

# **CHILDREN'S SERVICES PORTFOLIO DECISION SCHEDULE**



**Monday, 23 March 2009**

**at 10.00 am**

**in Committee Room B, Civic Centre, Hartlepool**

Councillor Hill, Cabinet Member responsible for Children's Services will consider the following items.

**1. KEY DECISIONS**

- 1.1 Provision For Pupils With Behavioural, Emotional And Social Difficulties (BESD) At Springwell School – *Director of Children's Services*
- 1.2 Admissions To Schools 2010/11 & Co-Ordinated Admissions Procedures To Primary And Secondary Schools For 2010/11 – *Director of Children's Services*
- 1.3 Playbuilder Project - *Director of Adult and Community Services and Director of Children's Services*

**2. OTHER ITEMS REQUIRING DECISION**

- 2.1 Decommissioning Of Children's Centres Services – *Director of Children's Services*
- 2.2 General Sure Start Grant Capital Projects 2009 – 2010 – *Director of Children's Services*
- 2.3 Schools Sickness Absence Insurance Cover – *Director of Children's Services*
- 2.4 Space To Learn Project – St Hild's School - *Director of Children's Services and Head of Procurement, Property and Public Protection*

**3. ITEMS FOR INFORMATION**

- 3.1 Exmoor Grove Children's Home Inspection Report – *Director of Children's Services*
- 3.2 Study Visit To Reggio Emilia – *Director of Children's Services*

**4. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS**

None

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
23<sup>rd</sup> March 2009



**Report of:** Director of Children's Services

**Subject:** PROVISION FOR PUPILS WITH  
BEHAVIOURAL, EMOTIONAL AND SOCIAL  
DIFFICULTIES (BESD) AT SPRINGWELL  
SCHOOL

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

The purpose of this report is to inform the Portfolio Holder of the outcomes of the consultation on the proposal to designate Springwell School to admit pupils with BESD and to seek approval to publish statutory notices in relation to this.

#### **2. SUMMARY OF CONTENTS**

The report outlines the consultation process that has been undertaken in relation to the proposal to designate Springwell School to admit pupils with BESD. It reports on the outcome of the consultation.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio holder is responsible for matters relating to children.

#### **4. TYPE OF DECISION**

Key decision, test 2 applies.

#### **5. DECISION MAKING ROUTE**

Portfolio Holder meeting 23<sup>rd</sup> March 2009.

**6. DECISION(S) REQUIRED**

To approve the recommendation to publish public notices to designate Springwell School to admit pupils with BESD.

**Report of:** Director of Children's Services

**Subject:** PROVISION FOR PUPILS WITH  
BEHAVIOURAL, EMOTIONAL AND SOCIAL  
DIFFICULTIES (BESD) AT SPRINGWELL  
SCHOOL

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## **1. PURPOSE OF REPORT**

The purpose of this report is to inform the Portfolio Holder of the outcomes on the proposal to designate Springwell School to admit up to 8 pupils in the age range 6 years to 11 years with special educational needs relating to behavioural, emotional and social difficulties (BESD). The report also seeks approval to publish a statutory notice in relation to this proposal.

## **2. BACKGROUND**

The Director of Children's Services presented a report to the Portfolio Holder for Children's Services on 13<sup>th</sup> November 2008. The report gave background information about the Schools Transformation Programme and the priority given to the needs of pupils with special educational needs within this. It outlined the nature of behavioural, emotional and social difficulties, how the needs of pupils with these special educational needs have been met in the past and how they are currently met. It noted the changing role of Springwell School in relation to these pupils. The report sought the Portfolio Holder's approval to consult on the designation of Springwell School to admit pupils with BESD.

The Portfolio Holder agreed on 13<sup>th</sup> November 2008 that the proposals should go out to consultation.

## **3. THE CONSULTATION PROCESS**

Regulations concerning changes to the status of schools require that the local authority consult with:

- Any school which is the subject of the proposals;
- Any local authority likely to be affected by the proposals;
- Other schools in the area that may be affected by the proposals;
- Parents and teachers in the area who may be affected by the proposals;
- Any other interested party.

Consultation took place between 5<sup>th</sup> January 2009 and 2<sup>nd</sup> February 2009 and was undertaken by means of written consultation documents and meetings.

The consultation booklet and covering letters attached as **Appendix 1** were sent to the following:

- Parents/carers, Governors and staff of Springwell School;
- All parents of pupils with statements of special educational need which identified behavioural, emotional and social difficulties as the primary area of need;
- Headteachers of all Hartlepool schools;
- Chairs of Governing Bodies of all Hartlepool schools;
- Directors of Children's Services in neighbouring local authorities;
- The Diocesan Directors;
- The Chief Executive of Hartlepool PCT, the Chief Executive of Tees, Esk & Wear Valley Health Trust, the Clinical Director Paediatrics and Child Health and the Director of Clinical Services.

Four consultation meetings were held:

- 3 separate meetings were held at Springwell School on 15<sup>th</sup> January 2009, 1 for staff, 1 for Governors and 1 for parents (both of pupils at Springwell School and those whose children have statements of special educational need specifically for BESD);
- Headteachers and chairs of all Hartlepool schools were invited to a consultation event on 19<sup>th</sup> January 2009 at the Hartlepool Education Development Centre.

The views of individual pupils are taken into account when statements of special educational needs are first completed for them and at subsequent annual reviews. A number of pupils with BESD are already placed at Springwell School and are fully integrated into existing classes, not educated in segregated provision. The current proposal would not therefore significantly alter the situation either for the pupils with BESD who have recently been placed in the school or for those who have always been there and have other special educational needs. It was not therefore felt appropriate to seek the pupils' views as part of the consultation as it would single out a particular group of pupils within the school, contrary to the integrated approach which the headteacher and staff have taken.

