision.

Who Can Appeal Against an LA Decision? (Paragraphs 4.5-4.6)

4.5 The following bodies may appeal against an LA decision on school expansion proposals:

the local Church of England diocese;

the bishop of the local Roman Catholic diocese;

the LSC where the school provides education for pupils aged 14 and over;

the governing body of a community school that is proposed for expansion; and

the governors and trustees of a foundation (including Trust) or voluntary school that is proposed for expansion.

4.6 Any appeals **must** be submitted to the LA within 4 weeks of the notification of the LA’s decision. On receipt of an appeal the LA **must** then send the proposals, and the representations received (together with any comments made on these representations by the proposers), to the schools adjudicator within 1 week of the receipt of the appeal. The LA **should** also send a copy of the minutes of the LA’s meeting or other record of the decision and any relevant papers. Where the proposals are “related” to other proposals, all the “related” proposals **must** also be sent to the schools adjudicator.

Checks on Receipt of Statutory Proposals (Paragraph 4.7)

4.7 There are 4 key issues which the Decision Maker **should** consider before judging the respective factors and merits of the statutory proposals:

- Is any information missing? If so, the Decision Maker **should** write immediately to the proposer specifying a date by which the information **should** be provided;
- Does the published notice comply with statutory requirements? (see paragraph 4.8 below);
- Has the statutory consultation been carried out prior to the publication of the notice? (see paragraph 4.9 below);
- Are the proposals “related” to other published proposals? (see paragraphs 4.10 to 4.14 below).

Does the Published Notice Comply with Statutory Requirements? (Paragraph 4.8)

4.8 The Decision Maker **should** consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements - as set out in The School Organisation (Prescribed Alterations)(England) Regulations 2007 (SI:2007 - 1289) (as amended) - it may be judged invalid and the Decision Maker **should** consider whether they can decide the proposals.

Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice? (Paragraph 4.9)

4.9 Details of the consultation **must** be included in the proposals. The Decision Maker **should** be satisfied that the consultation meets statutory requirements (see Stage 1 paragraphs 1.2–1.4). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and needs to consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

Are the Proposals Related to Other Published Proposals? (Paragraphs 4.10-4.14)

4.10 Paragraph 35 of Schedule 3, and Paragraph 35 of Schedule 5, to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) provides that any proposals that are “related” to particular proposals (e.g. for a new school; school closure; prescribed alterations to existing schools i.e. change of age range, acquisition of a Trust, addition of boarding, etc; or proposals by the LSC to deal with inadequate 16-19 provision) **must** be considered together. This does not include proposals that fall outside of School Organisation Prescribed Alteration or Establishment and Discontinuance regulations e.g. removal of a Trust, opening of an Academy, federation proposals. Paragraphs 4.11-4.14 provide statutory guidance on whether proposals **should** be regarded as “related”.

4.11 Generally, proposals **should** be regarded as “related” if they are included on the same notice (unless the notice makes it clear that the proposals are not “related”). Proposals **should** be regarded as “related” if the notice makes a reference to a link to other proposals (published under School Organisation and Trust regulations). If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals **should** be regarded as “related”.

4.12 Where proposals are “related”, the decisions **should** be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both **should** be approved or rejected.

4.13 Where proposals for an expansion of a school are “related” to proposals published by the local LSC¹ which are to be decided by the Secretary of State, the Decision Maker **must** defer taking a decision until the Secretary of State has taken a decision on the LSC proposals. This applies where the proposals before the Decision Maker concern:

- the school that is the subject of the LSC proposals;
- any other secondary school, maintained by the same LA that maintains a school that is the subject of the LSC proposals; or
- any other secondary school in the same LA area as any FE college which is the subject of the LSC proposals.

4.14 The proposals will be regarded as “related” if their implementation would prevent or undermine effective implementation of the LSC proposals.

Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)

4.15 Regulation 8 of The Regulations provides that both the LA and schools adjudicator **must** have regard to guidance issued by the Secretary of State when they take a decision on proposals. Paragraphs 4.17 to 4.73 below contain the statutory guidance.

4.16 The following factors **should not** be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals **should** be considered on their individual merits.

EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

A System Shaped by Parents (Paragraphs 4.17-4.18)

4.17 The Government's aim, as set out in the Five Year Strategy for Education and Learners and the Schools White Paper Higher Standards, Better Schools For All, is to create a schools system shaped by parents which delivers excellence and equity. In particular, the Government wishes to see a dynamic system in which:

weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and

the best schools are able to expand and spread their ethos and success.

4.18 The EIA 2006 amends the Education Act 1996 to place duties on LAs to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, LAs are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's

¹ References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker **should** take into account the extent to which the proposals are consistent with the new duties on LAs.

Standards (Paragraphs 4.19-4.20)

4.19 The Government wishes to encourage changes to local school provision which will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes.

4.20 Decision Makers **should** be satisfied that proposals for a school expansion will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They **should** pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

Diversity (Paragraphs 4.21-4.23)

4.21 Decision Makers **should** be satisfied that when proposals lead to children (who attend provision recognised by the LA as being reserved for pupils with special educational needs) being displaced, any alternative provision will meet the statutory SEN improvement test (see paragraphs 4.69-4.72).

4.22 The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision.

4.23 Decision Makers **should** consider how proposals will contribute to local diversity. They **should** consider the range of schools in the relevant area of the LA and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.

Every Child Matters (Paragraph 4.24)

4.24 The Decision Maker **should** consider how proposals will help every child and young person achieve their potential in accordance with "Every Child Matters" principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This **should** include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and applied learning training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

SCHOOL CHARACTERISTICS

Boarding Provision (Paragraphs 4.25-4.26)

4.25 In making a decision on proposals that include the expansion of boarding provision, the Decision Maker **should** consider whether or not there would be a detrimental effect on the sustainability of boarding at another state maintained boarding school within one hour's travelling distance of the proposed school.

4.26 In making a decision on proposals for expansion of boarding places the Decision Maker **should** consider:-

- a. the extent to which boarding places are over subscribed at the school and any state maintained boarding school within an hour's travelling distance of the school at which the expansion is proposed;
- b. the extent to which the accommodation at the school can provide additional boarding places;
- c. any recommendations made in the previous CSCI/Ofsted reports which would suggest that existing boarding provision in the school failed significantly to meet the National Minimum Standards for Boarding Schools;
- d. the extent to which the school has made appropriate provision to admit other categories of pupils other than those for which it currently caters (e.g. taking pupils of the opposite sex or sixth formers) if they form part of the expansion;
- e. any impact of the expansion on the continuity of education of boarders currently in the school;
- f. the extent to which the expansion of boarding places will help placements of pupils with an identified boarding need; and
- g. the impact of the expansion on a state maintained boarding school within one hour's travelling distance from the school which may be undersubscribed.

Equal Opportunity Issues (Paragraphs 4.27)

4.27 The Decision Maker **should** consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example, that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

NEED FOR PLACES

Creating Additional Places (Paragraphs 4.28-4.30)

4.28 The Decision Maker **should** consider whether there is a need for the expansion and **should** consider the evidence presented for the expansion such as planned housing development or demand for provision. The Decision Maker **should** take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools **should not** in itself prevent the addition of new places.

4.29 Where the school has a religious character, or follows a particular philosophy, the Decision Maker **should** be satisfied that there is satisfactory evidence of sufficient demand for places for the expanded school to be sustainable.

4.30 Where proposals will add to surplus capacity but there is a strong case for approval on parental preference and standards grounds, the presumption **should** be for approval. The LA in these cases will need to consider parallel action to remove the surplus capacity thereby created.

Expansion of Successful and Popular Schools (Paragraph 4.31-4.34)

4.31 The Government is committed to ensuring that every parent can choose an excellent school for their child. We have made clear that the wishes of parents **should** be taken into account in

planning and managing school estates. Places **should** be allocated where parents want them, and as such, it **should** be easier for successful and popular primary and secondary schools to grow to meet parental demand. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the Decision Maker to decide whether a school is successful and popular, however, the following indicators **should** all be taken into account:

- a. the school's performance;
 - i. in terms of absolute results in key stage assessments and public examinations;
 - ii. by comparison with other schools in similar circumstances (both in the same LA and other LAs);
 - iii. in terms of value added;
 - iv. in terms of improvement over time in key stage results and public examinations.
- b. the numbers of applications for places;
 - i. the Decision Maker should also take account of any other relevant evidence put forward by schools.

4.32 The strong presumption is that proposals to expand successful and popular schools **should** be approved. In line with the Government's long standing policy that there **should** be no increase in selection by academic ability, this presumption does not apply to grammar schools or to proposals for the expansion of selective places at partially selective schools.

4.33 The existence of surplus capacity in neighbouring less popular schools **should not** in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Maker **should** ask the LA how they plan to tackle any consequences for other schools. The Decision Maker **should** only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

4.34 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements in to line with the School Admissions Code.

Travel and Accessibility for All (Paragraphs 4.35-4.36)

4.35 In considering proposals for the reorganisation of schools, Decision Makers **should** satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes **should not** adversely impact on disadvantaged groups.

4.36 In deciding statutory proposals, the Decision Maker **should** bear in mind that proposals **should not** have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 – 2007BKT-EN at www.teachernet.gov.uk/publications. Proposals **should** also be considered on the basis of how they

will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

16-19 Provision (Paragraphs 4.37-4.39)

4.37 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates;
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group;
- participation: there are high levels of participation in the local area; and,
- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area.

4.38 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

4.39 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

Addition of post-16 provision by “high performing” schools (Paragraphs 4.40-4.51)

4.40 The Government remains committed to the principle that high performing 11-16 schools **should** be allowed to add post-16 provision where there is parental and student demand, in order to extend quality and choice. But the context in which this principle will operate is changing. From April 2010, the Apprenticeships, Skills, Children and Learning Act 2009 will transfer the responsibility for 16-19 planning and funding from the LSC to LAs. LAs will be responsible for maintaining an effective and coherent system of 14-19 organisation which delivers the new entitlement – to a new curriculum and new qualifications, including all 17 Diploma lines from 2013 and an Apprenticeship place for those who meet the entry criteria - to all young people in their area. Collaboration will be a key feature of 14-19 provision.

4.41 So, while there is still a strong presumption of approval for proposals from high performing schools, that decision **should** now be informed by additional factors: the need for local collaboration; the viability of existing post-16 providers in the local area; and the improvement of standards at the school that is proposing to add post-16 provision. Only in exceptional circumstances* would these factors lead Decision Makers not to approve a proposal. If the Decision Maker were minded not to approve a proposal, he **should** first consider whether modification of the proposal would enable the proposer to comply with these conditions (see paragraph 4.49).

** Exceptional circumstances in which the Decision Maker might reject the proposal to add a sixth form to a presumption school would include if there is specific evidence that a new sixth form was of a scale that it would directly affect the viability of another neighbouring, high quality institution that itself was not large in comparison to other institutions of that type. Exceptional circumstances might*

also include a situation where there are a number of presumption schools in the same area at the same time and/or where there is clear evidence that the scale of the aggregate number of additional 16-18 places far exceeds local need and affordability and is therefore clearly poor value for money.

4.42 There **should** be a strong presumption in favour of the approval of proposals for a new post-16 provision where:

- a. the school is a high performing specialist school that has opted for an applied learning specialism; or
- b. the school, whether specialist or not, meets the DCSF criteria for ‘high performing’ and does not require capital support.

4.43 The school **should** ensure that, in forwarding its proposals to the Decision Maker, it provides evidence that it meets one of the criteria at paragraph 4.42 above.

4.44 Where a new sixth form is proposed by a specialist school that has met the ‘high performing’ criteria and which has opted for an applied learning specialism, capital funding may be available from the 16-19 Capital Fund.

4.45 This presumption will apply to proposals submitted to the Decision Maker within:

- a. two years from the date a school commences operation with applied learning specialist school status; or
- b. two years from the date a school is informed of its Ofsted Section 5 inspection results which would satisfy DCSF criteria for ‘high performing’ status as set out at <http://www.standards.dcsf.gov.uk/specialistschools/guidance2007/?version=1>

NOTE: ‘submitted to the Decision Maker’ above refers to when proposals and representations are with the Decision Maker, following the end of the representation period.

4.46 The increase in the period in which a school is eligible to expand its post-16 provision recognises the time required to embed the new presumption places within a local 14-19 delivery plan and for effective collaboration to take place.

4.47 New post-16 provision in schools **should**, as appropriate, operate in partnership with other local providers to ensure that young people have access to a wide range of learning opportunities. In assessing proposals from ‘high performing’ schools to add post-16 provision, Decision Makers **should** look for:

- a. evidence of local collaboration in drawing up the presumption proposal; and
- b. a statement of how the new places will fit within the 14-19 organisation in an area; and
- c. evidence that the exercise of the presumption is intended to lead to higher standards and better progression routes at the ‘presumption’ school.

4.48 If a school has acted in a collaborative way and has actively attempted to engage other partners in the local area, but it is clear that other institutions have declined to participate, that fact **should not** be a reason for declining to approve a proposal. The onus is on other providers to work with a school which qualifies for the presumption of approval for new post-16 provision.

4.49 The Decision Maker **should** only turn down proposals to add post-16 provision from schools eligible for the sixth form presumption if there is compelling and objective evidence that the

expansion would undermine the viability of an existing high quality post-16 provider or providers. The fact that an existing school or college with large numbers of post-16 students might recruit a smaller number of students aged 16-19 is not, of itself, sufficient to meet this condition, where the “presumption” school can show that there is reasonable demand from students to attend the school after age 16.

4.50 The existence of surplus capacity in neighbouring schools or colleges that are not high performing **should not** be a reason to reject a post-16 presumption proposal. It is the responsibility of the LA to consider decommissioning poor quality provision as well as commissioning high quality provision. The LA should therefore plan to tackle any consequences of expansion proposals for other schools.

4.51 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the mandatory Schools Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements into line with the School Admissions Code.

Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.52)

4.52 Where the implementation of reorganisation proposals by the LSC² conflict with other published proposals put to the Decision Maker for decision, the Decision Maker is prevented (by the School Organisation Proposals by the LSC for England Regulations 2003) from making a decision on the “related” proposals until the Secretary of State has decided the LSC proposals (see paragraphs 4.13 to 4.14 above).

16-19 Provision ‘Competitions’ (Paragraphs 4.53-4.56)

4.53 Non-statutory competitions for new 16-19 provision were introduced from January 2006. They are administered by the regional arm of the LSC, in line with the LSC’s current role as commissioner of 16-19 provision. The Government intends to transfer the responsibility for 16-19 provision from the LSC to LAs from 2010.³

4.54 The current arrangements for the establishment of new institutions by competition involves a two-stage approval process:

- a. the competition selection process;
- b. approval of the outcome by existing processes (e.g. Decision Maker approval of school/LA proposals and Secretary of State approval of college/LSC proposals, as required by law).

4.55 Competitors will be eligible to apply to the 16-19 Capital Fund. Where a competition is ‘won’ by a school, they **must** then publish statutory proposals and these **must** be considered by the Decision Maker on their merits.

² References throughout this document to the LSC only apply up to April 2010. The ASCL Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

³ The ASCL Act will remove the LSC and also the power of LAs to establish sixth form schools, whether by a competition or otherwise. Section 126 of the Act amends section 16 of the Education Act 1996 and sections 7,10 and 11 of EIA 2006.

4.56 Where proposals to establish sixth forms are received, and the local LSC is running a 16-19 competition, the Decision Maker **must** take account of the competition when considering the proposals.

FUNDING AND LAND

Capital (Paragraphs 4.57-4.59)

4.57 The Decision Maker **should** be satisfied that any land, premises or capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the LA, DCSF, or LSC). In the case of an LA, this **should** be from an authorised person within the LA, and provide detailed information on the funding, provision of land and premises etc.

4.58 Where proposers are relying on DCSF as a source of capital funding, there can be no assumption that the approval of proposals will trigger the release of capital funds from the Department, unless the Department has previously confirmed in writing that such resources will be available; nor can any allocation ‘in principle’ be increased. In such circumstances the proposals **should** be rejected, or consideration of them deferred until it is clear that the capital necessary to implement the proposals will be provided.

4.59 Proposals should not be approved conditionally upon funding being made available, subject to the following specific exceptions: For proposals being funded under the Private Finance Initiative (PFI) or through the BSF programme, the Decision Maker should be satisfied that funding has been agreed ‘in principle’, but the proposals should be approved conditionally on the entering into of the necessary agreements and the release of funding. A conditional approval will protect proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.

