



Executive
23 April 2012

**Report from the Director of
Children and Families**

Wards Affected:
ALL

**Future Special Educational Need Developments at Vernon
House School and at Alperton Community School**

1.0 Summary

- 1.1 This report informs the Executive of the outcome of the statutory proposals to alter the character of Alperton Community School (Foundation) and Vernon House School (Special).
- 1.2 The Representation period on the proposals ended on 11 April 2012.
- 1.3 The Local Authority in agreement with the Governing Body of Alperton Community School has proposed to alter the character of the school by adding a 20 place Additionally Resourced Provision (ARP) for pupils with statements of Special Educational Needs for Moderate Learning Difficulties from September 2012. Planning permission for the unit has been sought and approved.
- 1.4 The Local Authority in agreement with the Governing Body of Vernon House School has proposed to alter the character of the school 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) and Complex Learning Difficulties and Disabilities (CLDD) who are capable of accessing the mainstream curriculum with specialist support, 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.
- 1.5 The current SEN designation categories for special schools were established in the SEN Code of Practice in 2001 and are likely to be reviewed as part of the Government's Next Steps response to the SEND Green Paper 2011. The proposed CLDD category is not listed in the SEN Code of Practice. The

Department for Education (DfE) have therefore advised that the designation be registered in the nearest appropriate category in order to comply with the existing designation categories. This will be ASD/BESD.

2.0 Recommendations

The Executive is requested to:

- 2.1 Approve the permanent change of character of Alperton Community School by adding a 20 place Additionally Resources Provision (ARP) for pupils with statements of Special Educational Needs for Moderate Learning Difficulties from September 2012.
- 2.2 Approve the permanent change of character of Vernon House School from a 30 place special school for pupils with BESD to a 35 place special school for pupils with 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.
- 2.3 Note the main reasons for approving the change of character of Alperton Community School and Vernon House School are consistent with Brent's long term strategy for SEN to secure better outcomes for children delivered in special school places more efficiently closer to home communities.

3.0 Detail

3.1 Background

- 3.1.1 These two consultations are about Special Educational Needs (SEN) provision and are part of a broader range of actions identified in the One Council SEN Review. The central aim of the Review is to maintain and continue to improve opportunities for securing good outcomes for pupils with SEN. The consultations focus on actions to develop outstanding cost efficient provision closer to pupils' home communities. They are about developing greater choice within Brent for parents and pupils with SEN. They link to other strategic actions within the Review aimed at refreshing the engagement of partners and stakeholders in SEN at a time of national change, strengthening further the support to mainstream schools to develop greater capacity and confidence in supporting pupils with SEN and developing more effective quality assurance activities with independent special school providers.

3.2 Proposal to change the character of Alperton Community School

- 3.2.1 Alperton Community School is maintained by the Local Authority as a foundation school. It comprises 2 buildings, an upper school building at Stanley Avenue and a lower school building at Ealing Road. The London Borough of Brent is proposing to change the character of the school 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 change is proposed at the

lower school site at Ealing Road, Wembley, HA0 4PW. This will be additional accommodation to the current accommodation at the school, providing places that will be reserved for pupils with statements of SEN.

- 3.2.2 The proposed ARP will be a new building of “temporary” construction 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.
- 3.2.3 The ARP will also 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. It will provide an alternative to special school placement for pupils with moderate learning difficulties. It will also initially free up places at Woodfield special school, (a Brent maintained special school) to meet the needs of other pupils with more complex learning difficulties and disabilities. This will reduce the need for placing these pupils at significant distances from their homes in expensive out Borough placements in non-maintained and independent special schools.
- 3.2.4 The development will have a positive effect on families with young people who have statements for MLD as it will increase the range of provision and options at secondary school for these young people.
- 3.2.5 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 special school, which is designated 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 across Brent. 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 other Brent schools. This will not affect the capacity of the provision which will remain at 20.