#### 4. CONSULTATION MEETINGS

A consultation meeting was held on 15<sup>th</sup> January 2009 at Springwell School for staff. Six members of staff including the headteacher and deputy headteacher attended. Notes of the meeting are attached as **Appendix 2**. The Assistant Director (Planning and Service Integration) presented a summary of the information in the consultation booklet and responded to questions from those present. There was positive support for the proposals.

A consultation meeting took place at Springwell School on 15<sup>th</sup> January 2009 for Governors. This was attended by 5 governors and the headteacher. The same presentation was given to Governors as had been given to staff. Notes of the meeting are attached as **Appendix 2**. There was positive support for the proposals, with Governors expressing interest in how the children had responded to the help available at Springwell.

A consultation meeting was held on 15<sup>th</sup> January 2009 at Springwell School for parents and carers of pupils at the school and for parents and carers of children with a statement of special educational needs where BESD was the primary need. There were no attendees at this meeting. However, as reflected in one of the head teacher's responses to a question at the Governors meeting it was noted that all the pupils with BESD have had a review at Springwell School and the parents are very happy with the change and improvement both at school and at home.

A consultation meeting took place at the Hartlepool Education Development Centre on 19<sup>th</sup> January for headteachers and Chairs of Governors of Hartlepool schools. The Assistant Director (Planning and Service Integration) presented a summary of the information in the consultation booklet and responded to questions from those present. The mood of the meeting was positive toward the proposals and there were no objections voiced.

## 5. WRITTEN RESPONSES

Written responses were invited from both those who were invited to a consultation meeting and from those who were consulted in writing. A proforma for reply was included in the consultation booklet.

Ten written replies were received, consisting of a letter from the headteacher of Springwell signed on behalf of the staff, attached as **Appendix 3**, and 9 proforma responses attached (anonymised) as **Appendix 4**. The 9 proforma responses were from the following people:

Worker at Springwell School = 2  
Governor at Springwell School = 1  
Parents/Governor at Springwell School = 1  
Worker at and a governor at another Hartlepool school = 1  
Worker at another Hartlepool school = 1  
Governor at another Hartlepool school = 3

The responses supported the proposal, noting the importance of proper resourcing and the management of numbers. Some linked the proposal to the longer term ambition for the co-location of Springwell and Catcote.

One reply was received a day after the closing date. This was from a carer of a pupil at Springwell, noting the progress their child had made whilst there.

No replies were received which opposed the proposal.

## **6. FUNDING**

Funding for the pupils with BESD will be provided by means of the Dedicated Schools Grant, which is the means by which Springwell School receives its funding for all pupils.

## **7. RISK IMPLICATIONS**

The Joint Area Review report on Hartlepool in March 2007 identified the need that appropriate provision should be made for pupils with behavioural, emotional and social difficulties. Formal designation of Springwell School for primary age pupils with BESD will mitigate the risk of further adverse inspection judgements.

## **8. EQUALITY AND DIVERSITY CONSIDERATIONS**

The formal designation of Springwell School will ensure that pupils with this particular special educational need will have their needs appropriately met.

## **9. SECTION 17**

Pupils with BESD are a particularly vulnerable group and appropriate educational provision for them during primary years increases the probability that they can be supported to attain positive outcomes and diverted from anti social behaviour.

## **10. CONCLUSION**

The responses to the consultation, both meetings and written responses have been positive with no responses against the proposal that Springwell School should be designated to admit pupils with BESD.

No alternative options have been proposed about which further consultation should take place.

In the light of the responses to the consultation, it would be appropriate to move to the next stages of the formal process for the designation of Springwell School to admit pupils with BESD. If the proposal to publish statutory notices is approved it is anticipated that the notices would be published early in the 2009 summer term for the statutory period of 6 weeks for objections. A further report will then be brought to the Portfolio Holder providing information about the outcomes of the publication of the statutory notice.

## **11. RECOMMENDATIONS**

It is recommended that the Portfolio Holder agree to the publication of a public notice for a statutory period of 6 weeks for any formal objections to be received in relation to the designation of Springwell School to admit up to 8 pupils in the age range 6 years to 11 years with statements of special educational needs for behavioural, emotional and social difficulties from 1<sup>st</sup> September 2009.

## **12. CONTACT OFFICER**

Sue Johnson, Assistant Director  
Children's Services Department, Planning & Service Integration  
Hartlepool Borough Council  
Telephone Number 523738  
Email address [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)



# Children's Services In Hartlepool

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*Every Child Matters*



## **SPECIAL EDUCATIONAL NEEDS IN HARTLEPOOL**

### **PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL**

## **CONSULTATION DOCUMENT**

## **INTRODUCTION**

### ***What is this consultation about?***

This consultation is about meeting the needs of children with behavioural, emotional and social difficulties at Springwell School.

### **How to make your views known**

Consultation begins on 5<sup>th</sup> January 2009 and runs until 2<sup>nd</sup> February 2009. Meetings will take place so that everybody has a chance to express their views. A meeting for parents and public will take place **at Springwell School on Thursday 15<sup>th</sup> January 2009 at 6.00 pm**. There will also be meetings for Springwell staff and governors and for the chairs of governing bodies and headteachers of other Hartlepool schools.

### ***When will final decisions be made?***

The Portfolio Holder will consider the outcomes of the consultation in February or March 2009. Depending on the outcomes of the consultation, formal notices will then be published.

### ***How do I make my views known?***

Please do at least one of the following:-

1. Complete the response form at the back of this booklet and hand it in at the Civic Centre or at the public meeting on 15<sup>th</sup> January or post it to the address below.
2. Attend the meeting for parents and public taking place on 15<sup>th</sup> January 2009.
3. Send an e-mail to [christine.lowson@hartlepool.gov.uk](mailto:christine.lowson@hartlepool.gov.uk).
4. Write to Christine Lowson, Children's Services Department, Aneurin Bevan House, 35 Avenue Road, Hartlepool, TS24 8HD.