Capital Receipts (Paragraphs 4.60-4.62)

4.60 Where the implementation of proposals may depend on capital receipts from the disposal of land used for the purposes of a school (i.e. including one proposed for closure in “related” proposals) the Decision Maker **should** confirm whether consent to the disposal of land is required, or an agreement is needed, for disposal of the land. Current requirements are:

a. Community Schools – the Secretary of State’s consent is required under paragraph 2 of Schedule 35A to the Education Act 1996 and, in the case of playing field land, under section 77 of the Schools Standards and Framework Act 1998 (SSFA 1998). (Details are given in DCSF Guidance 1017-2004 “The Protection of School Playing Fields and Land for Academies” published in November 2004) - <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

b. Foundation (including Trust) and Voluntary Schools:

- i. playing field land – the governing body, foundation body or trustees will require the Secretary of State’s consent, under section 77 of the SSFA 1998, to dispose, or change the use of any playing field land that has been acquired and/or enhanced at public expense.
- ii. non-playing field land or school buildings – the governing body, foundation body or trustees no longer require the Secretary of State’s consent to dispose of surplus non-playing field land or school buildings which have been acquired or enhanced in value by public funding. They will be required to notify the LA and seek local agreement of

their proposals. Where there is no local agreement, the matter **should** be referred to the Schools Adjudicator to determine. (Details of the new arrangements can be found in the Department’s guidance “The Transfer and Disposal of School Land in England: A General Guide for Schools, Local Authorities and the Adjudicator” - <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

4.61 Where expansion proposals are dependent upon capital receipts of a discontinuing foundation or voluntary school the governing body is required to apply to the Secretary of State to exercise his various powers in respect of land held by them for the purposes of the school. Normally he would direct that the land be returned to the LA but he could direct that the land be transferred to the governing body of another maintained school (or the temporary governing body of a new school). Where the governing body fails to make such an application to the Secretary of State, and the school subsequently closes, all land held by them for the purposes of the discontinued school will, on dissolution of the governing body, transfer to the LA unless the Secretary of State has directed otherwise before the date of dissolution.

4.62 Where consent to the disposal of land is required, but has not been obtained, the Decision Maker **should** consider issuing a conditional approval for the statutory proposals so that the proposals gain full approval automatically when consent to the disposal is obtained (see paragraph 4.75).

New Site or Playing Fields (Paragraph 4.63)

4.63 Proposals dependent on the acquisition of an additional site or playing field may not receive full approval but **should** be approved conditionally upon the acquisition of a site or playing field.

Land Tenure Arrangements (Paragraph 4.64)

4.64 For the expansion of voluntary or foundation schools it is desirable that a trust, or the governing body if there is no foundation, holds the freehold interest in any additional site that is required for the expansion. Where the trustees of the voluntary or foundation school hold, or will hold, a leasehold interest in the additional site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. In particular the leasehold interest **should** be for a substantial period – normally at least 50 years – and avoid clauses which would allow the leaseholder to evict the school before the termination of the lease. The Decision Maker **should** also be satisfied that a lease does not contain provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

School Playing Fields (Paragraph 4.65)

4.65 The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **should** have access. The Decision Maker will need to be satisfied that either:

- a. the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or
- b. if the premises do not meet those requirements, the proposers have secured the Secretary of State’s agreement in principle to grant a relaxation.

Where the Secretary of State has given ‘in principle’ agreement as at paragraph 4.60(b) above, the Decision Maker **should** consider issuing conditional approval so that when the Secretary of State gives his agreement, the proposals will automatically gain full approval.

SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION

Initial Considerations (Paragraphs 4.66-4.67)

4.66 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;
- b. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- f. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and
- h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved.

4.67 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing arrangements and enable all children to achieve the five Every Child Matters outcomes.

The Special Educational Needs Improvement Test (Paragraph 4.68)

4.68 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, 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. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other

proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.69 to 4.72 below have been taken into account by applying the SEN improvement test. Proposals which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

Key Factors (Paragraphs 4.69-4.72)

4.69 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

- a. identify the details of the specific educational benefits that will flow from the proposals in terms of:
 - i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
 - ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
 - iii. improved access to suitable accommodation; and
 - iv. improved supply of suitable places.
- b. LAs **should** also:
 - 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;
 - ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
 - 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; and
 - iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.70 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.71 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including

governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.72 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

OTHER ISSUES

Views of Interested Parties (Paragraphs 4.73)

4.73 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils; staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Types of Decision (Paragraph 4.74)

4.74 In considering proposals for the expansion of a school, the Decision Maker can decide to:

reject the proposals;

approve the proposals;

approve the proposals with a modification (e.g. the implementation date); or

approve the proposals subject to them meeting a specific condition (see paragraph 4.75 below).

Conditional Approval (Paragraphs 4.75-4.76)

4.75 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations i.e. as follows:

- a. the grant of planning permission under Part 3 of the Town and Country Planning Act 1990;
- b. the acquisition of any site required for the implementation of the proposals;
- c. the acquisition of playing fields required for the implementation of the proposals;
- d. the securing of any necessary access to a site referred to in sub-paragraph (b) or playing fields referred to in sub-paragraph (c);
- e. the private finance credit approval given by the DCSF following the entering into a private finance contract by an LA;

- f. the entering into an agreement for any necessary building project supported by the DCSF in connection with BSF programme;
- g. the agreement to any change to admission arrangements specified in the approval, relating to the school or any other school or schools (this allows the approval of proposals to enlarge the premises of a school to be conditional on the decision of adjudicators to approve any related change in admission numbers);
- h. the making of any scheme relating to any charity connected with the school;
- i. the formation of any federation (within the meaning of section 24(2) of the 2002 Act) of which it is intended that the proposed school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;
- j. the Secretary of State giving approval under regulation 5(4) of the Education (Foundation Body) (England) Regulations 2000 to a proposal that a foundation body must be established and that the school must form part of a group for which a foundation must act;
- k. the Secretary of State making a declaration under regulation 22(3) of the Education (Foundation Body) (England) Regulations 2000 that the school should form part of a group for which a foundation body acts;
- ka. where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new FE college under s16 of the Further and Higher Education Act 1992;
- l. where the proposals in question depend upon any of the events specified in paragraphs (a) to (ka) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and
- m. where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007⁴ the occurrence of such an event.

4.76 The Decision Maker **must** set a date by which the condition **must** be met, but will be able to modify the date if the proposers confirm (preferably before the date expires), that the condition will be met later than originally thought. The condition-to-be-met-by date **must** be before the proposed implementation date of the proposal (which can also be modified if necessary). Therefore care **should** be taken when setting condition-to-be-met-by dates, particularly if proposals are “related” e.g. if a school is proposed to add a sixth form on 1st September one year, and enlarge on 1st September the following year, and the enlargement requires planning permission, the condition set **must** be met before the addition of a sixth form can be implemented (the earlier proposal). This is because as “related” proposals, they **should** both have the same decision, which in this case, would have been approval conditional upon planning permission being met. The proposer **should** inform the Decision Maker and the Department (SOCU, DCSF, Mowden Hall, Staindrop Road, Darlington DL3 9BG or by email to school.organisation@dcsf.gsi.gov.uk) of the date when a condition is modified or met in order for the Department’s records, and those of Edubase to be kept up to date. If a condition is not met by the date specified, the proposals **must** be referred back to the Decision Maker for fresh consideration.

Decisions (Paragraphs 4.77-4.79)

⁴ S.I. 2007/1288.

4.77 All decisions **must** give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

4.78 A copy of all decisions **must** be forwarded to:

the LA or governing body who published the proposals;

the trustees of the school (if any);

the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@dcsf.gsi.gov.uk);

where the school includes provision for 14-16 education or sixth form education, the LSC;

the local CofE diocese;

the bishop of the RC diocese;

each objector except where a petition has been received. Where a petition is received a decision letter **must** be sent to the person who submitted the petition, or where this is unknown, the signatory whose name appears first on the petition; and

where the school is a special school, the relevant primary care trust, an NHS trust or NHS foundation trust.

4.79 In addition, where proposals are decided by the LA, a copy of the decision **must** be sent to the Office of the Schools Adjudicator, Mowden Hall, Darlington DL3 9BG. Where proposals are decided by the schools adjudicator, a copy of the decision **must** be sent to the LA that it is proposed should maintain the school.

Can proposals be withdrawn? (Paragraph 4.80)

4.80 Proposals can be withdrawn at any point before a decision is taken. Written notice **must** be given to the LA, or governing body, if the proposals were published by the LA. Written notice **must** also be sent to the schools adjudicator (if proposals have been sent to him) and the Secretary of State – i.e. via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@dcsf.gsi.gov.uk. Written notice **must** also be placed at the main entrance to the school, or all the entrances if there are more than one.

Appendix 1

Public Consultation

Brent Council proposed changes to Alperton Community School

1.	Introduction <p>Alperton Community School, Ealing Road, Wembley, HA0 4PW is a Foundation School located in the western region of the borough. It provides 1100 school places for secondary aged children between the ages of 11 to 16. It also provides Sixth Form provision.</p> <p>Brent Council's strategy for Special Educational Needs (SEN) is to support mainstream schools to include pupils with identified SEN within their provision. One part of this is to support the development of Additionally Resourced Provision (ARP) for low incidence and complex needs including some needs currently being met in special school provision.</p> <p>This includes those pupils with statements for Moderate Learning Difficulties (MLD) many of whom are currently successfully included in Brent's mainstream schools with additional support provided by the school.</p> <p>Some pupils with MLD aged 11-16 attend Woodfield special school. Some of these pupils reach a point in their education where they would be able to access mainstream secondary school life within an ARP development. An ARP development at a mainstream secondary school would also provide a broader range of provision and choice for pupils who will be statemented for MLD needs in the future.</p> <p>Brent Council is therefore consulting with staff, parents and the community on the proposal to change the character of Alperton Community School by providing a 20 place Additionally Resourced Provision for children with Moderate Learning Difficulties.</p>
2.	The proposal <p>Brent Council is proposing to change the character of Alperton Community School, Ealing Road, Wembley, HA0 4PW by adding a 20 place Additionally Resourced Provision for pupils with statements of Special Educational Needs for Moderate</p>

	<p>Learning Difficulties from September 2012.</p> <p>What will happen?</p> <p>The ARP will be developed at the Lower School site on Ealing Road. It will be a new building detached from the current school building but sited within easy access for pupils to all teaching areas. The ARP will provide a base for up to 20 pupils with statements for MLD as well as a resource centre for special needs staff within Alperton School.</p> <p>Who will this affect?</p> <p>The ARP will provide access to a mainstream school experience for the 20 MLD pupils who will spend a proportion of their time in school in mainstream lessons alongside the school's other pupils. The development will affect families with children who have statements for MLD. It will increase the range of provision and options at secondary school for these families and their children.</p> <p>When will the places be available?</p> <p>It is proposed to open the ARP from September 2012. The development will initially provide an opportunity for pupils currently on the roll of Woodfield special school, which is a Brent special school for MLD secondary aged pupils. It will provide a pathway to access accredited courses at key stage 4 in a mainstream environment in preparation for post 16 choices. Decisions about which pupils will access the ARP will be made as part of the Annual Review planning process in year 9 with the full involvement of families and the pupils. Initially therefore, the ARP will provide opportunities for Year 10 and 11 pupils with MLD in this way. The ARP will progressively broaden its scope to include MLD pupils from other schools and age groups.</p> <p>The new building will provide additional capacity to Alperton Community School and the 20 additional places will be added to the schools current capacity but will be reserved for pupils with a statement of SEN for MLD.</p> <p>Feasibility plans are available on request from Alperton School at office@alperton.brent.sch.uk or by telephoning 020 8900 1236.</p>
<p>3.</p>	<p>Additional information</p> <p>Moderate Learning Difficulties (MLD)</p> <p>The majority of pupils with MLD attend their local mainstream school with support. Some children, particularly those of secondary age who have additional emotional,</p>

	<p>social and/or communication difficulties are placed in special school provision. The establishment of additionally resourced provision for 20 places at Alperton Community School will provide a broader option for parents and carers of pupils with MLD. It is envisaged that this will result over time in a decrease in the number of places for MLD required at Woodfield School. This will provide the opportunity for Woodfield School to develop to meet the needs of pupils with more complex SEN.</p>
<p>4.</p>	<p>The growing demand for special places</p> <p>Brent Council is addressing the increased demand for ARP and special school places through a number of initiatives guided by careful analysis of SEN incidence data and the development of projections that take account of the overall projected increase in the Borough's population. This proposal should be viewed in the context of other recent developments that have provided additional special school places aimed at providing good quality provision close to home address.</p>
<p>5.</p>	<p>We would like to hear from you</p> <p>Brent Council is currently consulting all interested parties including parents and staff at the school, all schools in Brent, staff within Brent Council and neighbouring boroughs with an aim to receive feedback on the proposal.</p> <p>Brent Council would welcome your views on the proposal to change the character of Alperton Community School. If you have any comments that you would like to make in relation to this proposal you can either use the attached tear-off response form or write to:</p> <p style="text-align: center;">Judith Joseph, School Place Planning 3rd Floor, Chesterfield House 9 Park Lane Wembley HA9 7RH</p> <p>Or</p> <p>Send an email to: judith.joseph@brent.gov.uk</p> <p>Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.</p> <p>Alternatively, this document can be downloaded from:</p> <p>http://www.brent.gov.uk/currentconsultations</p>

	<p>A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk</p> <p>All written comments must be received by: Friday 24 February 2012</p>
<p>6.</p>	<p>You can also attend a public meeting for parents, carers and the community which has been arranged to discuss the proposed change of character of Alperton Community School.</p> <p>Date: Thursday 2 February 2012</p> <p>Time: 5pm to 6pm</p> <p>Venue: The School Hall Lower School Alperton Community School Ealing Road Wembley, HA0 4PW</p>
<p>7.</p>	<p>The procedures for reorganisation</p> <p>Brent Council in partnership with Alperton Community School intends to meet with staff, parents and the local community, to receive their views.</p> <p>If, after the consultation, the Council decides to proceed with the changes then a statutory proposal will be published in the local papers and will also be placed at public places e.g. the Town Hall and on the main entrances to Alperton Community School. Thereafter, a 6 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form of support, suggestions or objections to the proposal. All representations will be presented to Brent Council's Executive Committee which will make a decision on the proposal.</p>
<p>8.</p>	<p>Consultees</p> <p>This document is being sent to: Alperton Community School: parents, staff, governors and student council All maintained schools and Academies in Brent Governing Body of Woodfield School Young People's Learning Agency Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools</p>

<p>London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea Local Resident Associations Local residents in the immediate vicinity of Alperton Community School All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Brent Children Centres Sport England Secretary of State, School Organisation Unit Any trade unions who represent staff of Alperton Community School Representatives of main trade unions in Brent Any local partnerships, including the main voluntary agencies for SEN and Disabilities that Brent has relations with</p>

Alperton Community School Consultation Response Slip

Please tear off and return by: **Friday 24 February 2012**

I agree / disagree with the Council to change the character of Alperton Community School. *Delete as appropriate*

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / other*please specify*

Please send to:

**Judith Joseph, School Place Planning
Chesterfield House
9 Park Lane
Wembley
HA9 7RH**

Or email: judith.joseph@brent.gov.uk
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Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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My age group (please tick one):

16-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>	65-74	<input type="checkbox"/>
75+	<input type="checkbox"/>		<input type="checkbox"/>

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian		Asian Pakistani	
Asian Bangladeshi		Asian Other	
Black Caribbean		Black African	
Black Other		Chinese	
Mixed White and Black Caribbean		Mixed White and Black African	
Mixed White and Asian		Mixed Other	
White British		White Irish	
White Other		Other Ethnic Group	

Appendix 2

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

In respect of an LEA Proposal: London Borough of Brent, Pupil and Parents Service, 3rd Floor Chesterfield House, 9 Park Lane, Wembley, HA9 7RW.

DFE School No. 304/5405 – Alperton Community School

Statutory Notice published on 1 March 2012

1. The name, address and category of the school.

Alperton Community School (Foundation)
Ealing Road
Wembley
HA0 4PW

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Brent Council intends to change the character of Alperton Community School by adding a 20 place Additional Resourced Provision (ARP) for pupils with statements of Special Educational Needs for Moderate Learning Difficulties from 01 September 2012.