3.3 Proposal to change the character of Vernon House School

- 3.3.1 Vernon House Special School is maintained by the Local Authority and is located at Drury Way, London, NW10 0NQ. The school is currently designated as a 30 place special school for pupils with Behaviour, Emotional, Social Difficulties (BESD) aged 5-11. The London Borough of Brent is proposing to change the character of the school by changing this designation 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) aged 5-11. The change is proposed 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.

- 3.3.2 The proposed change of character will affect families with children who have a statement for BESD currently placed at Vernon House School. There will be the option for these children to stay in a placement at Vernon House until secondary transfer at age 11. There will also be other options and each child's case will be reviewed on an individual basis with the full involvement of the parents/carers and child concerned.
- 3.3.3 The proposed 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.
- 3.3.4 It is envisaged in implementing the proposed change that 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 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 broader designation will allow the placement of pupils with a statement of SEN for BESD to continue where it is appropriate to do so.

3.4 Statutory process

Stage One Consultation

- 3.4.1 Alperton Community School
- 3.4.2 The Local Authority with the support of the Governing Body of Alperton Community School consulted with key interested parties on the change of character proposals. The consultation document is attached as Appendix 1. Over 1100 copies of the consultation document were distributed through hand delivery, email and/or internal/external post. The school distributed the consultation documents by hand to parents, pupils, staff and other interested parties. In addition, Officers hand delivered approximately 300 copies to homes in the areas surrounding the school.
- 3.4.3 Consultation meetings with parents and the community were held at the school on 2 February 2012, details of which can be found in Appendix 2 as an attachment.

- 3.4.4 The statutory consultative stage of the proposal to change the character of the school was completed on 24 February 2012. All applicable statutory requirements to consult in relation to these proposals have been complied.
- 3.4.5 The Alperton proposal received 7 on time responses to the consultation. 4 (57%) consultees support the proposal, 1 (14%) consultees expressed concerns, whilst 2 (29%) remained undecided. Responses to the various concerns and objections were included as an appendix to the published full statutory proposal.(Appendix 2)
- 3.4.6 Following the end of consultation, the Council agreed to publish the statutory notice (Appendix 3) and full statutory proposal (Appendix 2). The notice was issued on 1 March 2012.

3.4.7 Vernon House Special School

The Local Authority with the support of the Governing Body of Vernon House School consulted with key interested parties on the change of character proposals. The consultation document is attached as Appendix 4. Over 300 copies of the consultation document were distributed through hand delivery, email and/or internal/external post. The school distributed the consultation documents by hand to parents, pupils, staff and other interested parties. In addition, Officers hand delivered approximately 40 copies to homes in the areas surrounding the school.

- 3.4.8 Consultation meetings with staff, parents and the community were held at the school on 2 February 2012, details of which can be found in Appendix 5 as an attachment.
- 3.4.9 The statutory consultative stage of the proposal to change the character of the school was completed on 21 February 2012. All applicable statutory requirements to consult in relation to these proposals have been complied.
- 3.4.10 The Vernon House proposal received 16 on time responses to the consultation. 13 (81%) consultees support the proposal, no (0%) consultees expressed concerns, whilst 3 (19%) remained undecided. Responses to the various concerns and objections were included as an appendix to the published full statutory proposal (Appendix 5).

Following the end of consultation, the Council agreed to publish the statutory notice (Appendix 6) and full proposal (Appendix 5). The notice was issued on 1 March 2012.

3.4.11 Publication of Statutory Notice and Representation Period

- 3.4.12 The Local Authority with the support of the governing bodies of Alperton Community School and Vernon House Special School published the Statutory Notices in two local newspapers on 1 March 2012 to change the school characters by September 2012. Copies of the full statutory proposals are

attached as Appendices 2 and 5 and the statutory notices as Appendices 3 and 6.

- 3.4.13 The statutory notices were followed by a 6 week statutory period (Representation stage), which ended on 11 April 2012, during which representations (i.e. objections or comments) could be made. The representation period is the final opportunity for residents and organisations to express their views about the proposal and ensures that they will be taken into account by the Executive when the proposal is determined.

3.4.14 Response received during the Representation Stage

- 3.4.15 No representations were received during the 6 week statutory period for either Alperton Community School or Vernon House School.