**The closing date for receipt of comments is 2<sup>nd</sup> February 2009**

## **SUMMARY OF CONTENTS**

This booklet sets out the background to the proposal to apply to the Department for Children, Schools and Families (DCSF) for Springwell School to be approved to admit up to eight pupils aged 6 to 11 years with behavioural, emotional and social difficulties (BESD).

It sets out:

- the place of provision for pupils with special educational needs (SEN) in Hartlepool's Schools Transformation Programme;
- previous provision for pupils with BESD;
- the current situation;
- future provision.

## **BUILDING SCHOOLS FOR THE FUTURE AND PRIMARY CAPITAL PROGRAMME – PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Extensive consultation about future educational provision for Hartlepool, the School Transformation Programme, has been taking place over the last 18 months. Government has allocated significant funding to improve school buildings and Hartlepool is now part of the Building Schools for the Future Programme. This funding is targeted at secondary schools. The target date for completion of this programme is 2014. Hartlepool has also started planning for the Primary Capital Programme which will bring funding in over a number of years, possibly as long as 14 years, to make improvements to primary schools.

The needs of pupils with special educational needs have been given a high priority within these programmes. During consultation on Building Schools for the Future it was agreed that the Local Authority should explore the possibility of the co-location of Springwell and Catcote Schools. Cabinet agreed to this proposal and funding has been allocated to re-build Catcote School on a new site. The Local Authority is actively seeking investment to ensure that Springwell School, which as a primary school is not eligible for BSF funding, can be re-built on the same site.

As part of the consultation process for Building Schools for the Future, consideration was given to the designation of Catcote School to admit pupils with behavioural, emotional and social difficulties. This was subsequently agreed and the formal process for this re-designation was completed in April 2008.

## **PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES (BESD)**

### **Introduction**

The Department for Children, Schools and Families (DCSF) and the Office for Standards in Education (OfSTED) have, for several years, used four broad categories to classify special educational needs:

- cognition and learning
- communication and interaction
- behavioural, emotional and social
- physical, medical and sensory

In Hartlepool children with purely physical, medical or sensory needs, with no associated learning difficulties would normally be provided for in any mainstream school or, if necessary, through additionally resourced provision in a specific mainstream school.

In the primary sector, Springwell School has for some time been the major source of special provision for children with cognition and learning and communication and

interaction difficulties. It also supports some pupils with behavioural, emotional and social difficulties.

## **Background**

Young people with statements of special educational needs relating to BESD are among the most vulnerable and challenging to support. When Hartlepool was first established as a unitary authority, we had no approved, specialist provision for BESD because all the relevant schools maintained by the former Cleveland County Council were in other Boroughs. This led us into an arrangement whereby we relied on placing some pupils with those special needs in schools maintained by other local authorities.

Over a number of years other authorities have adjusted their provision making it increasingly difficult for Hartlepool to secure an appropriate school place for a child with BESD. However, mainstream schools have become more inclusive over the years and whilst pupils with BESD can be some of the most challenging to include, many primary aged pupils with these difficulties have been able to stay in local mainstream schools with appropriate levels of additional support. A small number of pupils, however, have needs which make it very difficult to make appropriate provision for them in a mainstream setting. In the absence of any other options the Local Authority had to rely on placing these pupils in the former Access to Learning service (A2L), trying to meet the needs of this group alongside its normal role as a Pupil Referral Unit, managing excluded pupils. It was especially difficult to meet the needs of the very small number of primary aged pupils who accessed this placement in the absence of anything more appropriate.

## **Current Situation**

A number of secondary aged pupils with BESD who were formally reliant on provision from A2L have now been accommodated at Catcote School. This was done after a careful consideration of all the issues involved and as an initial stage using the expertise of Catcote staff to teach these pupils under a Service Level Agreement, initially maintaining them on the site of A2L. Formal processes for the designation of Catcote School to admit pupils with BESD have now been completed and dedicated accommodation provided for these pupils on the Catcote site.

Springwell School has changed significantly in recent years. The number of permanent, full-time pupils on roll has fallen as mainstream schools have developed more inclusive provision. However, Springwell now plays a very important role in supporting children in mainstream schools by means of in-reach and out-reach support. As well as providing full-time provision and in-reach and out-reach support for pupils with a range of learning, communication and interaction difficulties, it has also supported some pupils with behavioural, emotional and social difficulties. The support Springwell has been able to offer to a number of pupils of primary age with BESD, whose needs could not be met in mainstream with additional support, has been an important factor underpinning the model agreed by mainstream primary schools to support these pupils, wherever possible, in their local schools.

After careful consideration of all the issues and taking into account views expressed by Springwell staff and parents during Building Schools for the Future Stage 4 Consultation (which looked at a range of special educational needs and the impact of Building Schools for the Future on provision) the local authority approached Springwell School to explore the feasibility of extending their expertise to take on responsibility for providing for pupils with BESD. As an initial stage from April 2008, a Service Level Agreement was drawn up between the local authority and Springwell. During the Summer Term 2008 a very small number of primary aged pupils with BESD, who were being educated on the site of A2L alongside older pupils with BESD and permanently excluded pupils, came under the line management of the Headteacher of Springwell. Additional accommodation was provided at Springwell School and in September 2008 these six primary aged pupils with BESD ceased to be educated on site at A2L and came to Springwell with additional staffing.

This new arrangement has been working well and the pupils with BESD have been integrated fully into the life of the school. Springwell School has also appointed a suitably experienced member of staff to provide outreach support to pupils with BESD in mainstream primary schools. This further strengthens provision across the town and will help to ensure that only the very small number of children who need full time specialist provision will be referred for places at Springwell.

### **Future Provision**

The Local Authority believes that the Service Level Agreement has got off to a good start. This and the previous success that the school has had over a number of years in supporting pupils with BESD, demonstrates the potential for Springwell to be formally designated to provide for these pupils in Hartlepool. This would ensure that there is a comprehensive range of provision for this group of pupils in Hartlepool. Continuity and flexibility for these pupils could be further enhanced if Springwell moves to a co-located site with Catcote at some point in the future, as is the Council's aspiration.