The ARP will be developed at the Lower School site on Ealing Road. It will be a new building detached from the current school building but sited within easy access for pupils to all teaching areas.

Objections and comments

3. A statement explaining the procedure for making representations, including —

- i. the date prescribed in accordance with paragraph 29 of Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
- ii. the address of the authority to which objections or comments should be sent.

Within six weeks from the date of publication of the proposal any person may object to or make comments on the proposal in writing by sending them to Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk.

The proposal was published on 1 March 2012.

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

The London Borough of Brent is proposing to change the character of Alperton Community School by providing a 20 place Additionally Resourced Provision for children with Moderate Learning Difficulties.

The ARP will be developed at the Lower School site on Ealing Road. It will be a new building detached from the current school building but sited within easy access for pupils to all teaching areas. The ARP will provide a base for up to 20 pupils with statements for MLD as well as a resource centre for special needs staff within Alperton School.

The ARP will provide access to a mainstream school experience for the 20 MLD pupils who will spend a proportion of their time in school in mainstream lessons alongside the school's other pupils. The development will affect families with children who have statements for MLD. It will increase the range of provision and options at secondary school for these families and their children.

It is proposed to open the ARP from September 2012. The development will initially provide an opportunity for pupils currently on the roll of Woodfield special school, which is a Brent special school for MLD secondary aged pupils. It will provide a pathway to access accredited courses at key stage 4 in a mainstream environment in preparation for post 16 choices. Decisions about which pupils will access the ARP will be made as part of the Annual Review planning process in year 9 with the full involvement of families and the pupils. Initially therefore, the ARP will provide opportunities for Year 10 and 11 pupils with MLD in this way. The ARP will progressively broaden its scope to include MLD pupils from other schools and age groups.

The new building will provide additional capacity to Alperton Community School and the 20 additional places will be added to the schools current capacity but will be reserved for pupils with a statement of SEN for MLD.

School capacity

5. —(1) Where the alteration is an alteration falling within any of paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

i. details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

The school capacity will change from 1100 (Year 7 to Year 11) to 1120 (Year 7 to Year 11) but 20 places will be reserved for pupils with a statement of SEN for MLD.

ii. details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

The current admission number for the school is 220 and the proposed admission number will remain at 220. In addition there will be 20 places which will be reserved for pupils with a statement of SEN for MLD.

iii. where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

N/A

iv. where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

b. Where the alteration is an alteration falling within any of paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

According to the January 2012 pupil census there are provisionally 1115 pupils currently in the school (Year 7 to Year 11).

There are currently 301 pupils attending the Sixth Form.

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

Alperton Community School has a Foundation school status.

Brent Council is proposing to change the character of the school by adding the 20 place ARP, as part of the council's strategy for Special Educational Needs throughout the borough, by supporting mainstream schools to include pupils identified with SEN within their provision.

Additional Site

7. —(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

The ARP Unit will be built on the school's existing Ealing Road site. It will be a new building detached from the current school building but sited within easy access for pupils to all teaching areas.

- (2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

The ARP Unit will be built on the school's existing Ealing Road site. It will be a new building detached from the current school building but sited within easy access for pupils to all teaching areas.

Changes in boarding arrangements

8. —(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —
- i. the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

The school does not provide for boarding provision.

- ii. the arrangements for safeguarding the welfare of children at the school;

N/A

- iii. the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

N/A

- iv. except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

v.

N/A

- b. Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- i. the number of pupils for whom boarding provision will be removed if the proposals are approved; and

N/A

- ii. a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—
- i. the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

N/A

- ii. the distance between the proposed and current site;

N/A

- iii. the reason for the choice of proposed site;

N/A

- iv. the accessibility of the proposed site or sites;

N/A

- v. the proposed arrangements for transport of pupils to the school on its new site; and

N/A

- vi. a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

Objectives

10. The objectives of the proposals.

To create more primary school places for pupils of secondary age with Moderate Learning Difficulties (MLD). Please see section 24 for a fuller response.

Consultation

11. Evidence of the consultation before the proposals were published including—
- i. a list of persons who were consulted;
 - ii. minutes of all public consultation meetings;
 - iii. the views of the persons consulted;
 - iv. a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
 - v. copies of all consultation documents and a statement on how these documents were made available.

i. The consultation document (Appendix 1) was sent to:

Alperton Community School: parents, staff, governors and student council
All maintained schools and Academies in Brent
Governing Body of Woodfield School
Young People's Learning Agency
Brent Council
Westminster Diocesan Education Service
London Diocesan Board for Schools
London Borough of Ealing
London Borough of Barnet
London Borough of Camden
London Borough of Harrow
London Borough of Hammersmith and Fulham
London Borough of Westminster
Royal Borough of Kensington and Chelsea
Local Resident Associations
Local residents in the immediate vicinity of Alperton Community School
All Councillors
Local Member of Parliament
All Brent Customer Service Shops
All Brent Libraries
Brent Children Centres
Sport England
Secretary of State, School Organisation Unit
Any trade unions who represent staff of Alperton Community School
Representatives of main trade unions in Brent
Any local partnerships, including the main voluntary agencies for SEN and Disabilities that Brent has relations with

- ii. The minutes of the public consultation meetings are attached in Appendix 2.
- iii. The views of all persons consulted are attached in Appendix 3.
- iv. The Consultation document was distributed by email or internal/external post to the stakeholder listed above. The schools also distributed the consultation documents by hand to parents, pupils, staff and other interested parties. Local residents in the immediate vicinity were provided a copy through special local distribution, where possible.
- v. Copy of the consultation document can be found in Appendix 1

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

£550k in total.
£450k to be funded by the Local Authority and £100k by the Governing Body.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

N/A

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

N/A

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- i. details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

N/A

- ii. how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

- iii. evidence of parental demand for additional provision of early years provision;

N/A

- iv. assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

- v. reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

N/A

Changes to sixth form provision

16. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;

- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

- (c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

- (d) The proposed number of sixth form places to be provided.

N/A

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

N/A

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—
- i. a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

Brent Council is proposing to change the character of the school by adding a 20 place ARP for pupils with statements of Special Educational Needs for Moderated Learning Difficulties from September 2012.

- ii. any additional specialist features will be provided;

No.

- iii. the proposed numbers of pupils for which the provision is to be made;

Up to a maximum of 20 pupils.

- iv. details of how the provision will be funded;

From the Direct Schools Grant according to approved formula.

- v. a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

N/A

- vi. a statement as to whether the expenses of the provision will be met from the school's delegated budget;

Yes. Revenue costs will be met from the school's delegated budget.

- vii. the location of the provision if it is not to be established on the existing site of the school;

The ARP Unit will be built on the school's existing Ealing Road site. It will be a new building detached from the current school building but sited within easy access for pupils to all teaching areas.

- viii. where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

N/A

- ix. the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

The maximum number of places created is 20.

19. Where the proposals are to discontinue provision for special educational needs—
- i. details of alternative provision for pupils for whom the provision is currently made;

N/A

- ii. details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

This is newly created provision for 20 pupils.

- iii. details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

- iv. a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- ii. improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- iii. improved access to suitable accommodation; and
- iv. improved supply of suitable places.

N/A

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- i. details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

- ii. evidence of local demand for single-sex education; and

N/A

- iii. details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- i. details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

N/A

- ii. evidence of local demand for single-sex education.

N/A

Extended services

- 23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Extended School Groups operating in the school will remain unaffected.

Need or demand for additional places

- 24. If the proposals involve adding places—
 - i. a statement and supporting evidence of the need or demand for the particular places in the area;

Brent Council's strategy for Special Educational Needs (SEN) is to support mainstream schools to include pupils with identified SEN within their provision. One part of this is to support the development of Additionally Resourced Provision (ARP) for low incidence and complex needs including some needs currently being met in special school provision.

This includes those pupils with statements for Moderate Learning Difficulties (MLD) many of whom are currently successfully included in Brent's mainstream schools with additional support provided by the school.

Some pupils with MLD aged 11-16 attend Woodfield special school. Some of these pupils reach a point in their education where they would be able to access mainstream secondary school life within an ARP development. An ARP development at a mainstream secondary school would also provide a broader range of provision and choice for pupils who will be statemented for MLD needs in the future.

Brent Council is therefore consulting with staff, parents and the community on the proposal to change the character of Alperton Community School by providing a 20 place Additionally Resourced Provision for children with Moderate Learning Difficulties.

Brent Council is addressing the increased demand for ARP and special school places through a number of initiatives guided by careful analysis of SEN incidence data and the development of projections that take account of the overall projected increase in the Borough's population. This proposal should be viewed in the context

of other recent developments that have provided additional special school places aimed at providing good quality provision close to home address.

- ii. where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

Alperton Community School has a Foundation status and is offering non-denominational provision.

- iii. where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

25. If the proposals involve removing places—

- i. a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

N/A

- ii. a statement on the local capacity to accommodate displaced pupils.

The school will remain suitable for all pupils who currently attend Alperton Community School.

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

- (a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

Please refer to Question 24 for the need to create additional provision at Alperton Community School.

Public Consultation

Brent Council proposed changes to Alperton Community School

<p>1. Introduction</p>	<p>Alperton Community School, Ealing Road, Wembley, HA0 4PW is a Foundation School located in the western region of the borough. It provides 1100 school places for secondary aged children between the ages of 11 to 16. It also provides Sixth Form provision.</p> <p>Brent Council’s strategy for Special Educational Needs (SEN) is to support mainstream schools to include pupils with identified SEN within their provision. One part of this is to support the development of Additionally Resourced Provision (ARP) for low incidence and complex needs including some needs currently being met in special school provision.</p> <p>This includes those pupils with statements for Moderate Learning Difficulties (MLD) many of whom are currently successfully included in Brent’s mainstream schools with additional support provided by the school.</p> <p>Some pupils with MLD aged 11-16 attend Woodfield special school. Some of these pupils reach a point in their education where they would be able to access mainstream secondary school life within an ARP development. An ARP development at a mainstream secondary school would also provide a broader range of provision and choice for pupils who will be statemented for MLD needs in the future.</p> <p>Brent Council is therefore consulting with staff, parents and the community on the proposal to change the character of Alperton Community School by providing a 20 place Additionally Resourced Provision for children with Moderate Learning Difficulties.</p>
<p>2. The proposal</p>	

Brent Council is proposing to change the character of Alperton Community School, Ealing Road, Wembley, HA0 4PW by adding a 20 place Additionally Resourced Provision for pupils with statements of Special Educational Needs for Moderate Learning Difficulties from September 2012.

What will happen?

The ARP will be developed at the Lower School site on Ealing Road. It will be a new building detached from the current school building but sited within easy access for pupils to all teaching areas. The ARP will provide a base for up to 20 pupils with statements for MLD as well as a resource centre for special needs staff within Alperton School.

Who will this affect?

The ARP will provide access to a mainstream school experience for the 20 MLD pupils who will spend a proportion of their time in school in mainstream lessons alongside the school's other pupils. The development will affect families with children who have statements for MLD. It will increase the range of provision and options at secondary school for these families and their children.

When will the places be available?

It is proposed to open the ARP from September 2012. The development will initially provide an opportunity for pupils currently on the roll of Woodfield special school, which is a Brent special school for MLD secondary aged pupils. It will provide a pathway to access accredited courses at key stage 4 in a mainstream environment in preparation for post 16 choices. Decisions about which pupils will access the ARP will be made as part of the Annual Review planning process in year 9 with the full involvement of families and the pupils. Initially therefore, the ARP will provide opportunities for Year 10 and 11 pupils with MLD in this way. The ARP will progressively broaden its scope to include MLD pupils from other schools and age groups.

The new building will provide additional capacity to Alperton Community School and the 20 additional places will be added to the schools current capacity but will be reserved for pupils with a statement of SEN for MLD.

Feasibility plans are available on request from Alperton School at office@alperton.brent.sch.uk or by telephoning 020 8900 1236.

3. Additional information

Moderate Learning Difficulties (MLD)

	<p>The majority of pupils with MLD attend their local mainstream school with support. Some children, particularly those of secondary age who have additional emotional, social and/or communication difficulties are placed in special school provision. The establishment of additionally resourced provision for 20 places at Alperton Community School will provide a broader option for parents and carers of pupils with MLD. It is envisaged that this will result over time in a decrease in the number of places for MLD required at Woodfield School. This will provide the opportunity for Woodfield School to develop to meet the needs of pupils with more complex SEN.</p>
<p>4.</p>	<p>The growing demand for special places</p> <p>Brent Council is addressing the increased demand for ARP and special school places through a number of initiatives guided by careful analysis of SEN incidence data and the development of projections that take account of the overall projected increase in the Borough's population. This proposal should be viewed in the context of other recent developments that have provided additional special school places aimed at providing good quality provision close to home address.</p>
<p>5.</p>	<p>We would like to hear from you</p> <p>Brent Council is currently consulting all interested parties including parents and staff at the school, all schools in Brent, staff within Brent Council and neighbouring boroughs with an aim to receive feedback on the proposal.</p> <p>Brent Council would welcome your views on the proposal to change the character of Alperton Community School. If you have any comments that you would like to make in relation to this proposal you can either use the attached tear-off response form or write to:</p> <p style="text-align: center;">Judith Joseph, School Place Planning 3rd Floor, Chesterfield House 9 Park Lane Wembley HA9 7RH</p> <p>Or</p> <p>Send an email to: judith.joseph@brent.gov.uk</p> <p>Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.</p> <p>Alternatively, this document can be downloaded from:</p> <p>http://www.brent.gov.uk/currentconsultations</p>

	<p>A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk</p> <p>All written comments must be received by: Friday 24 February 2012</p>
<p>6.</p>	<p>You can also attend a public meeting for parents, carers and the community which has been arranged to discuss the proposed change of character of Alperton Community School.</p> <p>Date: Thursday 2 February 2012</p> <p>Time: 5pm to 6pm</p> <p>Venue: The School Hall Lower School Alperton Community School Ealing Road Wembley, HA0 4PW</p>
<p>7.</p>	<p>The procedures for reorganisation</p> <p>Brent Council in partnership with Alperton Community School intends to meet with staff, parents and the local community, to receive their views.</p> <p>If, after the consultation, the Council decides to proceed with the changes then a statutory proposal will be published in the local papers and will also be placed at public places e.g. the Town Hall and on the main entrances to Alperton Community School. Thereafter, a 6 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form of support, suggestions or objections to the proposal. All representations will be presented to Brent Council's Executive Committee which will make a decision on the proposal.</p>
<p>8.</p>	<p>Consultees</p> <p>This document is being sent to: Alperton Community School: parents, staff, governors and student council All maintained schools and Academies in Brent Governing Body of Woodfield School Young People's Learning Agency</p>

<p>Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea Local Resident Associations Local residents in the immediate vicinity of Alperton Community School All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Brent Children Centres Sport England Secretary of State, School Organisation Unit Any trade unions who represent staff of Alperton Community School Representatives of main trade unions in Brent Any local partnerships, including the main voluntary agencies for SEN and Disabilities that Brent has relations with</p>
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Alperton Community School Consultation Response Slip

Please tear off and return by: Friday 24 February 2012

I agree / disagree with the Council to change the character of Alperton Community School. *Delete as appropriate*

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / other*please specify*

Please send to:

**Judith Joseph, School Place Planning
Chesterfield House
9 Park Lane
Wembley
HA9 7RH**

Or email: judith.joseph@brent.gov.uk

Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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My age group (please tick one):

16-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>	65-74	<input type="checkbox"/>
75+	<input type="checkbox"/>		<input type="checkbox"/>

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Asian Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White and Black Caribbean	<input type="checkbox"/>	Mixed White and Black African	<input type="checkbox"/>
Mixed White and Asian	<input type="checkbox"/>	Mixed Other	<input type="checkbox"/>
White British	<input type="checkbox"/>	White Irish	<input type="checkbox"/>
White Other	<input type="checkbox"/>	Other Ethnic Group	<input type="checkbox"/>

**Notes to the Alperton Community Pubic Consultation Meeting
Thursday 2 February 2012, 5pm**

**Panel: Maggie Rafee (Headteacher),
Judith Joseph (Local Authority), Andy Beckett (Local Authority Consultant)**

Attended by 1 local resident, 1 parent, 1 parent governor and 1 pupil

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	Questions / Comments	Answers
	Introduction - Maggie	<ul style="list-style-type: none"> • This is an inclusive school. • The school already has SEN students • The school has been working with Woodfield Special School for 18 months. • 8 students (Year 9) will be accommodated in the new build unit on site. It will be a specialist unit with a teacher and teaching assistant. • Some statemented students in the school could also access the unit. • The maximum capacity is 20 pupils with mild learning difficulties (MLD)
	Aims – Andy	<ul style="list-style-type: none"> • The aim is to provide students with a pathway through to post 16 school experience and then on to college.
	Consultation – Judith	<ul style="list-style-type: none"> • Judith explained the consultation process and the deadline for responses.
1.	Will the new pupils share the same playground?	<ul style="list-style-type: none"> • There will be a separate area around the new unit. Once the SEN pupils feel secure they will be able to mix with the others, depending on their individual need. They may prefer a secure area to begin with.