3.5 Next steps

The milestones following a decision by the Executive to determine this proposal to alter the character of the schools are set out in the timetable below:

Milestone	Date
Executive decision to change the character of the schools	23 April 2012
Building work commences at Vernon House School	Commencing June 2012
Building work commences at Alperton Community School	End April – beginning of May 2012
Assessment of current pupils at Vernon House	From April through to July 2012
New pupils admitted to Alperton ARP	September 2012
New pupils admitted to Vernon House	From September 2012

4.0 Financial Implications

- 4.1 The proposals set out in this report are critical elements of the One Council Project aimed at reducing expenditure on Special Educational Needs (SEN).
- 4.2 The important background to this project has been the significant increase in expenditure over the past few years on SEN. One of the main factors leading to this increased expenditure has been a lack of provision within Brent, resulting in the need to place children in more expensive out of borough provision within the independent and private sector.

- 4.3 As a result of increased SEN spend the Schools Budget (which is funded from a ring fenced grant called the Dedicated Schools Grant) has overspent with the cumulative deficit, as at 31 March 2012, forecast to be £7.2m. A deficit recovery plan has been agreed with the Schools Forum to achieve a balanced budget position by 2014/15. The proposals and ensuing savings set out in this report are integral to that deficit recovery plan.
- 4.4 The total annual savings from the proposals in this report are forecast to be £157k in 2012/13 and will increase to a maximum ongoing saving of £750k by 2015/16. The savings are based on the additional places that will be created and the cost differential between average in borough costs and average out of borough costs.
- 4.5 Initial capital expenditure is required to develop the capacity for the extra places at these 2 schools amounting to £650k and the resulting annual capital financing costs are estimated to be £51k per annum over 25 years. The ongoing savings of £750k are far in excess of the annual borrowing costs of £51k and therefore these proposals represent good value for money. Agreement has been obtained from the Schools Forum to charge the capital financing costs to the Schools Budget which will also be the beneficiary of the savings.
- 4.6 All expenditure covered by the proposals in this report fall within the Schools Budget and so there is no impact on the Councils General Fund budget.

5.0 Legal Implications

- 5.1 The procedure for changing the character of Alperton Community School and Vernon House School is as required by The Education and Inspections Act 2006 and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 as amended. The Local Authority is entitled to make prescribed alterations to Alperton Community School and Vernon House School pursuant to powers granted by The Education and Inspections Act 2006, Sections 18 and 19 and in accordance with Schedule 4 Part 1 and Schedule 5 of the Regulations.
- 5.2 The Authority has the power to consider and determine proposals published under Section 19 of The Education and Inspections Act 2006, pursuant to Section 21 (2) (f) of the Act and in accordance with Regulation 30 of The School Organisation Regulations 2007 as amended.
- 5.3 Under sections 13 and 14 of The Education Act 1996, as amended by The Education and Inspections Act 2006, a local education authority has a general statutory duty to ensure that there are sufficient school places available to meet the needs of the population in its area. LA must promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They must also ensure that there are sufficient schools in their area and promote diversity and increase parental choice. To discharge this duty the LA has to undertake a planning

function to ensure that the supply of school places balances the demand for them.

- 5.4 The Council's legal officer advises on a) to d) that:
- a) Executive should decide this
 - b) The published notices meet the requirements
 - c) The required statutory consultations have been carried out
 - d) The proposals are not related to any other proposals
- 5.5 The Brent Executive acting on behalf of the Brent Local Authority is the Decision Maker pursuant to The Education and Inspection Act 2006 Section 21 (2) (f) and schedule 3 paragraph 30 of the School Organisation Regulations.
- 5.6 The Executive would need to have regard to Guidance issued by the Secretary of State before making a decision upon this proposal. Paragraphs 4.1 to 4.80 of the Guidance Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form (Excerpt attached in Appendix 10) is applicable.
- 5.7 If the Local Authority fail to decide proposals within 2 months of the end of the representation period the Local Authority 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.
- 5.8 The value of the two works contracts to deliver the new facilities total under £1m and as such they do not require Executive approval at either pre-tender stage or award. The contracts will be procured in accordance with Contract Standing Orders.
- 5.9 **Decision Making:**
- 5.10 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.
All necessary information has been provided.
 - Does the published notice comply with statutory requirements?
The statutory notice is complete and in line with the statutory requirements. The six week statutory representation period closed on 11 April 2012.
 - Has the statutory consultation been carried out prior to the publication of the notice?
All applicable statutory requirements to consult in relation to the

proposal have been complied with.