### **Comments**

Comments are invited on the proposal to apply to the DCSF for Springwell School to be approved to admit up to eight children aged 6 to 11 with behavioural, emotional and social difficulties.

**HARTLEPOOL BOROUGH COUNCIL  
CHILDREN'S SERVICES DEPARTMENT**

**RESPONSE FORM**

**PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL**

Please tick any/all boxes that apply to you:

- I am a parent/carer of a child at Springwell School ☐
- I am a parent/carer of a child at another Hartlepool school ☐
- I am a parent/carer of a child with BESD ☐
- I work at Springwell School ☐
- I work at another Hartlepool school ☐
- I am a governor at Springwell School ☐
- I am a governor at another Hartlepool school ☐

Other [please state] \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD.

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You do not have to provide all contact details below, **but as a minimum please provide your home postcode for analysis purposes.**

Signed: \_\_\_\_\_ Name: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_ Postcode: \_\_\_\_\_

Please return this form by Monday 2<sup>nd</sup> February 2009 to: **Christine Lowson, Children's Services Department, Aneurin Bevan House, 35 Avenue Road, Hartlepool, TS24 8HD.**

If you would like information in another language or format, please ask us: **Tel. 01429 523649**

إذا أردت المعلومات بلغة أخرى أو بطريقة أخرى، نرجو أن تطلب ذلك منا.

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া  
আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，  
請與我們聯絡。

यदि आपको सूचना किसी अन्य भाषा या अन्य रूप में  
चाहिये तो कृपया हमसे कहे

ئەگەر زانیاریت بە زمانیکی کە یا بە فۆرمیکی کە دەوی تکایە داوامان لی بکە

Jeżeli chcieliby Państwo uzyskać informacje w innym  
języku lub w innym formacie, prosimy dać nam znać.

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو براۓ مہربانی ہم سے پوچھئے۔

This document is available on request in alternative  
formats (e.g. Large Type / Braille / On Tape).  
We can also arrange versions in other languages, if you  
would like an alternative version please contact us.



SJ/CAA

Sue Johnson - 01429-523773

E-mail [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)

December 2008

**To: All staff members of Springwell School**

Dear Colleague

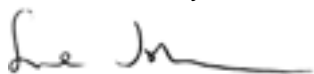
**Provision for Pupils with Behavioural, Emotional and Social Difficulties (BESD)**

I am writing to seek your views on a proposal to designate Springwell School to take pupils with special educational needs relating to behavioural, emotional and social difficulties. I am also writing to invite you to a consultation meeting which will be held on **Thursday 15<sup>th</sup> January 2009 at 3.30 pm at Springwell School**. It would be helpful if you could return the reply slip to the school if you plan to attend.

I enclose a copy of a consultation booklet which explains the proposal in greater detail. It is important to note that the proposals for Springwell are only one element of the provision for pupils with BESD in Hartlepool. Provision will continue to be made for pupils with BESD in mainstream schools and at Catcote School, according to the needs of individual pupils. In exceptional circumstances, places may also be sought for individual pupils in schools outside Hartlepool.

You can express your views at the consultation meeting to which you are invited. You can also submit a written response using the response form at the back of the booklet and hand it in at the meeting on 15<sup>th</sup> January or post it to the address in the booklet. You can also send a response by e-mail or by writing to the Children's Services Department. The closing date for the receipt of comments is 2<sup>nd</sup> February 2009. I look forward to hearing your views.

Yours sincerely



Sue Johnson  
**ASSISTANT DIRECTOR CHILDREN'S SERVICES**  
**(Planning and Service Integration)**

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**Reply slip (Springwell School staff)**

Name : \_\_\_\_\_

I will be attending the consultation meeting at Springwell School on Thursday 15<sup>th</sup> January 2009, at 3.30 pm.

[Please return this reply slip to the School Administrator, Springwell School]

SJ/CAA

Sue Johnson - 01429-523773

E-mail [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)

December 2008

**To: All parents/carers of pupils with BESD**

Dear Parent/Carer

**Provision for Pupils with Behavioural, Emotional and Social Difficulties (BESD)**

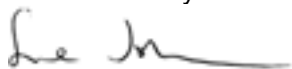
I am writing to seek your views on a proposal to designate Springwell School to take pupils with special educational needs relating to behavioural, emotional and social difficulties. I am also writing to invite you to a consultation meeting which will be held on **Thursday 15<sup>th</sup> January 2009 at 6.00 pm at Springwell School**. It would be helpful if you could return the reply slip to the address below if you plan to attend.

I enclose a copy of a consultation booklet which explains the proposal in greater detail. It is important to note that the proposals for Springwell are only one element of the provision for pupils with BESD in Hartlepool. Provision will continue to be made for pupils with BESD in mainstream schools and at Catcote School, according to the needs of individual pupils. In exceptional circumstances, places may also be sought for individual pupils in schools outside Hartlepool.

This letter is being sent to all parents of pupils who have a statement of special educational needs where BESD is identified as the child's main area of difficulty.

You can express your views at the consultation meeting to which you are invited. You can also submit a written response using the response form at the back of the booklet and hand it in at the meeting on 15<sup>th</sup> January or post it to the address in the booklet. You can also send a response by e-mail or by writing to the Children's Services Department. The closing date for the receipt of comments is 2<sup>nd</sup> February 2009. I look forward to hearing your views.

Yours sincerely



Sue Johnson  
Assistant Director Children's Services  
(Planning and Service Integration)

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**Reply slip (parents/carers of pupils with BESD)**

Name : \_\_\_\_\_

I will be attending the consultation meeting at Springwell School on Thursday 15<sup>th</sup> January 2009, at 6.00 pm.

Please return this reply slip to Christine Lowson, Children's Services Dept, Aneurin Bevan House, 35 Avenue Road, Hartlepool, TS24 8HD, or ☎ 01429-523754, or ✉ [christine.lowson@hartlepool.gov.uk](mailto:christine.lowson@hartlepool.gov.uk).