		<ul style="list-style-type: none"> • By mixing the rest of the school will also learn about their needs and learning difficulties. This will lead to a more cohesive community. • Some SEN pupils have visited Alperton Community School already. Some attended assemblies and group lessons. • Parents have had mixed views about separation and integration.
2.	Have the children been chosen and do they live locally?	<ul style="list-style-type: none"> • Staff at Woodfield Special School have begun assessing the children who would be suitable for Alperton Community School in terms of their high performance and good social and developmental progress. • Some pupils may have to catch a bus to Alperton. All are travel trained.
3.	Comment from parent governor	<ul style="list-style-type: none"> • Alperton School would be a benefit to the new pupils.
4.	Comment form Maggie	<ul style="list-style-type: none"> • The school already has pupils with special educational needs. One child in particular is doing very well and feels part of the community. • Parents know they can come to the school any week with their concerns. The school council is also verbally active.
5.	Comment from Andy	<ul style="list-style-type: none"> • Andy has been involved in many developments of this kind. All the children will benefit.
6.	Comment from local resident	<ul style="list-style-type: none"> • There was a concern that perhaps there was insufficient time between the distribution of the consultation document and the public consultation meeting.

Alperton Community School consultation responses received by 24 February 2012

7 responses received in total

4 responses for the expansion

1 responses against the expansion

2 response no comment / no objection

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Agree	Response number reference	Comment	Parent/ member of staff / other
Agree	1.	<ul style="list-style-type: none"> Required to meet the changing needs of Brent pupils. 	Headteacher
Agree	2.	<ul style="list-style-type: none"> I agree. 	Parent
Agree	3.	<ul style="list-style-type: none"> I agree. 	Local resident
Agree	5.	<ul style="list-style-type: none"> I agree. 	Local Resident
Disagree	Response number reference		

Disagree	6.	<ul style="list-style-type: none"> • How will the pupils that have been identified as SEN/MLD be incorporated into attending the mainstream lessons. The special needs staff will they go into the classrooms/school to offer support to existing teaching staff. Will existing staff receive any specialist training. Also how will it affect the performance/behaviour of other pupils by introducing an extra dynamics into the class/school setting. • At this present moment I would disagree with the councils plan to change the character of Alperton Community School. As I feel I do not have enough information in respect of the points outlined above. 	Parent
No comments	Response number reference		
	4.	“.....We have no comments or objections regarding Brent’s proposal given the location of the school to Camden.”	London Borough of Camden
	7.	<p>The Teachers panel would like to make the following response to this consultation;</p> <ol style="list-style-type: none"> 1. We seek assurances that there will be no redundancies as a result of these proposals. 2. We are concerned about the reduction in outside play area that the proposed building will result in, especially as pupil numbers rise. 3. We are very concerned about building work in schools known to have asbestos. We seek assurance that Brent will follow the proper procedures (notifiable under HSE regulations) and that our Health and Safety Adviser Jenny Cooper is copied into these arrangements. 	Teachers Panel

Statutory Notice**Brent Council proposed changes to Alperton Community School**

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that London Borough of Brent (the Local Authority) intends to make a prescribed alteration to Alperton Community School, Ealing Road, Wembley, HA0 4PW from 01 September 2012.

Alperton Community School is maintained by the Local Authority as a foundation school. The London Borough of Brent is proposing to change the character of Alperton Community School (Foundation), Ealing Road, Wembley, HA0 4PW by adding a 20 place Additionally Resourced Provision (ARP) for pupils with statements of Special Educational Needs (SEN) for Moderate Learning Difficulties (MLD) from 01 September 2012. This will be additional accommodation to the current accommodation at the school, providing places that will be reserved for pupils with statements of SEN.

The ARP will be developed at the Lower School site on Ealing Road. It will be a new building detached from the current school building but sited within easy access for pupils to all teaching areas. The ARP will provide a base for up to a maximum of 20 pupils with statements for MLD as well as a resource centre for special needs staff within Alperton School.

The ARP will provide access to a mainstream school experience for the 20 MLD pupils who will spend a proportion of their time in school in mainstream lessons alongside the school's other pupils.

The development will affect families with young people who have statements for MLD. It will increase the range of provision and options at secondary school for these young people.

It is proposed to open the ARP from 01 September 2012. The development will initially provide an opportunity for pupils currently on the roll of Woodfield School, which is a London Borough of Brent special school for MLD secondary aged pupils. It will provide a pathway to access accredited courses at key stage 4 in a mainstream environment in preparation for post 16 choices. Decisions about which pupils will access the ARP will be made as part of the Annual Review planning process in year 9 with the full involvement of families and the pupils. Initially therefore, the ARP will provide opportunities for Year 10 and 11 pupils with MLD in this way. The ARP will progressively broaden its scope to include MLD pupils from other schools and age groups. It is planned to admit 8 pupils from Woodfield School in September 2012. This will then increase to a maximum of 20 from 01 September 2013 by increasing initially pupils from Woodfield but

over subsequent years progressively from across the Local Authority. This will not affect the capacity of the provision which will remain at 20.

The new building will provide additional capacity to Alperton Community School and the 20 additional places will be added to the schools current capacity but will be reserved for pupils with a statement of SEN for MLD. Feasibility plans showing the site and what the new provision might look like are available on request from Alperton School at office@alperton.brent.sch.uk or by telephoning 020 8900 1236.

It is intended that the school will make provision for the following type(s) of special educational needs provision that would be recognised by the Local Authority as reserved for SEN pupils: Moderate Learning Difficulty.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Judith Joseph, School Place Planning, 3rd Floor, Chesterfield House, 9 Park Lane, Wembley, HA9 7RH. Email: judith.joseph@brent.gov.uk. Alternatively a copy of the complete proposal can be obtained from: <http://www.brent.gov.uk/consultations.nsf>. A limited translation and interpretation service is available for this document and upon request. Please contact Judith Joseph on 0208 937 1061.

Within six weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Judith Joseph, School Place Planning, 3rd Floor, Chesterfield House, 9 Park Lane, Wembley, HA9 7RH. Email: judith.joseph@brent.gov.uk.

Signed: Assistant Director – Achievement & Inclusion, London Borough of Brent

Publication Date: 1 March 2012

Appendix 4

Public Consultation

Brent Council proposed changes to Vernon House Special School

1.	Introduction <p>Vernon House School, Drury Way, London, NW10 0NQ is a special school located in the south of the borough. It provides school places for primary aged children between the ages of 4 to 11 with complex behaviour, emotional and social difficulties (BESD).</p> <p>Vernon House Special School has provision for 30 children with statements, or draft statements for BESD. Overall, demand for places for pupils with complex BESD in the 4 -11 year old age range has reduced in recent years. The school had between 45%-60% occupancy rate during 2010-11 school year and there are currently 14 pupils on roll (January 2012).</p> <p>Over the same period demand for special school places for pupils with Autism Spectrum Disorders (ASD) in the 4-11 year old age range has increased from 96 in 2008 to 121 in 2012.</p> <p>There will continue to be a need for special school places in the 4-11 age range for pupils with complex BESD in small numbers and for pupils with ASD in higher numbers. (See sections 3 and 4 for more detail)</p> <p>Brent Council is therefore consulting with staff, parents and the community on the proposal to change the character of the Vernon House Special School from a designation of Behaviour, Emotional, Social Difficulties (BESD) to a designation of Autism Spectrum Disorder (ASD for those pupils capable of accessing the mainstream curriculum with specialist support) and Children with Complex Learning Difficulties and Disabilities (CLDD) from September 2012.</p>
2.	The proposal <p>Brent Council is proposing to change the character of Vernon House Special School, Drury Way, London, NW10 0NQ, from a 30 place special school for pupils with Behaviour, Emotional, Social Difficulties (BESD) to a 35 place special school for pupils with Autism Spectrum Disorder (ASD for those pupils capable of accessing the</p>

mainstream curriculum with specialist support) and Children with Complex Learning Difficulties and Disabilities (CLDD) from September 2012. The change to a broader designation will increase the flexibility of the school to admit pupils with a broader range of associated needs.

Who will be affected by the proposal?

This change will affect families with children currently placed at Vernon House Special School who have a statement for BESD. The change to the broader designation will

allow those children to continue with their education at Vernon House Special School. Each child's case will be reviewed on an individual basis with the full involvement of the parents/carers and child concerned.

The arrangements for the continuing education of the pupils currently on the roll of Vernon House Special School are described in further detail in section 3.

The change will also affect families with children who have a statement for ASD who are capable of accessing mainstream curriculum with specialist support. The change will provide greater choice of special school placement for these families and children in the future and significantly an option that is within Brent and much closer to their home address.

When is the change proposed to take place?

The designation of Vernon House Special School will change from BESD to CLDD/ASD (for those pupils capable of accessing the mainstream curriculum with specialist support) with effect from September 2012. There will be a period of transition from the 1st September 2012 when the school will continue to meet the needs of a number of the pupils with BESD currently on roll (according to parental preference and individual placement planning – see Section 3 for arrangements for current pupils). At the same time the school will begin to admit pupils with a statement of special educational need (SEN) for CLDD/ASD for those pupils capable of accessing the mainstream curriculum with specialist support. This will be managed through a full consultation process with the LA and the full involvement of parents and carers. Up to 10 pupils with the appropriate CLDD/ASD profile will be admitted in the first year building to a maximum of 35 pupils over subsequent years according to demand.

How will the staff be supported?

The implications for staff development will be properly planned for and staff will access a full training programme in ASD specialism. They will be supported by the LA's services to schools, visiting existing ASD provision and forging partnerships to support the development.

What changes will need to be made to the school building?

Vernon House Special School premises were originally built with a capacity of 40 secondary aged pupils and are currently funded to take 30 pupils. The proposal is to designate for up to a maximum of 35 pupils and the premises will need to be adapted in order to meet the needs of 35 pupils with CLDD/ASD. There has been a feasibility study informed by an ASD professional to assess the nature of the adaptations. The feasibility has identified 3 options and the decision on which option to proceed with will be made with the full involvement of the management and Governing Body of the school. This will represent a significant investment in the school and capital funding will be provided to ensure that the premises are adapted according to the outcome of the feasibility to fully meet the needs of the new intake of pupils. **The feasibility plans are available to be viewed on request by contacting the school at admin@vernonhouse.brent.sch.uk or by telephoning on 0208 451 6961.**

3. Additional information

Basis for the proposed change in Designation.

The numbers of statemented pupils in the 4-11 age range with BESD identified as a primary need has decreased over the last 5 years. The number of pupils placed at Vernon House special school has reduced over this 5 year period. The forecast from LA projection data is that there will continue to be a need for specialist support for pupils with very complex BESD but in lower numbers than previously. This is consistent with the Local Authority's overall strategy of improving capacity to accommodate pupils with BESD in mainstream schools. The table below illustrates the relatively low and stable demand for special school places for BESD in the 4-11 age group in recent years.

Demand for BESD Special School Places (4-11)

	2008	2009	2010	2011	2012
Maintained day	14	12	20	17	12
Independent/non-maintained	0	0	1	2	1

During the same 5 year period the number of statemented pupils aged 4-11 identified with Autism Spectrum Disorders (ASD) **across the whole spectrum of needs** has increased by 20%.

Numbers in the Reception to Y3 age group particularly indicate a continuing increase in need for future years. The table below illustrates the increase in demand for special school places for ASD in the 4-11 age group in recent years which is in contrast to the low and stable demand for BESD places.

Demand for ASD Special School Places (4-11)

	2008	2009	2010	2011	2012
Maintained day	78	81	81	85	85
Independent/non-maintained	18	20	21	26	36

Source: Tribal SEN

There is limited capacity in Brent special schools for pupils with ASD and over the last 3 years there has been a need to increase placements at independent and non-maintained schools outside the Borough boundary often requiring pupils to travel long distances.

There has also been an increase in incidence of pupils with a more complex range of issues and combination of layered needs which require informed, specific support. This is consistent with a new category of special educational need recognised by the Department for Education known as Complex Learning Difficulties and Disabilities CLDD. Children with severe emotional and behavioural needs and Autism Spectrum Disorders are key groups within this category.

Arrangements for the pupils currently on the roll of Vernon House Special School.

Arrangements will be made for each child currently on the roll of Vernon House Special School to plan for their continuing education with the full involvement of the parent/carer and the child concerned. The proposed change to a broader designation for Vernon House Special School will provide the option to stay in a placement at the school until secondary transfer. Other options to consider would include transferring to a suitable alternative special school place within Brent or suitable placement at a maintained special school in a neighbouring borough. Consideration would also be given to a supported placement in a mainstream school. Planning would be based on latest information about progress, views of all staff involved with the child and on parents and child's views. Decisions would also be guided by options to plan the best appropriate pathway towards successful transition to an appropriate secondary school placement.

4. The growing demand for ASD places

The proposed change in designation will provide parents with increased options for special school places. Currently there is no additional capacity in Brent special schools for pupils with these types of SEN. The tables below illustrate the increasing need to place pupils with SEN in independent/non maintained special schools outside the Borough boundary over the last 5 years. Many of these places involve pupils having to travel long distances. The proposed changes to Vernon House Special School will develop the school's future in line with the staff's experiences and the future incidence of SEN and demand for special school places, providing school places within the Borough

closer to pupils' homes.

Demand for Special School Places

	2007	2008	2009	2010	2011	2012
Maintained day	473	466	494	515	526	509
Independent/non-maintained	93	105	125	139	156	183

Source: SEN 2

Demand for ASD Special School Places (all ages)

	2008	2009	2010	2011	2012
Maintained day	115	129	140	155	165
Independent/non-maintained	54	60	71	82	100

Source: Tribal SEN

5. The need for more special school places in the future

Brent Council is addressing the increased demand for special school places through a number of initiatives guided by careful analysis of SEN incidence data and the development of projections that take account of the overall projected increase in the Borough's population. This proposal should be viewed in the context of other recent developments that have provided additional special school places aimed at providing good quality provision close to home address.

6. We would like to hear from you

Brent Council is currently consulting all interested parties including parents and staff at the school, all schools in Brent, staff within Brent Council and neighbouring boroughs with an aim to receive feedback on the proposal.

Brent Council would welcome your views on the proposal to change the character of Vernon House School. If you have any comments that you would like to make in relation to this proposal you can either use the attached tear-off response form or write to:

**Judith Joseph, School Place Planning,
3rd Floor, Chesterfield House,
9 Park Lane,
Wembley,
HA9 7RH**

Or

	<p>Send an email to: judith.joseph@brent.gov.uk</p> <p>Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.</p> <p>Alternatively, this document can be downloaded from:</p> <p>http://www.brent.gov.uk/currentconsultations</p> <p>A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk</p> <p>All written comments must be received by: Friday 24 February 2012</p>
7.	<p>You can also attend public meetings for parents, carers and the community which have been arranged to discuss the proposed change of character of Vernon House School. The same meeting will take place 3 times on the same day.</p> <p>Date: Tuesday 21 February 2012</p> <p>Time: 2pm / 3.30pm / 5pm</p> <p>Venue: The Front Hall Vernon House Special School Drury Way London NW10 0NQ</p>
8.	<p>The procedures for reorganisation</p> <p>Brent Council in partnership with Vernon House School intends to meet with staff, parents and the local community, to receive their views.</p> <p>If, after the consultation, the Council decides to proceed with the changes then a statutory proposal will be published in the local papers and will also be placed at public places e.g. the Town Hall and on the main entrances to Vernon House School. Thereafter, a 6 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form of support, suggestions or objections to the proposal. All representations will be</p>

	presented to Brent Council's Executive Committee which will make a decision on the proposal.
<p>9. Consultees</p>	<p>This document is being sent to:</p> <p>Vernon House School: parents, staff, governors and student council All maintained schools and Academies in Brent Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea Local Resident Associations All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Brent Children Centres Sport England Secretary of State, School Organisation Unit Local private nurseries Any trade unions who represent staff of Vernon House Special School Representatives of main trade unions in Brent Any local partnerships including Early Years Development and Childcare Partnership</p>

Vernon House School Consultation Response Slip

Please tear off and return by: Friday 24 February 2012

I agree / disagree with the Council to change the character of Vernon House School . *Delete as appropriate*

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / other*please specify*

Please send to:

**Judith Joseph, School Place Planning,
Chesterfield House,
9 Park Lane
Wembley
HA9 7RH**

Or email: judith.joseph@brent.gov.uk

Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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My age group (please tick one):

16-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>	65-74	<input type="checkbox"/>
75+	<input type="checkbox"/>		<input type="checkbox"/>

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Asian Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White and Black Caribbean	<input type="checkbox"/>	Mixed White and Black African	<input type="checkbox"/>
Mixed White and Asian	<input type="checkbox"/>	Mixed Other	<input type="checkbox"/>
White British	<input type="checkbox"/>	White Irish	<input type="checkbox"/>
White Other	<input type="checkbox"/>	Other Ethnic Group	<input type="checkbox"/>

Appendix 5

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

In respect of an LEA Proposal: London Borough of Brent, Pupil and Parents Service, 3rd Floor Chesterfield House, 9 Park Lane, Wembley, HA9 7RW.