- Are the proposals “related” to other published proposals?

The Alperton Community School and Vernon House School proposals are being carried out at the same time but are not dependent on or directly 'related' to each.

5.11 Types of Decision

5.12 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.

5.13 In considering prescribed alteration proposals, 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.

5.14 The following bodies may appeal against an LA decision:

- The local Church of England diocese;
- The Bishop of the local Roman Catholic diocese;
- the Young People's Learning Agency (previously the LSC) where the school provides education for pupils aged 14 and over; and
- The governing body of the Community School that is proposed for expansion.

5.15 Any appeals must be submitted to the LA within 4 weeks of the notification of the LA decision. On receipt of an appeal the LA must then send the proposals and the comments and objections received, to the schools adjudicator within 1 week of 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.

5.16 The proposed designation for Vernon House School would be registered with Department for Education as ASD/BESD as this is the closest designation recognised in the current SEN Code of Practice to the proposed ASC/CLLD designation. This will have no impact on the proposed future change of character and pupil intake to the school.

6.0 Diversity Implications

- 6.1 These proposals will increase the provision for children and young people with learning difficulties and increase their access to opportunities closer to their communities.
- 6.2 An Equality Impact Assessment for each school has been completed which are currently being reviewed by the Council's Diversity team.

7.0 Staffing Implications

- 7.1 With the introduction of the new ARP unit there will be a need for an increase of staff at Alperton Community School.
- 7.2 Vernon House School 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.

8.0 Accommodation Implications

- 8.1 The new ARP 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 have been drawn up and shared with Governors and key staff at the school.
- 8.2 In 2011, the Council had submitted an application to the Department for Education under the Priority School Building Programme (PSBP). The scheme is a Privately Financed Initiative (PFI) which is intended to address those schools in the worst condition via rebuilding projects. The Council's bid included Alperton and Copland Community schools. The government intended to announce the schools that would be accepted in the programme in March 2012, however, a decision is still awaited.
- 8.3 Since the Alperton SEN scheme proposed under this report was not factored in Brent's submission under the PSBP, a risk analysis is being undertaken to ensure if Alperton Community School were to be selected as a PFI scheme, the terms on the basis of which the application was made would remain unaffected.
- 8.4 Vernon House Special School premises were originally built with a capacity of 40 secondary aged pupils. The building is now used for primary aged pupils (5-11) and is currently funded to take 30 pupils. The proposal is to designate for up to a maximum of 35 pupils aged 5-11. It is proposed to limit the capacity at 35 and not 40 in order to ensure that there is sufficient space to meet the accommodation needs of pupils with SEN as a result of Autism which are greater than other types of SEN.

- 8.5 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 in early May. 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.
- 8.6 Planning permission has been sought and granted.

Background Papers (essential)

- i) Equality Impact Assessment for Alperton Community School
- ii) Equality Impact Assessment for Vernon House School

Appendices

Appendix 1	Alperton consultation document
Appendix 2	Alperton full statutory proposal / prescribed alteration
Appendix 3	Alperton statutory notice
Appendix 4	Vernon House consultation document
Appendix 5	Vernon House full statutory proposal / prescribed alteration
Appendix 6	Vernon House statutory notice
Appendix 7	Excerpt from the DfE guide for expanding a maintained school

Contact Officers

Judith Joseph, School Place Planning Officer,
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Tel: 020 8937 1061. Email: judith.joseph@brent.gov.uk

Or

Andy Beckett, SEN Consultant,
Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7RW.
Tel: 020 8937 1303. Email: andrew.beckett@brent.gov.uk