SJ/CAA

Sue Johnson - 01429-523773

E-mail [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)

December 2008

**To: Chairs of Governing Bodies**

Dear Colleague

**Provision for Pupils with Behavioural, Emotional and Social Difficulties (BESD)**

I am writing to seek your views on a proposal to designate Springwell School to admit pupils with special educational needs relating to behavioural, emotional and social difficulties. I am also writing to invite you to a consultation meeting which will be held on **Monday 19<sup>th</sup> January 2009 at 4.00 pm** at Hartlepool Education Development Centre, Seaton Lane, Hartlepool. I would be grateful if you could send back the reply slip on the bottom of this letter if you are planning to attend. An invitation to the meeting has also been sent, with a consultation booklet, to the Headteacher.

I enclose a copy of a consultation booklet which explains the proposal in greater detail. It is important to note that the proposals for Springwell are only one element of the provision for pupils with BESD in Hartlepool. Provision will continue to be made for pupils with BESD in mainstream schools and at Catcote School, according to the needs of individual pupils. In exceptional circumstances, places may also be sought for individual pupils in schools outside Hartlepool.

You can express your views at the consultation meeting to which you are invited. You can also submit a written response using the response form at the back of the booklet and hand it in at the meeting on 19<sup>th</sup> January or post it to the address in the booklet. You can also send a response by e-mail or by writing to the Children's Services Department. The closing date for the receipt of comments is 2<sup>nd</sup> February 2009. I look forward to hearing your views.

Yours sincerely



Sue Johnson  
**ASSISTANT DIRECTOR CHILDREN'S SERVICES**  
**(Planning and Service Integration)**

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**Reply slip (Chairs of Governing Bodies)**

Name : \_\_\_\_\_ School: \_\_\_\_\_

I plan to attend the consultation meeting at Hartlepool EDC on 19<sup>th</sup> January 2009, at 4.00 pm.

Please either post this reply slip to Christine Lowson, Children's Services Dept, Aneurin Bevan House, 35 Avenue Road, Hartlepool, TS24 8HD, or ☎ 01429-523754, or ☎ 01429-284355, or ✉ [christine.lowson@hartlepool.gov.uk](mailto:christine.lowson@hartlepool.gov.uk).

SJ/CAA

Letter sent to Directors of Children's Services  
in neighbouring authorities

Sue Johnson - 01429-523773

E-mail [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)

December 2008

«Name»  
«Title»  
«Organisation»  
«Add\_1»  
«Add\_2»  
«Town»  
«Postcode»

Dear «Dear»

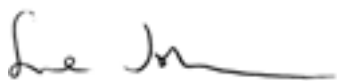
**Provision for Pupils with Behavioural, Emotional and Social Difficulties (BESD)**

I am writing to seek your views on a proposal to designate Springwell School to admit pupils with special educational needs relating to behavioural, emotional and social difficulties.

I enclose a copy of a consultation booklet which explains the proposal in greater detail. It is important to note that the proposal for Springwell School is only one element of the provision for pupils with BESD in Hartlepool and will not substantially increase our provision. Provision will continue to be made for pupils with BESD in mainstream schools in Hartlepool and at Catcote Secondary Special School.

If you wish to comment please let me have your views in writing by 2<sup>nd</sup> February 2009.

Yours sincerely



Sue Johnson  
**ASSISTANT DIRECTOR CHILDREN'S SERVICES**  
**(Planning and Service Integration)**

Enc

SJ/CAA

Sue Johnson - 01429-523773

*E-mail* [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)

December 2008

Dr Harry O'Neill  
Director of Diocesan Education Services  
Diocese of Hexham & Newcastle  
St Vincent's Diocesan Office  
St Cuthbert's House  
West Road  
Newcastle upon Tyne  
NE15 7PY

Dear Dr O'Neill

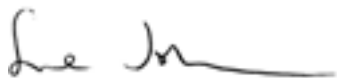
**Provision for Pupils with Behavioural, Emotional and Social Difficulties (BESD)**

I am writing to seek your views on a proposal to designate Springwell School to admit pupils with special educational needs relating to behavioural, emotional and social difficulties.

I enclose a copy of a consultation booklet which explains the proposal in greater detail. It is important to note that the proposal for Springwell School is only one element of the provision for pupils with BESD in Hartlepool. Provision will continue to be made for pupils in mainstream schools and at Catcote School, according to the needs of individual children. In exceptional circumstances, provision for individual pupils may still be sought at out of borough placements.

I am sending this to you primarily for information as no church schools are involved, but should you wish to comment then please let me have your views in writing by 2<sup>nd</sup> February 2009.

Yours sincerely



Sue Johnson  
**ASSISTANT DIRECTOR CHILDREN'S SERVICES**  
**(Planning and Service Integration)**

Enc

SJ/CAA

Sue Johnson - 01429-523773

E-mail [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)

December 2008

**To: All members of the Governing Body of Springwell School**

Dear Colleague

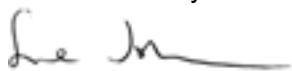
**Provision for Pupils with Behavioural, Emotional and Social Difficulties (BESD)**

I am writing to seek your views on a proposal to designate Springwell School to take pupils with special educational needs relating to behavioural, emotional and social difficulties. I am also writing to invite you to a consultation meeting which will be held on **Thursday 15<sup>th</sup> January 2009 at 4.45 pm at Springwell School**. It would be helpful if you could return the reply slip to the school if you plan to attend.

I enclose a copy of a consultation booklet which explains the proposal in greater detail. It is important to note that the proposals for Springwell are only one element of the provision for pupils with BESD in Hartlepool. Provision will continue to be made for pupils with BESD in mainstream schools and at Catcote School, according to the needs of individual pupils. In exceptional circumstances, places may also be sought for individual pupils in schools outside Hartlepool.