DFE School No. 304/7005 – Vernon House School

Statutory Notice published on 1 March 2012

26. The name, address and category of the school.

Vernon House School (Special)
Drury Way
London NW10 0NQ

Implementation and any proposed stages for implementation

27. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Brent Council is proposing to change the character of the Vernon House Special School, Drury Way London NW10 0NQ from a 30 place special school for pupils with Behaviour, Emotional, Social Difficulties (BESD) to a 35 place special school for pupils with Autism Spectrum Condition (ASC for those pupils capable of accessing the mainstream curriculum with specialist support) and Children with Complex Learning Difficulties and Disabilities (CLDD) from 01 September 2012.

The alterations to the building will be undertaken in one stage. Pupil numbers will gradually build up within the altered accommodation.

Objections and comments

28. A statement explaining the procedure for making representations, including —
i. the date prescribed in accordance with paragraph 29 of Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England)

- Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
- ii. the address of the authority to which objections or comments should be sent.

Within six weeks from the date of publication of the proposal any person may object to or make comments on the proposal in writing by sending them to Judith Joseph, School Place Planning, Children and Families, London Borough of Brent, Chesterfield House, 9 Park Lane, Wembley HA9 7RW. Email: judith.joseph@brent.gov.uk.

The proposal was published on 1 March 2012.

Alteration description

29. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

Brent Council is proposing to change the character of Vernon House Special School, Drury Way, London, NW10 0NQ, from a 30 place special school for pupils with Behaviour, Emotional, Social Difficulties (BESD) to a 35 place special school for pupils with Autism Spectrum Condition (ASC for those pupils capable of accessing the mainstream curriculum with specialist support) and Children with Complex Learning Difficulties and Disabilities (CLDD) from September 2012. The change to a broader designation will increase the flexibility of the school to admit pupils with a broader range of associated needs.

This change will affect families with children currently placed at Vernon House Special School who have a statement for BESD. The change to the broader designation will allow those children to continue with their education at Vernon House Special School. Each child's case will be reviewed on an individual basis with the full involvement of the parents/carers and child concerned.

The change will also affect families with children who have a statement for ASC who are capable of accessing mainstream curriculum with specialist support. The change will provide greater choice of special school placement for these families and children in the future and significantly an option that is within Brent and much closer to their home address.

The designation of Vernon House Special School will change from BESD to ASC/CLDD (for those pupils capable of accessing the mainstream curriculum with specialist support) with effect from 01 September 2012. There will be a period of transition from 01 September 2012 when the school will continue to meet the needs of a number of the pupils with BESD currently on roll (according to parental preference and individual placement planning. At the same time the school will begin to admit pupils with a statement of special educational need (SEN) for ASC/CLDD for those pupils capable of accessing the mainstream curriculum with specialist support. This will be managed with the full involvement of the school and the Local Authority and the full involvement of parents and carers. Up to 10 pupils with the appropriate

ASC/CLDD profile will be admitted in the first year building to a maximum of 35 pupils over subsequent years according to demand.

School capacity

30. —(1) Where the alteration is an alteration falling within any of paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

- i. details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

Vernon House Special School premises were originally built with a capacity of 40 secondary aged pupils and are currently funded to take 30 pupils. The proposal is to designate for up to a maximum of 35 pupils and the premises will need to be adapted in order to meet the needs of 35 pupils with ASC/CLDD.

There has been a feasibility study informed by an ASC professional to assess the nature of the adaptations. The feasibility has identified 3 options and the decision on which option to proceed with will be made with the full involvement of the management and Governing Body of the school. This will represent a significant investment in the school and capital funding will be provided to ensure that the premises are adapted according to the outcome of the feasibility to fully meet the needs of the new intake of pupils.

The feasibility plans are available to be viewed on request by contacting the school at admin@vernonhouse.brent.sch.uk or by telephoning on 0208 451 6961.

- ii. details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

It is planned to admit a maximum of 6 children per year group. In the first year of implementation it is planned to admit no more than 10 pupils across the Reception and Year 1 age groups.

- iii. where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

The designation of Vernon House School will change from BESD to ASC /CLDD (for those pupils capable of accessing the mainstream curriculum with specialist

support) with effect from 01 September 2012. There will be a period of transition from 01 September 2012 when the school will continue to meet the needs of a number of the pupils with BESD currently on roll (according to parental preference and individual placement planning). At the same time the school will begin to admit pupils with a statement of special educational need (SEN) for ASC/CLDD for those pupils capable of accessing the mainstream curriculum with specialist support. This will be managed with the full involvement of the school and the Local Authority and the full involvement of parents and carers. Up to 10 pupils with the appropriate ASC/CLDD profile will be admitted in the first year building to a maximum of 35 pupils over subsequent years according to demand.

- iv. where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

- b. Where the alteration is an alteration falling within any of paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

According to the January 2012 pupil census there are provisionally 14 pupils currently in the school (Year 2 to Year 6).

Implementation

31. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

Additional Site

32. —(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

Additional land is not required for this expansion proposal.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

Changes in boarding arrangements

33. —(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- i. the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

The school does not provide boarding provision.

- ii. the arrangements for safeguarding the welfare of children at the school;

N/A

- iii. the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

N/A

- iv. except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

v.

N/A

- b. Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School

Organisation (Prescribed Alterations to Maintained Schools) (England)
Regulations 2007 (as amended) —

- i. the number of pupils for whom boarding provision will be removed if the proposals are approved; and

N/A

- ii. a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

Transfer to new site

34. Where the proposals are to transfer a school to a new site the following information—

- i. the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

N/A

- ii. the distance between the proposed and current site;

N/A

- iii. the reason for the choice of proposed site;

N/A

- iv. the accessibility of the proposed site or sites;

N/A

- v. the proposed arrangements for transport of pupils to the school on its new site; and

N/A

- vi. a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

Objectives

- 35. The objectives of the proposals.

To change the character of Vernon House School from a designation of Behaviour, Emotional, Social Difficulties (BESD) to Autism Spectrum Condition (ASC for those pupils capable of accessing the mainstream curriculum with specialist support) and Children with Complex Learning Difficulties and Disabilities (CLDD) from September 2012. The change in character of the school will enable the admission of children with a broader range of needs in line with the increasing number and range of needs in the Authority area.

Please see section 24 for more detail.

Consultation

- 36. Evidence of the consultation before the proposals were published including—
 - i. a list of persons who were consulted;
 - ii. minutes of all public consultation meetings;
 - iii. the views of the persons consulted;
 - iv. a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
 - v. copies of all consultation documents and a statement on how these documents were made available.

- i. The consultation document (Appendix 1) was sent to:

Vernon House School: parents, staff, governors and student council
All maintained schools and Academies in Brent
Brent Council
Westminster Diocesan Education Service
London Diocesan Board for Schools
London Borough of Ealing
London Borough of Barnet
London Borough of Camden
London Borough of Harrow
London Borough of Hammersmith and Fulham
London Borough of Westminster
Royal Borough of Kensington and Chelsea

Local Resident Associations
All Councillors
Local Member of Parliament
All Brent Customer Service Shops
All Brent Libraries
Brent Children Centres
Sport England
Secretary of State, School Organisation Unit
Local private nurseries
Any trade unions who represent staff of Vernon House Special School
Representatives of main trade unions in Brent
Any local partnerships including Early Years Development and Childcare Partnership

- ii. The minutes of the public consultation meetings are attached in Appendix 2.
- iii. The views of all persons consulted are attached in Appendix 3.
- iv. The Consultation document was distributed by email or internal/external post to the stakeholder listed above. The schools also distributed the consultation documents by hand to parents, pupils, staff and other interested parties. Local residents in the immediate vicinity were provided a copy through special local distribution, where possible.
- v. Copy of the consultation document can be found in Appendix 1

Project costs

37. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The estimated capital costs to achieve refurbishment within the school to meet the needs of the increased breadth of needs of the intake is a maximum of £200k. All funds to be met by the Local Authority.

38. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Not available.

Age range

39. Where the proposals relate to a change in age range, the current age range for the school.

N/A

Early years provision

40. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- i. details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

N/A

- ii. how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

- iii. evidence of parental demand for additional provision of early years provision;

N/A

- iv. assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

- v. reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

N/A

Changes to sixth form provision

41. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

(c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

(d) The proposed number of sixth form places to be provided.

N/A

42. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

N/A

Special educational needs

43. Where the proposals are to establish or change provision for special educational needs—
- i. a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

The numbers of statemented pupils in the 4-11 age range with BESD identified as a primary need has decreased over the last 5 years. The number of pupils placed at Vernon House special school has reduced over this 5 year period. The forecast from LA projection data is that there will continue to be a need for specialist support for pupils with very complex BESD but in lower numbers than previously. This is consistent with the Local Authority's overall strategy of improving capacity to accommodate pupils with BESD in mainstream schools. The table below illustrates the relatively low and stable demand for special school places for BESD in the 4-11 age group in recent years.

Demand for BESD Special School Places (4-11)

	2008	2009	2010	2011	2012
Maintained day	14	12	20	17	12
Independent/non-maintained	0	0	1	2	1

During the same 5 year period the number of statemented pupils aged 4-11 identified with Autism Spectrum Condition (ASC) **across the whole spectrum of needs** has increased by 20%.

Numbers in the Reception to Y3 age group particularly indicate a continuing increase in need for future years. The table below illustrates the increase in demand for special school places for ASC in the 4-11 age group in recent years which is in contrast to the low and stable demand for BESD places.

Demand for ASC Special School Places (4-11)

	2008	2009	2010	2011	2012
Maintained day	78	81	81	85	85
Independent/non-maintained	18	20	21	26	36

Source:

Tribal SEN

There is limited capacity in Brent special schools for pupils with ASC and over the last 3 years there has been a need to increase placements at independent and non-maintained schools outside the Borough boundary often requiring pupils to travel long distances.

There has also been an increase in incidence of pupils with a more complex range of issues and combination of layered needs which require informed, specific support. This is consistent with a new category of special educational need recognised by the Department for Education known as Complex Learning Difficulties and Disabilities CLDD. Children with severe emotional and behavioural needs and Autism Spectrum Disorders are key groups within this category.

- ii. any additional specialist features will be provided;

- iii. the proposed numbers of pupils for which the provision is to be made;

Up to a maximum of 35 pupils with ASC for those pupils capable of accessing the mainstream curriculum with specialist support) and Children with Complex Learning Difficulties and Disabilities (CLDD).

- iv. details of how the provision will be funded;

The provision will be funded on an annual basis from the designated schools grant according to the agreed formula.

- v. a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

N/A

- vi. a statement as to whether the expenses of the provision will be met from the school's delegated budget;

The school's budget will meet the annual revenue costs.

- vii. the location of the provision if it is not to be established on the existing site of the school;

The school will remain on the same site.

- viii. where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

This proposal will not replace existing educational provision for children with SEN.

- ix. the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

The proposal will provide 35 places reserved for children with SEN. This change will affect families with children currently placed at Vernon House School who have a statement for BESD. The change to the broader designation will allow those children to continue with their education at Vernon House School if they and their families want this. Each child's case will be reviewed on an individual basis with the full involvement of the parents/carers and child concerned.

The change will also affect families with children who have a statement for ASC who are capable of accessing mainstream curriculum with specialist support. The change will provide greater choice of special school placement for these families and children in the future and significantly an option that is within the London Borough of Brent and much closer to their home address.

- 44. Where the proposals are to discontinue provision for special educational needs—
 - i. details of alternative provision for pupils for whom the provision is currently made;

N/A.

- ii. details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

- iii. details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

- iv. a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

45. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- ii. improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- iii. improved access to suitable accommodation; and
- iv. improved supply of suitable places.

- i) The proposal will improve access to specialist education for pupils aged 4-11 with Autism Spectrum Conditions and / or Complex Learning Difficulties and Disabilities where behaviour acting as a barrier to learning is a major feature.
- ii) Staff will be fully supported and trained and links will continue with all relevant outside agencies (theropies etc.).
- iii) The accommodation will be refurbished and modified to suit the needs of the new intake.
- iv) The proposal will improve the supply of suitable school places for children with ASC.

Sex of pupils

46. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- i. details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

- ii. evidence of local demand for single-sex education; and

N/A

- iii. details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

47. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- i. details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

N/A

- ii. evidence of local demand for single-sex education.

N/A

Extended services

48. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Extended School Groups operating in the school will remain unaffected.

Need or demand for additional places

49. If the proposals involve adding places—
- i. a statement and supporting evidence of the need or demand for the particular places in the area;

The proposed change in designation will provide parents with increased options for special school places. Currently there is no additional capacity in Brent special schools for pupils with these types of SEN. The tables below illustrate the increasing need to place pupils with SEN in independent/non maintained special schools outside the Borough boundary over the last 5 years. Many of these places involve pupils having to travel long distances. The proposed changes to Vernon House Special School will develop the school's future in line with the staff's experiences and the future incidence of SEN and demand for special school places, providing school places within the Borough closer to pupils' homes.

Demand for Special School Places

	2007	2008	2009	2010	2011
Maintained day	473	466	494	515	526
Independent/non-maintained	93	105	125	139	156

Source: SEN 2

Demand for ASC Special School Places (all ages)

	2008	2009	2010	2011
Maintained day	115	129	140	155
Independent/non-maintained	54	60	71	82

Source: Tribal SEN

Brent Council is addressing the increased demand for special school places through a number of initiatives guided by careful analysis of SEN incidence data and the development of projections that take account of the overall projected increase in the Borough's population. This proposal should be viewed in the context of other recent developments that have provided additional special school places aimed at providing good quality provision close to home address.

- ii. where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

Vernon House School has a Special School status and is offering non-denominational provision.

- iii. where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

50. If the proposals involve removing places—

- i. a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

N/A

- ii. a statement on the local capacity to accommodate displaced pupils.

The school will remain suitable for all pupils who currently attend Vernon House School.

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

Please refer to Question 24 for the need to create additional provision at Vernon House School.

Public Consultation

Brent Council proposed changes to Vernon House Special School

<p>1.</p>	<p>Introduction</p> <p>Vernon House School, Drury Way, London, NW10 0NQ is a special school located in the south of the borough. It provides school places for primary aged children between the ages of 4 to 11 with complex behaviour, emotional and social difficulties (BESD).</p> <p>Vernon House Special School has provision for 30 children with statements, or draft statements for BESD. Overall, demand for places for pupils with complex BESD in the 4 -11 year old age range has reduced in recent years. The school had between 45%-60% occupancy rate during 2010-11 school year and there are currently 14 pupils on roll (January 2012).</p> <p>Over the same period demand for special school places for pupils with Autism Spectrum Disorders (ASD) in the 4-11 year old age range has increased from 96 in 2008 to 121 in 2012.</p> <p>There will continue to be a need for special school places in the 4-11 age range for pupils with complex BESD in small numbers and for pupils with ASD in higher numbers. (See sections 3 and 4 for more detail)</p> <p>Brent Council is therefore consulting with staff, parents and the community on the proposal to change the character of the Vernon House Special School from a designation of Behaviour, Emotional, Social Difficulties (BESD) to a designation of Autism Spectrum Disorder (ASD for those pupils capable of accessing the mainstream curriculum with specialist support) and Children with Complex Learning Difficulties and Disabilities (CLDD) from September 2012.</p>
<p>2.</p>	<p>The proposal</p> <p>Brent Council is proposing to change the character of Vernon House Special School, Drury Way, London, NW10 0NQ, from a 30 place special school for pupils with Behaviour, Emotional, Social Difficulties (BESD) to a 35 place special school for pupils with Autism Spectrum Disorder (ASD for those pupils capable of accessing the mainstream curriculum with specialist support) and Children with Complex Learning Difficulties and Disabilities (CLDD) from September 2012. The change to a broader designation will increase the flexibility of the school to admit pupils with a broader range of associated needs.</p>

Who will be affected by the proposal?