Rik Boxer
Assistant Director, Achievement & Inclusion

Director of Children & Families
Krutika Pau

Alperton Impact Needs/Requirement Assessment Completion Form

Department: CHILDREN & FAMILIES	Person Responsible: Rik Boxer, Assistant Director Achievement and Inclusion
Service Area: Pupil and Parent Services	Timescale for Equality Impact Assessment : January 2012 – April 2012
Date: 24 th January 2012	Completion date: 22 nd April 2012
Name of service/policy/procedure/project etc: Development of a 20 place Additionally Resourced Provision for young people with Special Educational Needs at Alperton Community School.	Is the service/policy/procedure/project etc: New X <input type="checkbox"/> Old <input type="checkbox"/>
Predictive X <input type="checkbox"/> Retrospective <input type="checkbox"/>	Adverse impact <input type="checkbox"/> Not found X <input type="checkbox"/> Found <input type="checkbox"/> Service/policy/procedure/project etc, amended to stop or reduce adverse impact Yes X <input type="checkbox"/> No <input type="checkbox"/>
Is there likely to be a differential impact on any group? Yes <input type="checkbox"/> No X <input type="checkbox"/>	Please state below:
1. Grounds of race: Ethnicity, nationality or national origin e.g. people of different ethnic backgrounds including Gypsies and Travellers and Refugees/ Asylum Seekers Yes <input type="checkbox"/> No X <input type="checkbox"/>	2. Grounds of gender: Sex, marital status, transgendered people and people with caring responsibilities Yes <input type="checkbox"/> No X <input type="checkbox"/>
3. Grounds of disability: Physical or sensory impairment, mental disability or learning disability Yes X <input type="checkbox"/> No <input type="checkbox"/>	4. Grounds of faith or belief: Religion/faith including people who do not have a religion Yes <input type="checkbox"/> No X <input type="checkbox"/>
5. Grounds of sexual orientation: Lesbian, Gay and bisexual Yes <input type="checkbox"/> No X <input type="checkbox"/>	6. Grounds of age: Older people, children and young People Yes <input type="checkbox"/> No X <input type="checkbox"/>
Consultation conducted	

Meeting
Date 23 April 2012

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Person responsible for arranging the review: Andy Beckett, SEN Consultant.	Person responsible for publishing results of Equality Impact Assessment: Andy Beckett, SEN Consultant.
Person responsible for monitoring: Rik Boxer, Assistant Director Achievement and Inclusion.	Date results due to be published and where: Week beginning 22 nd April 2012
Signed:	Date: 22 nd January 2012.

Please note that you must complete this form if you are undertaking a formal Impact Needs/Requirement Assessment. You may also wish to use this form for guidance to undertake an initial assessment, please indicate.

1. What is the service/policy/procedure/project etc to be assessed?

The service to be assessed is the provision for children and young people with Special Educational Needs at Alperton Community secondary school. The proposed development is aimed at increasing and improving the quality of provision to meet the needs of young people with moderate learning difficulties.

2. Briefly describe the aim of the service/policy etc? What needs or duties is it designed to meet? How does it differ from any existing services/ policies etc in this area

There is a strong national legislative context which underpins the work of Local Authorities in assessing SEND and determining placement and support required to meet those needs. The LA has to take account of a SEN "Code of Practice" which provides statutory advice. The proposed development will increase the range of provision available to young people with moderate learning difficulties. It will provide opportunities for these young people to be included with young people who do not have learning difficulties and will enable them to prepare more effectively for for adult life.

3. Are the aims consistent with the council's Comprehensive Equality Policy?

Yes, in completing this work we have followed this policy.

4. Is there any evidence to suggest that this could affect some groups of people? Is there an adverse impact around race/gender/disability/faith/sexual orientation/health etc? What are the reasons for this adverse impact?

The effect will be positive on young people with learning difficulties in that it will increase their opportunities to prepare effectively for adult life. It will also impact positively on the young people who do not experience learning difficulties as they will experience improvements in their understanding about disabilities and learning difficulties which will increase their understanding about diversity in society.