You can express your views at the consultation meeting to which you are invited. You can also submit a written response using the response form at the back of the booklet and hand it in at the meeting on 15<sup>th</sup> January or post it to the address in the booklet. You can also send a response by e-mail or by writing to the Children's Services Department. The closing date for the receipt of comments is 2<sup>nd</sup> February 2009. I look forward to hearing your views.

Yours sincerely



Sue Johnson  
Assistant Director Children's Services  
(Planning and Service Integration)

---

**Reply slip (Springwell School Governing Body)**

Name: \_\_\_\_\_

I will be attending the consultation meeting at Springwell School on Thursday 15<sup>th</sup> January 2009, at 4.45 pm.

[Please return this reply slip to the School Administrator, Springwell School]

SJ/CAA

Sue Johnson - 01429-523773

E-mail [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)

December 2008

**To: All Hartlepool Headteachers**

Dear Colleague

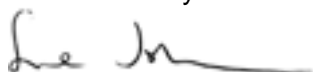
**Provision for Pupils with Behavioural, Emotional and Social Difficulties (BESD)**

I am writing to seek your views on a proposal to designate Springwell School to admit pupils with special educational needs relating to behavioural, emotional and social difficulties. I am also writing to invite you to a consultation meeting which will be held on **Monday 19<sup>th</sup> January 2009 at 4.00 pm** at Hartlepool Education Development Centre, Seaton Lane, Hartlepool. I would be grateful if you could send back the reply slip on the bottom of this letter if you are planning to attend. An invitation to the meeting has also been sent, with a consultation booklet, to your Chair of Governors.

I enclose a copy of a consultation booklet which explains the proposal in greater detail. It is important to note that the proposals for Springwell are only one element of the provision for pupils with BESD in Hartlepool. Provision will continue to be made for pupils with BESD in mainstream schools and at Catcote School, according to the needs of individual pupils. In exceptional circumstances, places may also be sought for individual pupils in schools outside Hartlepool.

You can express your views at the consultation meeting to which you are invited. You can also submit a written response using the response form at the back of the booklet and hand it in at the meeting on 19<sup>th</sup> January or post it to the address in the booklet. You can also send a response by e-mail or by writing to the Children's Services Department. The closing date for the receipt of comments is 2<sup>nd</sup> February 2009. I look forward to hearing your views.

Yours sincerely



Sue Johnson  
Assistant Director Children's Services  
(Planning and Service Integration)

---

**Reply slip (Hartlepool Headteachers)**

Name : \_\_\_\_\_ School: \_\_\_\_\_

I plan to attend the consultation meeting at Hartlepool EDC on 19<sup>th</sup> January 2009, at 4.00 pm.

Please either post this reply slip to Christine Lowson, Children's Services Dept, Aneurin Bevan House, 35 Avenue Road, Hartlepool, TS24 8HD, or ☎ 01429-523754, or ☎ 01429-284355, or ✉ [christine.lowson@hartlepool.gov.uk](mailto:christine.lowson@hartlepool.gov.uk).

Sue Johnson - 01429-523773

E-mail [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)

December 2008

«Name»  
«Title»  
«Organisation»  
«Address\_1»  
«Address\_2»  
«Town»  
«Postcode»

Dear «Dear»

**Provision for Pupils with Behavioural, Emotional and Social Difficulties (BESD)**

I am writing to seek your views on a proposal to designate Springwell School to admit pupils with special educational needs relating to behavioural, emotional and social difficulties.

I enclose a copy of a consultation booklet which explains the proposal in greater detail. It is important to note that the proposal for Springwell School is only one element of the provision for pupils with BESD in Hartlepool. Provision will continue to be made for pupils in mainstream schools and at Catcote School, according to the needs of individual children. In exceptional circumstances, provision for individual pupils may still be sought at out of borough placements.

If you wish to comment, please let me have your views **by 2<sup>nd</sup> February 2009**. You can do this by completing the response form in the back of the consultation booklet or by e-mail to [christine.lowson@hartlepool.gov.uk](mailto:christine.lowson@hartlepool.gov.uk), or by writing to Christine Lowson, Children's Services Department, Aneurin Bevan House, 35 Avenue Road, Hartlepool TS24 8HD. If you would like a meeting to discuss any aspects of these proposals please contact me as soon as possible so that a meeting can be arranged before the consultation period ends on 2<sup>nd</sup> February. I look forward to hearing your views.

Yours sincerely



Sue Johnson  
ASSISTANT DIRECTOR CHILDREN'S SERVICES  
(Planning and Service Integration)



SJ/CAA

Sue Johnson - 01429-523773

E-mail [sue.johnson@hartlepool.gov.uk](mailto:sue.johnson@hartlepool.gov.uk)

December 2008

**To: All parents/carers of pupils at Springwell School**

Dear Parent/Carer

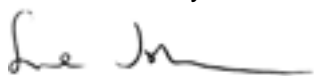
**Provision for Pupils with Behavioural, Emotional and Social Difficulties (BESD)**

I am writing to seek your views on a proposal to designate Springwell School to take pupils with special educational needs relating to behavioural, emotional and social difficulties. I am also writing to invite you to a consultation meeting which will be held on **Thursday 15<sup>th</sup> January 2009 at 6.00 pm at Springwell School**. It would be helpful if you could return the reply slip below to the school if you plan to attend.

I enclose a copy of a consultation booklet which explains the proposal in greater detail. It is important to note that the proposals for Springwell are only one element of the provision for pupils with BESD in Hartlepool. Provision will continue to be made for pupils with BESD in mainstream schools and at Catcote School, according to the needs of individual pupils. In exceptional circumstances, places may also be sought for individual pupils in schools outside Hartlepool.

You can express your views at the consultation meeting to which you are invited. You can also submit a written response using the response form at the back of the booklet and hand it in at the meeting on 15<sup>th</sup> January or post it to the address in the booklet. You can also send a response by e-mail or by writing to the Children's Services Department. The closing date for the receipt of comments is 2<sup>nd</sup> February 2009. I look forward to hearing your views.