This change will affect families with children currently placed at Vernon House Special School who have a statement for BESD. The change to the broader designation will

allow those children to continue with their education at Vernon House Special School. Each child's case will be reviewed on an individual basis with the full involvement of the parents/carers and child concerned.

The arrangements for the continuing education of the pupils currently on the roll of Vernon House Special School are described in further detail in section 3.

The change will also affect families with children who have a statement for ASD who are capable of accessing mainstream curriculum with specialist support. The change will provide greater choice of special school placement for these families and children in the future and significantly an option that is within Brent and much closer to their home address.

When is the change proposed to take place?

The designation of Vernon House Special School will change from BESD to CLDD/ASD (for those pupils capable of accessing the mainstream curriculum with specialist support) with effect from September 2012. There will be a period of transition from the 1st September 2012 when the school will continue to meet the needs of a number of the pupils with BESD currently on roll (according to parental preference and individual placement planning – see Section 3 for arrangements for current pupils). At the same time the school will begin to admit pupils with a statement of special educational need (SEN) for CLDD/ASD for those pupils capable of accessing the mainstream curriculum with specialist support. This will be managed through a full consultation process with the LA and the full involvement of parents and carers. Up to 10 pupils with the appropriate CLDD/ASD profile will be admitted in the first year building to a maximum of 35 pupils over subsequent years according to demand.

How will the staff be supported?

The implications for staff development will be properly planned for and staff will access a full training programme in ASD specialism. They will be supported by the LA's services to schools, visiting existing ASD provision and forging partnerships to support the development.

What changes will need to be made to the school building?

Vernon House Special School premises were originally built with a capacity of 40 secondary aged pupils and are currently funded to take 30 pupils. The proposal is to designate for up to a maximum of 35 pupils and the premises will need to be adapted in order to meet the needs of 35 pupils with CLDD/ASD. There has been a feasibility study informed by an ASD professional to assess the nature of the adaptations. The feasibility has identified 3 options and the decision on which option to proceed with will be made with the full involvement of the management and Governing Body of the school. This will represent a significant investment in the school and capital funding will be provided to ensure that the premises are adapted according to the outcome of the feasibility to fully meet the needs of the new intake of pupils. **The feasibility plans are available to be viewed on request by contacting the school at admin@vernonhouse.brent.sch.uk or by telephoning on 0208 451 6961.**

3. Additional information

Basis for the proposed change in Designation.

The numbers of statemented pupils in the 4-11 age range with BESD identified as a primary need has decreased over the last 5 years. The number of pupils placed at Vernon House special school has reduced over this 5 year period. The forecast from LA projection data is that there will continue to be a need for specialist support for pupils with very complex BESD but in lower numbers than previously. This is consistent with the Local Authority's overall strategy of improving capacity to accommodate pupils with BESD in mainstream schools. The table below illustrates the relatively low and stable demand for special school places for BESD in the 4-11 age group in recent years.

Demand for BESD Special School Places (4-11)

	2008	2009	2010	2011	2012
Maintained day	14	12	20	17	12
Independent/non-maintained	0	0	1	2	1

During the same 5 year period the number of statemented pupils aged 4-11 identified with Autism Spectrum Disorders (ASD) **across the whole spectrum of needs** has increased by 20%.

Numbers in the Reception to Y3 age group particularly indicate a continuing increase in need for future years. The table below illustrates the increase in demand for special school places for ASD in the 4-11 age group in recent years which is in contrast to the low and stable demand for BESD places.

Demand for ASD Special School Places (4-11)

	2008	2009	2010	2011	2012
Maintained day	78	81	81	85	85
Independent/non-maintained	18	20	21	26	36

Source: Tribal

SEN

There is limited capacity in Brent special schools for pupils with ASD and over the last 3 years there has been a need to increase placements at independent and non-maintained schools outside the Borough boundary often requiring pupils to travel long distances.

There has also been an increase in incidence of pupils with a more complex range of issues and combination of layered needs which require informed, specific support. This is consistent with a new category of special educational need recognised by the Department for Education known as Complex Learning Difficulties and Disabilities CLDD. Children with severe emotional and behavioural needs and Autism Spectrum Disorders are key groups within this category.

Arrangements for the pupils currently on the roll of Vernon House Special School.

Arrangements will be made for each child currently on the roll of Vernon House Special School to plan for their continuing education with the full involvement of the parent/carer and the child concerned. The proposed change to a broader designation for Vernon House Special School will provide the option to stay in a placement at the school until secondary transfer. Other options to consider would include transferring to a suitable alternative special school place within Brent or suitable placement at a maintained special school in a neighbouring borough. Consideration would also be given to a supported placement in a mainstream school. Planning would be based on latest information about progress, views of all staff involved with the child and on parents and child's views. Decisions would also be guided by options to plan the best appropriate pathway towards successful transition to an appropriate secondary school placement.

4. The growing demand for ASD places

The proposed change in designation will provide parents with increased options for special school places. Currently there is no additional capacity in Brent special schools for pupils with these types of SEN. The tables below illustrate the increasing need to place pupils with SEN in independent/non maintained special schools outside the Borough boundary over the last 5 years. Many of these places involve pupils having to travel long distances. The proposed changes to Vernon House Special School will develop the school's future in line with the staff's experiences and the future incidence of SEN and demand for special school places, providing school places within the Borough closer to pupils' homes.

Demand for Special School Places

	2007	2008	2009	2010	2011	2012
Maintained day	473	466	494	515	526	509
Independent/non-maintained	93	105	125	139	156	183

Source: SEN 2

Demand for ASD Special School Places (all ages)

	2008	2009	2010	2011	2012
Maintained day	115	129	140	155	165
Independent/non-maintained	54	60	71	82	100

Source: Tribal SEN

5. The need for more special school places in the future

Brent Council is addressing the increased demand for special school places through a number of initiatives guided by careful analysis of SEN incidence data and the development of projections that take account of the overall projected increase in the Borough's population. This proposal should be viewed in the context of other recent developments that have provided additional special school places aimed at providing good

	quality provision close to home address.
<p>6.</p>	<p>We would like to hear from you</p> <p>Brent Council is currently consulting all interested parties including parents and staff at the school, all schools in Brent, staff within Brent Council and neighbouring boroughs with an aim to receive feedback on the proposal.</p> <p>Brent Council would welcome your views on the proposal to change the character of Vernon House School. If you have any comments that you would like to make in relation to this proposal you can either use the attached tear-off response form or write to:</p> <p style="text-align: center;">Judith Joseph, School Place Planning, 3rd Floor, Chesterfield House, 9 Park Lane, Wembley, HA9 7RH</p> <p>Or</p> <p>Send an email to: judith.joseph@brent.gov.uk</p> <p>Copies of this consultation document are also available at the school reception and from Brent Council at Chesterfield House, 9 Park Lane, Wembley, HA9 7RH.</p> <p>Alternatively, this document can be downloaded from:</p> <p>http://www.brent.gov.uk/currentconsultations</p> <p>A limited translation service can be provided for this document on request to judith.joseph@brent.gov.uk</p> <p>All written comments must be received by: Friday 24 February 2012</p>
<p>7.</p>	<p>You can also attend public meetings for parents, carers and the community which have been arranged to discuss the proposed change of character of Vernon House School. The same meeting will take place 3 times on the same day.</p> <p>Date: Tuesday 21 February 2012</p> <p>Time: 2pm / 3.30pm / 5pm</p> <p>Venue: The Front Hall Vernon House Special School Drury Way London, NW10 0NQ</p>

<p>8.</p>	<p>The procedures for reorganisation</p> <p>Brent Council in partnership with Vernon House School intends to meet with staff, parents and the local community, to receive their views.</p> <p>If, after the consultation, the Council decides to proceed with the changes then a statutory proposal will be published in the local papers and will also be placed at public places e.g. the Town Hall and on the main entrances to Vernon House School. Thereafter, a 6 week representation period will commence during which anybody can write to make formal representations on the proposals. Representations can be in the form of support, suggestions or objections to the proposal. All representations will be presented to Brent Council's Executive Committee which will make a decision on the proposal.</p>
<p>9.</p>	<p>Consultees</p> <p>This document is being sent to:</p> <p>Vernon House School: parents, staff, governors and student council All maintained schools and Academies in Brent Brent Council Westminster Diocesan Education Service London Diocesan Board for Schools London Borough of Ealing London Borough of Barnet London Borough of Camden London Borough of Harrow London Borough of Hammersmith and Fulham London Borough of Westminster Royal Borough of Kensington and Chelsea Local Resident Associations All Councillors Local Member of Parliament All Brent Customer Service Shops All Brent Libraries Brent Children Centres Sport England Secretary of State, School Organisation Unit Local private nurseries Any trade unions who represent staff of Vernon House Special School Representatives of main trade unions in Brent Any local partnerships including Early Years Development and Childcare Partnership</p>

Vernon House School Consultation Response Slip

Please tear off and return by: Friday 24 February 2012

I agree / disagree with the Council to change the character of Vernon House School .
Delete as appropriate

Comments:

(Please use the back of this form if you require more space)

Signed

Parent / member of staff / otherplease specify

Please send to:

**Judith Joseph, School Place Planning,
Chesterfield House,
9 Park Lane
Wembley
HA9 7RH**

Or email: judith.joseph@brent.gov.uk

Comments continued:

About you

By answering the following questions, you will help us ensure that we deliver a fair service to all our community. You do not have to give us this information, but we hope you will. All information will be treated in the strictest of confidence and will only be used to monitor and improve Brent Council services.

Gender (please tick one):

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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My age group (please tick one):

16-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>	45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>	65-74	<input type="checkbox"/>
75+	<input type="checkbox"/>		<input type="checkbox"/>

Which one of these groups do you feel you belong to (please tick one)?

Asian Indian	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Asian Bangladeshi	<input type="checkbox"/>	Asian Other	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Black Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White and Black Caribbean	<input type="checkbox"/>	Mixed White and Black African	<input type="checkbox"/>
Mixed White and Asian	<input type="checkbox"/>	Mixed Other	<input type="checkbox"/>
White British	<input type="checkbox"/>	White Irish	<input type="checkbox"/>
White Other	<input type="checkbox"/>	Other Ethnic Group	<input type="checkbox"/>

Appendix 2

**Notes to the Vernon House Public Consultation Meeting
Tuesday 21 February 2012, 2.20pm
Panel: Lucy Addington (Headteacher),
Judith Joseph (Local Authority), Andy Beckett (Local Authority Consultant)**

Attended by 1 parent, School Business Manager and 1 ICT Support Staff

	Questions / Comments	Answers
1.	What about the new children, will we still have referrals?	<ul style="list-style-type: none"> • Yes, they will continue. Special school Heads hope to work closely with the Local Authority regarding assessment decisions on where each child is best placed. • Discussions will also take place with the school, Local Authority (SENAS) and the parents. • The school will be restricted to children with statements. • The criteria might be similar to Haywood Grove School in Hertfordshire. It may warrant a visit.
2.	<p>Having problems with the terminology with BESD, ASD e.g. do we use the word disorder or specialism?</p> <p>Does CLDD contain ASD and BESD?</p>	<ul style="list-style-type: none"> • OFSTED inspectors use ASC (condition) rather than ASD (disorder) • Everything needs to be transparent and specific and nothing hidden. • CLDD is a new category of special educational needs recognised by the Department for Education which recognises an increasing complexity of need embracing many of the Behaviour difficulties resulting from improved survival rates after difficult births. Many of these needs are displayed as behaviour difficulties typically found within (BESD) and Autistic Spectrum Condition (ASD) pupils.
3.	For the process to work the assessment is key, for the correct placement of each child.	<ul style="list-style-type: none"> • Mistakes need to be minimised. The more assessments a person carries out the better they get.
4.	Who at Admissions is going to offer the	<ul style="list-style-type: none"> • The responsibility will still lie with the Special Educational Need Assessment Service (SENAS).

	places?	
5.	Could children of all ages attend the school?	<ul style="list-style-type: none"> • The new proposed designation is for 4-11 year old pupils. The suggestion is to have one class for each year group – 6 pupils per year group. • During the end of this term we will look at all the children at Vernon House. We will then have a better idea of the potential age range for next year.
6.	Will the school change its name?	<ul style="list-style-type: none"> • There is a possibility. This is a matter for the Governing Body to determine.
7.	Will employment contracts change?	<ul style="list-style-type: none"> • Not aware of any change. Will seek specialist advice from Human Resources. Lucy will contact Shereen.
8.	Expenditure will be needed for the changes. Is there additional funding for the additional resources?	<ul style="list-style-type: none"> • There is definitely capital funding, the feasibility study has been done, revenue will need to be thought about. • The changes in the school will be gradual, commencing from September 2012.
9.	Will we be asked to take on more children?	<ul style="list-style-type: none"> • If there is a good resource that is underused then yes, but it will be a gradual process of consultation and planning. • Visits to other schools may be useful.

Vernon House School consultation responses received by 24 February 2012

16 responses received in total

13 responses for the expansion

0 responses against the expansion

3 responses either : no comment OR just comments but no decision as such

Agree	Response number reference	Comment	Parent/ member of staff / other
Agree	1.	Required to meet changing needs of Brent pupils.	A Headteacher
Agree	3.	Very supportive of the project. Would like to visit.	Deputy Barham Primary School
Agree	4.	My main concern is whether the children already at VHS will be able to continue their education here or will have to move elsewhere. Also whether or not the classes will be mixed or separate i.e. children with behavioural difficulties in the class with children that have autism and the implication of doing so.	Staff member
Agree	5.	I agree as long as the children at Vernon House will still be able to continue their education at the school and if so will they be mixed with the children that have autism? How will it work? Also would there be enough time for staff to be fully trained to work with autism as September is not too far away from when the school will make the change over.	Staff member

Agree	6.	<p>My concerns are:</p> <ul style="list-style-type: none"> - Training for all staff in preparation for September 2012 - will it be adequate and how soon? - Arrangements for children currently on roll at Vernon House - will parents make the right choices for their children and if transferred to mainstream who would support transition? - The site – is it adequate for 55 pupils as it si and will conversions be done in time for September 2012? 	Staff member
Agree	7.	<p>I am in favour of increasing the potential numbers of pupils at Vernon House and increasing provision for children with ASD within the borough. I am confident that Vernon House can successfully accommodate and educate children with ASD.</p> <p>I have a concern about the CLDD/ASD designation – Complex Learning Difficulties and Disabilities has been described as including those currently identified as SEBD and also those with ASD. I therefore do not understand why only ASD is being proposed alongside CLDD in the formal designation.</p> <p>I would like reassurance that the school will have appropriate access to training and funding for on-going training, as well as funding for resources, building refurbishments and staffing; both in preparation for the re-designation and as requirements become apparent following re-designation.</p> <p>I hope that the school continues to be a leading provision within the borough for children identified as needing a specialist provision for their SEBD needs. We have a great deal of expertise in education and managing the needs of pupils with SEBD and I hope this expertise can continue to provide for the borough’s vulnerable children with SEBD, including those already on roll at Vernon House and those identified in the future.</p> <p>I would also like reassurance and confirmation that current staff will not be adversely affected by the re-designation in respect of their jobs or term and conditions.</p>	Staff member
Agree	8.	I think widening the intake to include pupils with ASD could be a positive move for the pupils within borough who require ASD provision and further develop the school. I can see how these	Staff member