5. Please describe the evidence you have used to make your judgement. What existing data for example (qualitative or quantitative) have you used to form your judgement? Please supply us with the evidence you used to make you judgement separately (by race, gender and disability etc).

At the time of the consultation on the proposed development there were 174 young people with special educational needs who have had to be placed in schools outside the Borough boundary to ensure that they access the support they need to overcome their difficulties and achieve their educational potential. This involves them having to spend a large proportion of their day travelling which does not support their learning. There has been extensive analysis of data on children and young people with SEN that underpins the reason for this development.

6. Are there any unmet needs/requirements that can be identified that affect specific groups? (Please refer to provisions of the Disability Discrimination Act and the regulations on sexual orientation and faith, Age regulations/legislation if applicable)

This proposed development will increase access to educational opportunity for young people with special educational needs, in line with the provisions for overcoming discrimination and disadvantage to disabled groups as outlined in the Equality Act 2010.

7. Have you consulted externally as part of your assessment? Who have you consulted with? What methods did you use? What have you done with the results i.e. how do you intend to use the information gathered as part of the consultation?

There has been consultation with young people with moderate learning difficulties, their families and the schools and their Governing Bodies involved in this proposed development. Most of the consultation has been through face to face meetings and continuous dialogue. Brent Children's Partnership has been consulted on this development within the broad range of actions the Authority is proposing to improve provision for children and young people with SEN and Disabilities.

8. Have you published the results of the consultation, if so where?

No. The consultation has been fed back directly and there is total support for this development from the people directly affected. The consultation on the development will enable a broader understanding about the level of support or otherwise.

9. Is there a public concern (in the media etc) that this function or policy is being operated in a discriminatory manner?

No. The development is aimed at reducing discrimination against the target group of young people.

10. If in your judgement, the proposed service/policy etc does have an adverse impact, can that impact be justified? You need to think about whether the proposed service/policy etc will have a positive or negative effect on the promotion of equality of opportunity, if it will help eliminate discrimination in any way, or encourage or hinder community relations.

The proposed development will have a positive impact on the promotion of equal opportunity in that it will significantly increase the range of options for educational experience and achievement for a minority group of young people ie. Those with identified special educational needs in the moderate learning difficulties area.

11. If the impact cannot be justified, how do you intend to deal with it?

Not applicable.

12. What can be done to improve access to/take up of services?

The proposed development will increase the opportunities to access mainstream educational services for a significant group of young people with SEN/moderate learning difficulties. The consultation will inform how the development can best be implemented to maximise the improvement of access and take up of mainstream educational services.

13. What is the justification for taking these measures?

The justification for taking these proposed measures is to increase the educational opportunities for a minority group of young people with special educational needs /moderate learning difficulties. It is envisaged that this will prepare the young people for adult life more effectively to provide them with a better opportunity to move on to further education, employment or training.

14. Please provide us with separate evidence of how you intend to monitor in the future. Please give the name of the person who will be responsible for this on the front page.

The outcomes for the young people will be monitored by the systems within Alperton Community School which are established to record and monitor the attainment and achievement of all young people at the school.

15. What are your recommendations based on the conclusions and comments of this assessment?

The recommendation is to proceed with the consultation to maximise the chances of the improvements in educational opportunity for this significant group of young people with SEN/moderate learning difficulties.

Should you:

1. Take any immediate action?

Proceed with the consultation as soon as possible.

2. Develop equality objectives and targets based on the conclusions?
3. Carry out further research?

16. If equality objectives and targets need to be developed, please list them here.

None

17. What will your resource allocation for action comprise of?

The resources for this proposed development will be allocated through the Capital Portfolio Board of the Council. They will comprise capital funding. There will also be revenue resource funding required which will be considered by the Schools Forum.