Yours sincerely



Sue Johnson  
Assistant Director Children's Services  
(Planning and Service Integration)

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**Reply slip (parents/carers)**

Name : \_\_\_\_\_

I will be attending the consultation meeting at Springwell School on Thursday 15<sup>th</sup> January 2009, at 6.00 pm.

[Please return this reply slip to the School Administrator, Springwell School]

## SCHOOLS TRANSFORMATION SPRINGWELL SCHOOL BESD CONSULTATION MEETINGS

### Notes of meetings held 15 January 2009 at Springwell School

Following a presentation by Sue Johnson, the following issues were raised, followed by responses where appropriate.

All teaching /support staff	Number of attendees: 6 inc HT & DHT
<ul style="list-style-type: none"> <li>• Are the eight places just for statemented children?</li> <li>• Some children are definitely BESD but do not have a statement so a decision needs to be made on how to address this issue.</li> <li>• We would not like to mix some of the children who have come from A2L with some of our younger children.</li> <li>• What happens if there are more than eight children with statements?</li> <li>• Some pupils come here whilst awaiting assessment and end up staying long term without ever being statemented.</li> <li>• Are there any plans to develop the staff member that will support BESD pupils via outreach?</li> <li>• Will the school still be known as Springwell School?</li> <li>• When there are more than eight pupils we have to deal with them via outreach support. However it is often easier to deal with them here at Springwell.</li> </ul>	<p>Yes although other BESD pupils could be taken short term as guest pupils.</p> <p>This consultation is about re-designating Springwell to take eight children with statements. All other cases will have to be looked at under different criteria guest status, outreach etc.</p> <p>Each individual case will have to be looked at but pressure will not be put on Springwell to take more children than the capped number of eight. It is very difficult to plan for the number of SEN places required in the future but we must try to get numbers right at this moment in time, to try and future proof and safeguard the school. The number can be increased through a formal process if required and appropriate.</p> <p>Processes need to be sharpened up in order to deal with this issue.</p> <p>Meetings take place with the Local Authority and special school heads to discuss development issues.</p> <p>Yes it will.</p> <p>We need to be careful that as a school you are not 'put on' but if the need arose there is the opportunity to increase that number. The DCSF allow an increase of 20% without further consultation. The capped number is also a message to mainstream schools that they need to have arrangements in place to deal with BESD pupils and that only a few cases that require specialist treatment come here full time.</p>

<ul style="list-style-type: none"> <li>• We don't want Springwell to be seen as the 'sin bin'.</li> <li>• Some children miss out on help at primary level due to waiting for assessments. The system for this needs to be sharpened up so that the small numbers who should be statemented for BESD can come here full time.</li> </ul>	<p>(Response from HT) The plan is that mainstream school staff learn from our teaching staff doing out reach support. Changing the culture in mainstream schools is important. Historically large numbers of BESD pupils in the same school are very difficult to manage. Springwell works well due to its small numbers.</p> <p>Some of our very disabled pupils have benefited greatly from having BESD children here as well as the other way round.</p>
<p><b>Governing Body</b></p> <ul style="list-style-type: none"> <li>• Does the funding for BESD pupils come from DCSF?</li> <li>• How does the SLA work?</li> <li>• Why are there only eight pupils and is this number static?</li> <li>• What if extra training for staff is required?</li> <li>• How are the children responding to the extra help and teaching?</li> <li>• What were the views at other consultation meetings?</li> </ul>	<p><b>Number of attendees: 5 + HT</b></p> <p>Yes via the DSG but Springwell needs to be designated for these pupils to ensure the funding.</p> <p>It is a contact between the school and the LA whereby the LA pays the schools to take BESD pupils. Re-designation means that the funding becomes part of the schools budget.</p> <p>There is a need to get the balance right and historically there has been around six pupils statemented for BESD, therefore the number has been capped at eight for full time children with statements for BESD. Other pupils may be admitted as guests pupils with further outreach support as required. Capping the numbers at eight ensures funding for the school and helps with forward planning and the safeguarding of the school.</p> <p>The Headteacher went on to explain the funding for the next academic year and how the re-designation will help.</p> <p>(Response from HT) Staff need to be very highly trained both for the children here and to enable them to train staff at mainstream schools that is why the funding needs to be guaranteed.</p> <p>(Response from HT) We have every few pupils moving into Catcote School in September they are going back to mainstream schools with help from our support staff.</p> <p>(Response from HT) We have had no major concerns and both the school and its pupils have benefited greatly from having BESD pupils here. Their attendance is excellent and it is working out very well.</p>

<ul style="list-style-type: none"> <li>• How are the classes organised?</li> <li>• Has there been an opportunity for feed back from the parents of the BESD pupils?</li> <li>• What do you think has made such a difference to them?</li> </ul> <p><b>Parents &amp; Public</b></p>	<p>(Response from HT) Classes have not needed very much re-organisation as the main group from A2L tend to be together as they are of a similar age and ability and they are all about to do their SATS in the summer and hopefully do very well. It is unusual for a special school to have this range of ability.</p> <p>(Response from HT) All the pupils have had a review and the parents are very happy with the change and improvement both at school and at home.</p> <p>(Response from HT) Smaller classes with better pupil to teacher ratio. Also preparing staff, parents and the spaces within the school.</p> <p>For the future we need to ensure that that the number of pupils being capped at eight is correct and that the message to mainstream schools is that more pupils are taught in mainstream schools with outreach help from Springwell. Predicting SEN provision for the future is very difficult but the co-location of Catcote and Springwell schools should offer a lot more flexibility.</p> <p><b>Number of attendees: No Attendees</b></p>
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## SCHOOLS TRANSFORMATION SPRINGWELL SCHOOL BESD CONSULTATION MEETINGS

### Notes of meetings held 19 January 2009 at EDC for Headteachers & Chairs of Governors

Following a presentation by Sue Johnson, the following issues were raised, followed by responses where appropriate.