		<p>pupils can be integrated in Vernon House, especially if the intake is staggered as suggested in the proposal. Staff would continue to meet the needs of pupils with SEBD identified on their statements.</p> <p>The needs of our pupils already attending Vernon House need to be a high priority to enable the school to continue to meet their needs and avoid these pupils having to explore provision outside the borough or in the independent sector. A broadening of our designation to include SEBD would mean that pupils identified in the future with SEBD on their statements would continue to access this resource in borough.</p> <p>Staff would need reassurance that their terms and conditions remain the same and that they will not be required to re apply for their posts. The school has worked very hard to develop and effective team with expertise in supporting vulnerable pupils positively. We do not want a high turnover in staff triggered by uncertainties with re-designation.</p>	
Agree	9.	<p>I feel that the children currently in the school are making amazing progress and any moves towards mainstream that are not very slowly and carefully transitioned could cause them to regress and experience failure, which would then lead them with nowhere to go.</p> <p>I also feel that new children should be phased in very slowly to allow teachers and other pupils to adapt to their different needs.</p>	Staff member
Agree	10.	<p>I am very concerned about:</p> <ul style="list-style-type: none"> • How fast things are moving. • Training for staff • For the children who are at Vernon House School 	Staff member
Agree	11.	<p>I am concerned about the short timescale for transition for any of the children whose parents decide to move them to another school. Will provision continue for the SEBD children who remain and any future pupils with SEBD?</p>	Staff member

		Some current staff will require some training to support them in meeting the needs of the new children. Will there be funds to cover the cost of this?	
Agree	12.	My concern is that the children currently enrolled at Vernon House will not be given the proper consideration in terms of placement and transition in order to push the changes through by September. The children already enrolled in Vernon House should be the number one priority.	Staff member
Agree	13.	With the correct training and working closely with the Local Authority and other special schools, Vernon House School will be able to support more children and meet their needs more holistically. This will be good for the children and the community.	Staff member
Agree	14.	Parents with children at Vernon House may like the idea that they can move the children to mainstream school, not what would be best for the children at Vernon House.	Staff member
No comments	Response number reference		
	2.	“.....We have no comments or objections regarding Brent’s proposal given the location of the school to Camden.”	London Borough of Camden
	15.	With the increase in student numbers will there be a view to hire more staff? When would this happen? The families whose children are already at Vernon House may decide they want the mainstream opportunity. How would this transition happen? Concerns that it would happen too quickly for the child and family and therefore be unsuccessful, leading quite possibly, to another exclusion for the child. Is providing families with the option of mainstream the best choice for the children?	
	16.	The Teachers panel would like to make the following response to this consultation; 1. We seek assurances that there will be no redundancies as a result of these proposals. 2. We are concerned about the reduction in outside play area that the proposed building will result	

		<p>in, especially as pupil numbers rise.</p> <p>3. We are very concerned about building work in schools known to have asbestos. We seek assurance that Brent will follow the proper procedures (notifiable under HSE regulations) and that our Health and Safety Adviser Jenny Cooper is copied into these arrangements.</p>	
Disagree	Response number reference	None received	

Statutory Notice**Brent Council proposed changes to Vernon House School**

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that the London Borough of Brent (Local Authority) intends to make a prescribed alteration to Vernon House School (Community Special), Drury Way, London, NW10 0NQ from 1 September 2012.

Vernon House School is maintained by the Local Authority. Brent Council is proposing to change the character of Vernon House School, Drury Way, London, NW10 0NQ, from a 30 place special school for pupils with Behaviour, Emotional, Social Difficulties (BESD) to a 35 place special school for pupils with Autism Spectrum Condition (ASC for those pupils capable of accessing the mainstream curriculum with specialist support) and Children with Complex Learning Difficulties and Disabilities (CLDD) from 01 September 2012. The change to a broader designation will increase the flexibility of the school to admit pupils with a broader range of associated needs.

This change will affect families with children currently placed at Vernon House School who have a statement for BESD. The change to the broader designation will allow those children to continue with their education at Vernon House School if they and their families want this. Each child's case will be reviewed on an individual basis with the full involvement of the parents/carers and child concerned.

The change will also affect families with children who have a statement for ASC who are capable of accessing mainstream curriculum with specialist support. The change will provide greater choice of special school placement for these families and children in the future and significantly an option that is within the London Borough of Brent and much closer to their home address.

The designation of Vernon House School will change from BESD to ASC /CLDD (for those pupils capable of accessing the mainstream curriculum with specialist support) with effect from 01 September 2012. There will be a period of transition from 01 September 2012 when the school will continue to meet the needs of a number of the pupils with BESD currently on roll (according to parental preference and individual placement planning). At the same time the school will begin to admit pupils with a statement of special educational need (SEN) for ASC/CLDD for those pupils capable of accessing the mainstream curriculum with specialist support. This will be managed with the full involvement of the school and the Local Authority and the full involvement of parents and carers. Up to 10 pupils with the appropriate ASC/CLDD profile will be admitted in the first year building to a maximum of 35 pupils over subsequent years according to demand.

The implications for staff development will be properly planned for and staff will access a full training programme in ASC specialism. They will be supported by the Local Authority's services to schools, visiting existing ASC provision and forging partnerships to support the development.

It is intended that the school will make provision for the following type(s) of special educational needs provision that would be recognised by the local

education authority as reserved for SEN pupils: Autistic Spectrum Condition and Complex Learning Difficulties and Disabilities.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Judith Joseph, School Place Planning, 3rd Floor Chesterfield House, 9 Park Lane, Wembley, HA9 7RH. Email: judith.joseph@brent.gov.uk. Alternatively a copy of the complete proposal can be obtained from: <http://www.brent.gov.uk/consultation.nsf>. A limited translation and interpretation service is available upon request from Judith Joseph on 0208 937 1061.

Within six weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Judith Joseph, School Place Planning, 3rd Floor Chesterfield House, 9 Park Lane, Wembley, HA9 7RH

Signed: Assistant Director – Achievement & Inclusion, London Borough of Brent

Publication Date: 1 March 2012

Explanatory Notes

- Vernon House Special School premises were originally built with a capacity of 40 secondary aged pupils and are currently funded to take 30 pupils. The proposal is to designate for up to a maximum of 35 pupils and the premises will need to be adapted in order to meet the needs of 35 pupils with ASC/CLDD. There has been a feasibility study informed by an ASC professional to assess the nature of the adaptations. The feasibility has identified 3 options and the decision on which option to proceed with will be made with the full involvement of the management and Governing Body of the school. This will represent a significant investment in the school and capital funding will be provided to ensure that the premises are adapted according to the outcome of the feasibility to fully meet the needs of the new intake of pupils. There will be no impact on the proposals as a result of the final choice of the three possible adaptation schemes.
- The feasibility plans are available to be viewed on request by contacting the school at admin@vernonhouse.brent.sch.uk or by telephoning on 0208 451 6961.

Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form - EXCERPT FROM A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

Stage 4 – Decision (Paragraphs 4.1-4.80)

Who Will Decide the Proposals? (Paragraphs 4.1-4.4)

4.1 Decisions on school organisation proposals are taken by the LA or by the schools adjudicator. In this chapter both are covered by the form of words “Decision Maker” which applies equally to both.

4.2 Section 21 of the EIA 2006 provides for regulations to set out who **must** decide proposals for any prescribed alterations (i.e. including expansions). The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (SI:2007 No. 1289) (as amended) make detailed provision for the consideration of prescribed alteration proposals (see in particular Schedules 3 and 5). Decisions on expansions will be taken by the LA with some rights of appeal to the schools adjudicator. Only if the prescribed alteration proposals are “related” to other proposals that fall to be decided by the schools adjudicator, will the LA not be the decision maker in the first instance.

4.3 If the LA fail to decide proposals within 2 months of the end of the representation period the LA **must** forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They **must** forward the proposals within one week from the end of the 2 month period.

4.4 The Department does not prescribe the process by which an LA carries out their decision-making function (e.g. full Cabinet or delegation to Cabinet member or officials). This is a matter for the LA to determine but the requirement to have regard to statutory guidance (see paragraph 4.15 below) applies equally to the body or individual that takes the decision.

Who Can Appeal Against an LA Decision? (Paragraphs 4.5-4.6)

4.5 The following bodies may appeal against an LA decision on school expansion proposals:

the local Church of England diocese;

the bishop of the local Roman Catholic diocese;

the LSC where the school provides education for pupils aged 14 and over;

the governing body of a community school that is proposed for expansion; and

the governors and trustees of a foundation (including Trust) or voluntary school that is proposed for expansion.

4.6 Any appeals **must** be submitted to the LA within 4 weeks of the notification of the LA’s decision. On receipt of an appeal the LA **must** then send the proposals, and the representations received (together with any comments made on these representations by the proposers), to the schools adjudicator within 1 week of the receipt of the appeal. The LA **should** also send a copy of the minutes of the LA’s meeting or other record of the decision and any relevant papers. Where the proposals are “related” to other proposals, all the “related” proposals **must** also be sent to the schools adjudicator.

Checks on Receipt of Statutory Proposals (Paragraph 4.7)

4.7 There are 4 key issues which the Decision Maker **should** consider before judging the respective factors and merits of the statutory proposals:

- Is any information missing? If so, the Decision Maker **should** write immediately to the proposer specifying a date by which the information **should** be provided;
- Does the published notice comply with statutory requirements? (see paragraph 4.8 below);
- Has the statutory consultation been carried out prior to the publication of the notice? (see paragraph 4.9 below);
- Are the proposals “related” to other published proposals? (see paragraphs 4.10 to 4.14 below).

Does the Published Notice Comply with Statutory Requirements? (Paragraph 4.8)

4.8 The Decision Maker **should** consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements - as set out in The School Organisation (Prescribed Alterations)(England) Regulations 2007 (SI:2007 - 1289) (as amended) - it may be judged invalid and the Decision Maker **should** consider whether they can decide the proposals.

Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice? (Paragraph 4.9)

4.9 Details of the consultation **must** be included in the proposals. The Decision Maker **should** be satisfied that the consultation meets statutory requirements (see Stage 1 paragraphs 1.2–1.4). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and needs to consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

Are the Proposals Related to Other Published Proposals? (Paragraphs 4.10-4.14)

4.10 Paragraph 35 of Schedule 3, and Paragraph 35 of Schedule 5, to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) provides that any proposals that are “related” to particular proposals (e.g. for a new school; school closure; prescribed alterations to existing schools i.e. change of age range, acquisition of a Trust, addition of boarding, etc; or proposals by the LSC to deal with inadequate 16-19 provision) **must** be considered together. This does not include proposals that fall outside of School Organisation Prescribed Alteration or Establishment and Discontinuance regulations e.g. removal of a Trust, opening of an Academy, federation proposals. Paragraphs 4.11-4.14 provide statutory guidance on whether proposals **should** be regarded as “related”.

4.11 Generally, proposals **should** be regarded as “related” if they are included on the same notice (unless the notice makes it clear that the proposals are not “related”). Proposals **should** be regarded as “related” if the notice makes a reference to a link to other proposals (published under School Organisation and Trust regulations). If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals **should** be regarded as “related”.

4.12 Where proposals are “related”, the decisions **should** be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both **should** be approved or rejected.

4.13 Where proposals for an expansion of a school are “related” to proposals published by the local LSC¹ which are to be decided by the Secretary of State, the Decision Maker **must** defer taking a decision until the Secretary of State has taken a decision on the LSC proposals. This applies where the proposals before the Decision Maker concern:

- the school that is the subject of the LSC proposals;
- any other secondary school, maintained by the same LA that maintains a school that is the subject of the LSC proposals; or
- any other secondary school in the same LA area as any FE college which is the subject of the LSC proposals.

4.14 The proposals will be regarded as “related” if their implementation would prevent or undermine effective implementation of the LSC proposals.

Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)

4.15 Regulation 8 of The Regulations provides that both the LA and schools adjudicator **must** have regard to guidance issued by the Secretary of State when they take a decision on proposals. Paragraphs 4.17 to 4.73 below contain the statutory guidance.

4.16 The following factors **should not** be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals **should** be considered on their individual merits.

EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

A System Shaped by Parents (Paragraphs 4.17-4.18)

4.17 The Government's aim, as set out in the Five Year Strategy for Education and Learners and the Schools White Paper Higher Standards, Better Schools For All, is to create a schools system shaped by parents which delivers excellence and equity. In particular, the Government wishes to see a dynamic system in which:

weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and

the best schools are able to expand and spread their ethos and success.

4.18 The EIA 2006 amends the Education Act 1996 to place duties on LAs to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, LAs are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker **should** take into account the extent to which the proposals are consistent with the new duties on LAs.

¹ References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

Standards (Paragraphs 4.19-4.20)

4.19 The Government wishes to encourage changes to local school provision which will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes.

4.20 Decision Makers **should** be satisfied that proposals for a school expansion will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They **should** pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

Diversity (Paragraphs 4.21-4.23)

4.21 Decision Makers **should** be satisfied that when proposals lead to children (who attend provision recognised by the LA as being reserved for pupils with special educational needs) being displaced, any alternative provision will meet the statutory SEN improvement test (see paragraphs 4.69-4.72).

4.22 The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision.

4.23 Decision Makers **should** consider how proposals will contribute to local diversity. They **should** consider the range of schools in the relevant area of the LA and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.

Every Child Matters (Paragraph 4.24)

4.24 The Decision Maker **should** consider how proposals will help every child and young person achieve their potential in accordance with "Every Child Matters" principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This **should** include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and applied learning training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

SCHOOL CHARACTERISTICS

Boarding Provision (Paragraphs 4.25-4.26)

4.25 In making a decision on proposals that include the expansion of boarding provision, the Decision Maker **should** consider whether or not there would be a detrimental effect on the sustainability of boarding at another state maintained boarding school within one hour's travelling distance of the proposed school.

4.26 In making a decision on proposals for expansion of boarding places the Decision Maker **should** consider:-

- a. the extent to which boarding places are over subscribed at the school and any state maintained boarding school within an hour's travelling distance of the school at which the expansion is proposed;
- b. the extent to which the accommodation at the school can provide additional boarding places;

- c. any recommendations made in the previous CSCI/Ofsted reports which would suggest that existing boarding provision in the school failed significantly to meet the National Minimum Standards for Boarding Schools;
- d. the extent to which the school has made appropriate provision to admit other categories of pupils other than those for which it currently caters (e.g. taking pupils of the opposite sex or sixth formers) if they form part of the expansion;
- e. any impact of the expansion on the continuity of education of boarders currently in the school;
- f. the extent to which the expansion of boarding places will help placements of pupils with an identified boarding need; and
- g. the impact of the expansion on a state maintained boarding school within one hour's travelling distance from the school which may be undersubscribed.

Equal Opportunity Issues (Paragraphs 4.27)

4.27 The Decision Maker **should** consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example, that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

NEED FOR PLACES

Creating Additional Places (Paragraphs 4.28-4.30)

4.28 The Decision Maker **should** consider whether there is a need for the expansion and **should** consider the evidence presented for the expansion such as planned housing development or demand for provision. The Decision Maker **should** take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools **should not** in itself prevent the addition of new places.

4.29 Where the school has a religious character, or follows a particular philosophy, the Decision Maker **should** be satisfied that there is satisfactory evidence of sufficient demand for places for the expanded school to be sustainable.

4.30 Where proposals will add to surplus capacity but there is a strong case for approval on parental preference and standards grounds, the presumption **should** be for approval. The LA in these cases will need to consider parallel action to remove the surplus capacity thereby created.

Expansion of Successful and Popular Schools (Paragraph 4.31-4.34)

4.31 The Government is committed to ensuring that every parent can choose an excellent school for their child. We have made clear that the wishes of parents **should** be taken into account in planning and managing school estates. Places **should** be allocated where parents want them, and as such, it **should** be easier for successful and popular primary and secondary schools to grow to meet parental demand. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the Decision Maker to decide whether a school is successful and popular, however, the following indicators **should** all be taken into account:

- a. the school's performance;

- i. in terms of absolute results in key stage assessments and public examinations;
 - ii. by comparison with other schools in similar circumstances (both in the same LA and other LAs);
 - iii. in terms of value added;
 - iv. in terms of improvement over time in key stage results and public examinations.
- b. the numbers of applications for places;
- i. the Decision Maker should also take account of any other relevant evidence put forward by schools.

4.32 The strong presumption is that proposals to expand successful and popular schools **should** be approved. In line with the Government's long standing policy that there **should** be no increase in selection by academic ability, this presumption does not apply to grammar schools or to proposals for the expansion of selective places at partially selective schools.

4.33 The existence of surplus capacity in neighbouring less popular schools **should not** in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Maker **should** ask the LA how they plan to tackle any consequences for other schools. The Decision Maker **should** only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

4.34 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements in to line with the School Admissions Code.