If you need more space for any of your answers please continue on a separate sheet

Signed by the manager undertaking the assessment:

Full name (in capitals please):

Date:

Service Area and position in the council:

Details of others involved in the assessment - auditing team/peer review:

Once you have completed this form, please take a copy and send it to: **The Corporate Diversity Team, Room 5 Brent Town Hall, Forty Lane, Wembley, Middlesex HA9 9HD**

Vernon House Impact Needs/Requirement Assessment Completion Form

Department: CHILDREN & FAMILIES	Person Responsible: Rik Boxer, Assistant Director Achievement and Inclusion
Service Area: Pupil and Parent Services	Timescale for Equality Impact Assessment : January 2012 – April 2012
Date: 24 th January 2012	Completion date: 22 nd April 2012
Name of service/policy/procedure/project etc: Proposal to change the designation of Vernon House Special School to enable the school to provide education for a broader range of children with special educational needs.	Is the service/policy/procedure/project etc: New X <input type="checkbox"/> Old <input type="checkbox"/>
Predictive X <input type="checkbox"/> Retrospective <input type="checkbox"/>	Adverse impact <input type="checkbox"/> Not found x <input type="checkbox"/> Found <input type="checkbox"/> Service/policy/procedure/project etc, amended to stop or reduce adverse impact Yes x <input type="checkbox"/> No <input type="checkbox"/>
Is there likely to be a differential impact on any group? Yes <input type="checkbox"/> No X <input type="checkbox"/>	Please state below:
3. Grounds of race: Ethnicity, nationality or national origin e.g. people of different ethnic backgrounds including Gypsies and Travellers and Refugees/ Asylum Seekers Yes <input type="checkbox"/> No X <input type="checkbox"/>	4. Grounds of gender: Sex, marital status, transgendered people and people with caring responsibilities Yes <input type="checkbox"/> No X <input type="checkbox"/>
4. Grounds of disability: Physical or sensory impairment, mental disability or learning disability Yes x <input type="checkbox"/> No <input type="checkbox"/>	4. Grounds of faith or belief: Religion/faith including people who do not have a religion Yes <input type="checkbox"/> No X <input type="checkbox"/>
7. Grounds of sexual orientation: Lesbian, Gay and bisexual Yes <input type="checkbox"/> No X <input type="checkbox"/>	8. Grounds of age: Older people, children and young People Yes <input type="checkbox"/> No X <input type="checkbox"/>
Consultation conducted	

Meeting
Date 23 April 2012

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Person responsible for arranging the review: Andy Beckett, SEN Consultant.	Person responsible for publishing results of Equality Impact Assessment: Andy Beckett, SEN Consultant.
Person responsible for monitoring: Rik Boxer, Assistant Director Achievement and Inclusion.	Date results due to be published and where: Week beginning 22 nd April 2012
Signed:	Date: 22.01.12.

Please note that you must complete this form if you are undertaking a formal Impact Needs/Requirement Assessment. You may also wish to use this form for guidance to undertake an initial assessment, please indicate.

1. What is the service/policy/procedure/project etc to be assessed?

The service to be assessed is the provision for children and young people with Special Educational Needs at Vernon House special school. The proposed development is aimed at increasing and improving the quality of provision to meet the needs of young people with moderate learning difficulties.

2. Briefly describe the aim of the service/policy etc? What needs or duties is it designed to meet? How does it differ from any existing services/ policies etc in this area

There is a strong national legislative context which underpins the work of Local Authorities in assessing SEND and determining placement and support required to meet those needs. The LA has to take account of a SEN "Code of Practice" which provides statutory advice. The proposed development will increase the range of provision available to young people with autism spectrum disorders. It will provide opportunities for these young people to be educated closer to their homes and communities.

3. Are the aims consistent with the council's Comprehensive Equality Policy?

Yes, in completing this work we have followed this policy.

4. Is there any evidence to suggest that this could affect some groups of people? Is there an adverse impact around race/gender/disability/faith/sexual orientation/health etc? What are the reasons for this adverse impact?

The effect will be positive on young people with autistic spectrum disorders in that it will increase their opportunities to prepare effectively for adult life. It will also impact positively on the young people in their communities who do not experience learning difficulties as they will experience improvements in their understanding about disabilities and learning difficulties which will increase their understanding about diversity in society.

5. Please describe the evidence you have used to make your judgement. What existing data for example (qualitative or quantitative) have you used to form your judgement? Please supply us with the evidence you used to make you judgement separately (by race, gender and disability etc).

At the time of the consultation on the proposed development there were 174 young people with special educational needs who have had to be placed in schools outside the Borough boundary to ensure that they access the support they need to overcome their difficulties and achieve their educational potential. This involves them having to spend a large proportion of their day travelling which does not support their learning. There has been extensive analysis of data on children and young people with SEN that underpins the reason for this development.

6. Are there any unmet needs/requirements that can be identified that affect specific groups? (Please refer to provisions of the Disability Discrimination Act and the regulations on sexual orientation and faith, Age regulations/legislation if applicable)

This proposed development will increase access to educational opportunity for young people

with special educational needs, in line with the provisions for overcoming discrimination and disadvantage to disabled groups as outlined in the Equality Act 2010.

7. Have you consulted externally as part of your assessment? Who have you consulted with? What methods did you use? What have you done with the results i.e. how do you intend to use the information gathered as part of the consultation?

There has been consultation with young people with autistic spectrum disorder, their families and the schools and their Governing Bodies involved in this proposed development. Most of the consultation has been through face to face meetings and continuous dialogue. Brent Children's Partnership has been consulted on this development within the broad range of actions the Authority is proposing to improve provision for children and young people with SEN and Disabilities.

8. Have you published the results of the consultation, if so where?

No. The consultation has been fed back directly and there is support for this development from the people directly affected. The consultation on the development will enable a broader understanding about the level of support or otherwise.

9. Is there a public concern (in the media etc) that this function or policy is being operated in a discriminatory manner?

No. The development is aimed at reducing discrimination against the target group of young people.

10. If in your judgement, the proposed service/policy etc does have an adverse impact, can that impact be justified? You need to think about whether the proposed service/policy etc will have a positive or negative effect on the promotion of equality of opportunity, if it will help eliminate discrimination in any way, or encourage or hinder community relations.

The proposed development will have a positive impact on the promotion of equal opportunity in that it will significantly increase the range of options for educational experience and achievement for a minority group of young people ie. Those with identified special educational needs in the moderate learning difficulties area.

11. If the impact cannot be justified, how do you intend to deal with it?

Not applicable.

12. What can be done to improve access to/take up of services?

The proposed development will increase the opportunities to access mainstream educational services for a significant group of young people with SEN/moderate learning difficulties. The consultation will inform how the development can best be implemented to maximise the improvement of access and take up of mainstream educational services.

13. What is the justification for taking these measures?

The justification for taking these proposed measures is to increase the educational opportunities for a minority group of young people with special educational needs /autistic spectrum disorders. It is envisaged that this will prepare the children more effectively for transition to secondary education in turn to provide them with a better opportunity to move on to further education, employment or training.

14. Please provide us with separate evidence of how you intend to monitor in the future. Please give the name of the person who will be responsible for this on the front page.

The outcomes for the young people will be monitored by the systems within Vernon House Special School which are established to record and monitor the attainment and achievement of all young people at the school.

15. What are your recommendations based on the conclusions and comments of this assessment?

The recommendation is to proceed with the consultation to maximise the chances of the improvements in educational opportunity for this significant group of young people with SEN/moderate learning difficulties.

Should you:

4. Take any immediate action?

Proceed with the consultation as soon as possible.

5. Develop equality objectives and targets based on the conclusions?

6. Carry out further research?

16. If equality objectives and targets need to be developed, please list them here.

None

17. What will your resource allocation for action comprise of?

The resources for this proposed development will be allocated through the Capital Portfolio Board of the Council. They will comprise capital funding. There will also be revenue resource funding required which will be considered by the Schools Forum.

If you need more space for any of your answers please continue on a separate sheet

Signed by the manager undertaking the assessment:

Full name (in capitals please):

Date:

Service Area and position in the council:

Details of others involved in the assessment - auditing team/peer review:

Once you have completed this form, please take a copy and send it to: **The Corporate Diversity Team, Room 5 Brent Town Hall, Forty Lane, Wembley, Middlesex HA9 9HD**