Travel and Accessibility for All (Paragraphs 4.35-4.36)

4.35 In considering proposals for the reorganisation of schools, Decision Makers **should** satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes **should not** adversely impact on disadvantaged groups.

4.36 In deciding statutory proposals, the Decision Maker **should** bear in mind that proposals **should not** have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 – 2007BKT-EN at www.teachernet.gov.uk/publications. Proposals **should** also be considered on the basis of how they will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

16-19 Provision (Paragraphs 4.37-4.39)

4.37 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates;
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group;
- participation: there are high levels of participation in the local area; and,
- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area.

4.38 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

4.39 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

Addition of post-16 provision by “high performing” schools (Paragraphs 4.40-4.51)

4.40 The Government remains committed to the principle that high performing 11-16 schools **should** be allowed to add post-16 provision where there is parental and student demand, in order to extend quality and choice. But the context in which this principle will operate is changing. From April 2010, the Apprenticeships, Skills, Children and Learning Act 2009 will transfer the responsibility for 16-19 planning and funding from the LSC to LAs. LAs will be responsible for maintaining an effective and coherent system of 14-19 organisation which delivers the new entitlement – to a new curriculum and new qualifications, including all 17 Diploma lines from 2013 and an Apprenticeship place for those who meet the entry criteria - to all young people in their area. Collaboration will be a key feature of 14-19 provision.

4.41 So, while there is still a strong presumption of approval for proposals from high performing schools, that decision **should** now be informed by additional factors: the need for local collaboration; the viability of existing post-16 providers in the local area; and the improvement of standards at the school that is proposing to add post-16 provision. Only in exceptional circumstances* would these factors lead Decision Makers not to approve a proposal. If the Decision Maker were minded not to approve a proposal, he **should** first consider whether modification of the proposal would enable the proposer to comply with these conditions (see paragraph 4.49).

** Exceptional circumstances in which the Decision Maker might reject the proposal to add a sixth form to a presumption school would include if there is specific evidence that a new sixth form was of a scale that it would directly affect the viability of another neighbouring, high quality institution that itself was not large in comparison to other institutions of that type. Exceptional circumstances might also include a situation where there are a number of presumption schools in the same area at the same time and/or where there is clear evidence that the scale of the aggregate number of additional 16-18 places far exceeds local need and affordability and is therefore clearly poor value for money.*

4.42 There **should** be a strong presumption in favour of the approval of proposals for a new post-16 provision where:

- a. the school is a high performing specialist school that has opted for an applied learning specialism; or

b. the school, whether specialist or not, meets the DCSF criteria for ‘high performing’ and does not require capital support.

4.43 The school **should** ensure that, in forwarding its proposals to the Decision Maker, it provides evidence that it meets one of the criteria at paragraph 4.42 above.

4.44 Where a new sixth form is proposed by a specialist school that has met the ‘high performing’ criteria and which has opted for an applied learning specialism, capital funding may be available from the 16-19 Capital Fund.

4.45 This presumption will apply to proposals submitted to the Decision Maker within:

a. two years from the date a school commences operation with applied learning specialist school status; or

b. two years from the date a school is informed of its Ofsted Section 5 inspection results which would satisfy DCSF criteria for ‘high performing’ status as set out at <http://www.standards.dcsf.gov.uk/specialistschools/guidance2007/?version=1>

NOTE: ‘submitted to the Decision Maker’ above refers to when proposals and representations are with the Decision Maker, following the end of the representation period.

4.46 The increase in the period in which a school is eligible to expand its post-16 provision recognises the time required to embed the new presumption places within a local 14-19 delivery plan and for effective collaboration to take place.

4.47 New post-16 provision in schools **should**, as appropriate, operate in partnership with other local providers to ensure that young people have access to a wide range of learning opportunities. In assessing proposals from ‘high performing’ schools to add post-16 provision, Decision Makers **should** look for:

a. evidence of local collaboration in drawing up the presumption proposal; and

b. a statement of how the new places will fit within the 14-19 organisation in an area; and

c. evidence that the exercise of the presumption is intended to lead to higher standards and better progression routes at the ‘presumption’ school.

4.48 If a school has acted in a collaborative way and has actively attempted to engage other partners in the local area, but it is clear that other institutions have declined to participate, that fact **should not** be a reason for declining to approve a proposal. The onus is on other providers to work with a school which qualifies for the presumption of approval for new post-16 provision.

4.49 The Decision Maker **should** only turn down proposals to add post-16 provision from schools eligible for the sixth form presumption if there is compelling and objective evidence that the expansion would undermine the viability of an existing high quality post-16 provider or providers. The fact that an existing school or college with large numbers of post-16 students might recruit a smaller number of students aged 16-19 is not, of itself, sufficient to meet this condition, where the “presumption” school can show that there is reasonable demand from students to attend the school after age 16.

4.50 The existence of surplus capacity in neighbouring schools or colleges that are not high performing **should not** be a reason to reject a post-16 presumption proposal. It is the responsibility of the LA to consider decommissioning poor quality provision as well as commissioning high quality provision. The LA should therefore plan to tackle any consequences of expansion proposals for other schools.

4.51 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the mandatory Schools Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements into line with the School Admissions Code.

Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.52)

4.52 Where the implementation of reorganisation proposals by the LSC² conflict with other published proposals put to the Decision Maker for decision, the Decision Maker is prevented (by the School Organisation Proposals by the LSC for England Regulations 2003) from making a decision on the “related” proposals until the Secretary of State has decided the LSC proposals (see paragraphs 4.13 to 4.14 above).

16-19 Provision ‘Competitions’ (Paragraphs 4.53-4.56)

4.53 Non-statutory competitions for new 16-19 provision were introduced from January 2006. They are administered by the regional arm of the LSC, in line with the LSC’s current role as commissioner of 16-19 provision. The Government intends to transfer the responsibility for 16-19 provision from the LSC to LAs from 2010.³

4.54 The current arrangements for the establishment of new institutions by competition involves a two-stage approval process:

- a. the competition selection process;
- b. approval of the outcome by existing processes (e.g. Decision Maker approval of school/LA proposals and Secretary of State approval of college/LSC proposals, as required by law).

4.55 Competitors will be eligible to apply to the 16-19 Capital Fund. Where a competition is ‘won’ by a school, they **must** then publish statutory proposals and these **must** be considered by the Decision Maker on their merits.

4.56 Where proposals to establish sixth forms are received, and the local LSC is running a 16-19 competition, the Decision Maker **must** take account of the competition when considering the proposals.

FUNDING AND LAND

Capital (Paragraphs 4.57-4.59)

4.57 The Decision Maker **should** be satisfied that any land, premises or capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the LA, DCSF, or LSC). In the case of an LA, this **should** be from an authorised person within the LA, and provide detailed information on the funding, provision of land and premises etc.

² References throughout this document to the LSC only apply up to April 2010. The ASCL Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People’s Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

³ The ASCL Act will remove the LSC and also the power of LAs to establish sixth form schools, whether by a competition or otherwise. Section 126 of the Act amends section 16 of the Education Act 1996 and sections 7,10 and 11 of EIA 2006.

4.58 Where proposers are relying on DCSF as a source of capital funding, there can be no assumption that the approval of proposals will trigger the release of capital funds from the Department, unless the Department has previously confirmed in writing that such resources will be available; nor can any allocation ‘in principle’ be increased. In such circumstances the proposals **should** be rejected, or consideration of them deferred until it is clear that the capital necessary to implement the proposals will be provided.

4.59 **Proposals should not be approved conditionally upon funding being made available, subject to the following specific exceptions: For proposals being funded under the Private Finance Initiative (PFI) or through the BSF programme, the Decision Maker should be satisfied that funding has been agreed ‘in principle’, but the proposals should be approved conditionally on the entering into of the necessary agreements and the release of funding. A conditional approval will protect proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.**

Capital Receipts (Paragraphs 4.60-4.62)

4.60 Where the implementation of proposals may depend on capital receipts from the disposal of land used for the purposes of a school (i.e. including one proposed for closure in “related” proposals) the Decision Maker **should** confirm whether consent to the disposal of land is required, or an agreement is needed, for disposal of the land. Current requirements are:

a. Community Schools – the Secretary of State’s consent is required under paragraph 2 of Schedule 35A to the Education Act 1996 and, in the case of playing field land, under section 77 of the Schools Standards and Framework Act 1998 (SSFA 1998). (Details are given in DCSF Guidance 1017-2004 “The Protection of School Playing Fields and Land for Academies” published in November 2004) -

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

b. Foundation (including Trust) and Voluntary Schools:

- i. playing field land – the governing body, foundation body or trustees will require the Secretary of State’s consent, under section 77 of the SSFA 1998, to dispose, or change the use of any playing field land that has been acquired and/or enhanced at public expense.
- ii. non-playing field land or school buildings – the governing body, foundation body or trustees no longer require the Secretary of State’s consent to dispose of surplus non-playing field land or school buildings which have been acquired or enhanced in value by public funding. They will be required to notify the LA and seek local agreement of their proposals. Where there is no local agreement, the matter **should** be referred to the Schools Adjudicator to determine. (Details of the new arrangements can be found in the Department’s guidance “The Transfer and Disposal of School Land in England: A General Guide for Schools, Local Authorities and the Adjudicator” - <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

4.61 Where expansion proposals are dependent upon capital receipts of a discontinuing foundation or voluntary school the governing body is required to apply to the Secretary of State to exercise his various powers in respect of land held by them for the purposes of the school. Normally he would direct that the land be returned to the LA but he could direct that the land be transferred to the governing body of another maintained school (or the temporary governing body of a new school). Where the governing body fails to make such an application to the Secretary of State, and the school subsequently closes, all land held by them for the purposes of the discontinued school will, on dissolution of the governing body, transfer to the LA unless the Secretary of State has directed otherwise before the date of dissolution.

4.62 Where consent to the disposal of land is required, but has not been obtained, the Decision Maker **should** consider issuing a conditional approval for the statutory proposals so that the proposals gain full approval automatically when consent to the disposal is obtained (see paragraph 4.75).

New Site or Playing Fields (Paragraph 4.63)

4.63 Proposals dependent on the acquisition of an additional site or playing field may not receive full approval but **should** be approved conditionally upon the acquisition of a site or playing field.

Land Tenure Arrangements (Paragraph 4.64)

4.64 For the expansion of voluntary or foundation schools it is desirable that a trust, or the governing body if there is no foundation, holds the freehold interest in any additional site that is required for the expansion. Where the trustees of the voluntary or foundation school hold, or will hold, a leasehold interest in the additional site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. In particular the leasehold interest **should** be for a substantial period – normally at least 50 years – and avoid clauses which would allow the leaseholder to evict the school before the termination of the lease. The Decision Maker **should** also be satisfied that a lease does not contain provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

School Playing Fields (Paragraph 4.65)

4.65 The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **should** have access. The Decision Maker will need to be satisfied that either:

- a. the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or
- b. if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation.

Where the Secretary of State has given 'in principle' agreement as at paragraph 4.60(b) above, the Decision Maker **should** consider issuing conditional approval so that when the Secretary of State gives his agreement, the proposals will automatically gain full approval.

SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION

Initial Considerations (Paragraphs 4.66-4.67)

4.66 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;
- b. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;

- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- f. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and
- h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved.

4.67 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing arrangements and enable all children to achieve the five Every Child Matters outcomes.

The Special Educational Needs Improvement Test (Paragraph 4.68)

4.68 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, 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. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.69 to 4.72 below have been taken into account by applying the SEN improvement test. Proposals which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

Key Factors (Paragraphs 4.69-4.72)

4.69 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

- a. identify the details of the specific educational benefits that will flow from the proposals in terms of:
 - i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
 - ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;

- iii. improved access to suitable accommodation; and
 - iv. improved supply of suitable places.
- b. LAs **should** also:
- 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;
 - ii. clearly state arrangements for alternative provision. A ‘hope’ or ‘intention’ to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
 - 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; and
 - iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.70 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.71 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.72 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

OTHER ISSUES

Views of Interested Parties (Paragraphs 4.73)

4.73 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils; staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Types of Decision (Paragraph 4.74)

- 4.74 In considering proposals for the expansion of a school, the Decision Maker can decide to:
- reject the proposals;
 - approve the proposals;
 - approve the proposals with a modification (e.g. the implementation date); or
 - approve the proposals subject to them meeting a specific condition (see paragraph 4.75 below).

Conditional Approval (Paragraphs 4.75-4.76)

4.75 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations i.e. as follows:

- a. the grant of planning permission under Part 3 of the Town and Country Planning Act 1990;
- b. the acquisition of any site required for the implementation of the proposals;
- c. the acquisition of playing fields required for the implementation of the proposals;
- d. the securing of any necessary access to a site referred to in sub-paragraph (b) or playing fields referred to in sub-paragraph (c);
- e. the private finance credit approval given by the DCSF following the entering into a private finance contract by an LA;
- f. the entering into an agreement for any necessary building project supported by the DCSF in connection with BSF programme;
- g. the agreement to any change to admission arrangements specified in the approval, relating to the school or any other school or schools (this allows the approval of proposals to enlarge the premises of a school to be conditional on the decision of adjudicators to approve any related change in admission numbers);
- h. the making of any scheme relating to any charity connected with the school;
- i. the formation of any federation (within the meaning of section 24(2) of the 2002 Act) of which it is intended that the proposed school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;
- j. the Secretary of State giving approval under regulation 5(4) of the Education (Foundation Body) (England) Regulations 2000 to a proposal that a foundation body must be established and that the school must form part of a group for which a foundation must act;
- k. the Secretary of State making a declaration under regulation 22(3) of the Education (Foundation Body) (England) Regulations 2000 that the school should form part of a group for which a foundation body acts;
- ka. where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new FE college under s16 of the Further and Higher Education Act 1992;

l. where the proposals in question depend upon any of the events specified in paragraphs (a) to (ka) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and

m. where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007⁴ the occurrence of such an event.

4.76 The Decision Maker **must** set a date by which the condition **must** be met, but will be able to modify the date if the proposers confirm (preferably before the date expires), that the condition will be met later than originally thought. The condition-to-be-met-by date **must** be before the proposed implementation date of the proposal (which can also be modified if necessary). Therefore care **should** be taken when setting condition-to-be-met-by dates, particularly if proposals are “related” e.g. if a school is proposed to add a sixth form on 1st September one year, and enlarge on 1st September the following year, and the enlargement requires planning permission, the condition set **must** be met before the addition of a sixth form can be implemented (the earlier proposal). This is because as “related” proposals, they **should** both have the same decision, which in this case, would have been approval conditional upon planning permission being met. The proposer **should** inform the Decision Maker and the Department (SOCU, DCSF, Mowden Hall, Staindrop Road, Darlington DL3 9BG or by email to school.organisation@dcsf.gsi.gov.uk) of the date when a condition is modified or met in order for the Department’s records, and those of Edubase to be kept up to date. If a condition is not met by the date specified, the proposals **must** be referred back to the Decision Maker for fresh consideration.

Decisions (Paragraphs 4.77-4.79)

4.77 All decisions **must** give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

4.78 A copy of all decisions **must** be forwarded to:

the LA or governing body who published the proposals;

the trustees of the school (if any);

the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@dcsf.gsi.gov.uk);

where the school includes provision for 14-16 education or sixth form education, the LSC;

the local CofE diocese;

the bishop of the RC diocese;

each objector except where a petition has been received. Where a petition is received a decision letter **must** be sent to the person who submitted the petition, or where this is unknown, the signatory whose name appears first on the petition; and

where the school is a special school, the relevant primary care trust, an NHS trust or NHS foundation trust.

⁴ S.I. 2007/1288.

4.79 In addition, where proposals are decided by the LA, a copy of the decision **must** be sent to the Office of the Schools Adjudicator, Mowden Hall, Darlington DL3 9BG. Where proposals are decided by the schools adjudicator, a copy of the decision **must** be sent to the LA that it is proposed should maintain the school.

Can proposals be withdrawn? (Paragraph 4.80)

4.80 Proposals can be withdrawn at any point before a decision is taken. Written notice **must** be given to the LA, or governing body, if the proposals were published by the LA. Written notice **must** also be sent to the schools adjudicator (if proposals have been sent to him) and the Secretary of State – i.e. via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@dcsf.gsi.gov.uk. Written notice **must** also be placed at the main entrance to the school, or all the entrances if there are more than one.