<ul style="list-style-type: none"> <li>• How would a teacher recognise BESD against challenging behavior?</li> <li>• Co-location is the sharing of facilities, staff and expertise whilst retaining two separate schools, therefore it makes sense to have both schools designated to accept BESD pupils.</li> <li>• Why was the decision for eight pupils made?</li> <li>• Will there still be a place for MLD units at other mainstream schools?</li> <li>• How many BESD pupils with statements are at Springwell now?</li> <li>• Was it Springwell's decision to integrate the BESD pupils with the other pupils?</li> <li>• Is this a normal designation or is Hartlepool unusual?</li> </ul>	<p><b>Number of Attendees: 14</b></p> <p>By the time the question of BESD came up the Educational Psychologist would be involved. A classic sign of BESD are pupils who cannot accept praise even when they have achieved something well. Many pupils have had many adverse events in their lives and therefore other outside agencies would already be involved.</p> <p>The re-designation of Springwell will be for ages 6 – 11 and Catcote will be for ages 10 – 17 therefore transition arrangements will be in place if it is the right thing for the individual pupil.</p> <p>One of the reasons for re-designation is for the 'policing' of the numbers. Historically there have been about 6 pupils with BESD statements of primary age whose needs cannot be met in mainstream with support and who in the past would have been sent to schools out of the Borough. The DCSF allow an increase of 20% without further consultation. Capping the numbers safeguards the school.</p> <p>This is an entirely different issue which is constantly being monitored and reviewed. Future provision for SEN is very difficult to predict.</p> <p>There were six pupils brought from A2L but Springwell also deals with other children on a guest pupil basis.</p> <p>Absolutely their decision.</p> <p>Hartlepool is unusual but not unique. Darlington also operates this system and this system has been operating here for a while under the service level agreement</p>
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### Springwell School

Wiltshire Way

Hartlepool

TS26 0TB

Telephone 01429 280600

Fax 01429 230717

e.mail admin.springwell@school.hartlepool.gov.uk

Website - www.springwellschool.co.uk

Headteacher Karl Telfer M.A. B.Ed. Hons

Deputy Headteacher Tracey Hutchison M.A. B.Ed. Hons



**PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES  
AT SPRINGWELL SCHOOL - RESPONSE TO PROPOSAL FROM SPRINGWELL SCHOOL  
STAFF.**

Staff in school are in broad agreement with the proposal to include pupils with BESD in Springwell School. However staff wish to draw to the attention of Childrens Services the following:

- It is noted that the proposal suggests an increase from the current six pupils to provision for eight. Is eight an arbitrary number or is their specific reasoning behind this ?
- Would it be appropriate to have Key Stage 1 and Key Stage 2 provision?
- Including the six pupils there are currently twenty pupils in school for whom behaviour is their major concern – this does not include autistic children or those with other special needs who can exhibit challenging behaviour.
- It is essential that the needs of BESD pupils are recognised and appropriate funding designated for these pupils.
- Will school be funded for eight pupils throughout the year or will funding be based on PLASC returns?
- It will not be appropriate to have all BESD pupils in the same class or 'unit'. Academic, personal, social and age appropriate needs have to be carefully considered.
- It may be in the future that the needs of a particular child - BESD or other special needs – cannot be met in Springwell for reasons of health and safety, academic, personal or social needs. The LA must respect the decision of the school in these circumstances.

Signed

K. Telfer - on behalf of the staff of Springwell School.



Healthy School



SPORT  
ENGLAND



WILTSHIRE

HARTLEPOOL BOROUGH COUNCIL  
CHILDREN'S SERVICES DEPARTMENT

RESPONSE FORM

PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL

Please tick any/all boxes that apply to you:

- I am a parent/carer of a child at Springwell School ☐
- I am a parent/carer of a child at another Hartlepool school ☒
- I am a parent/carer of a child with BESD ☐
- I work at Springwell School ☐
- I work at another Hartlepool school ☐
- I am a governor at Springwell School ☒
- I am a governor at another Hartlepool school ☐

Other (please state) \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD.

*It is essential to offer a suitable school environment for children with BESD. Every child should be given the opportunity to fulfil their potential. Springwell school I believe has the knowledge and dedication to do this. However it is essential that agreed intake figures are closely observed.*

HARTLEPOOL BOROUGH COUNCIL  
CHILDREN'S SERVICES DEPARTMENT

RESPONSE FORM

PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL

Please tick any/all boxes that apply to you:

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- I am a parent/carer of a child with BESD ☐
- I work at Springwell School ☐
- I work at another Hartlepool school ☐
- I am a governor at Springwell School ☒
- I am a governor at another Hartlepool school ☐

Other (please state) \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD.

I am in support of this move. This provision  
was planned strategically over a number of  
years.  
We need to ensure this provision is  
properly planned & resourced.  
I am pleased with the progress so far.



HARTLEPOOL BOROUGH COUNCIL  
CHILDREN'S SERVICES DEPARTMENT

RESPONSE FORM

PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL

Please tick any/all boxes that apply to you:

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 I am a parent/carer of a child at another Hartlepool school ☐  
 I am a parent/carer of a child with BESD ☐  
 I work at Springwell School ☒  
 I work at another Hartlepool school ☐  
 I am a governor at Springwell School ☐  
 I am a governor at another Hartlepool school ☐

Other (please state) \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD.

Springwell School currently has 10 pupils designated as BESD. The BESD class has 1 teacher and three TAs. This level of pupil ratio & specialist staffing is essential. It is working extremely well. However there is a clear need for a KS1/low KS2 BESD group as well. Therefore we can not apply for approval from the DCSF to admit up to 12 pupils in order to keep the pupils in age appropriate groups. Asking for 8 places when there are already more than this is clearly not appropriate.

<b>HARTLEPOOL BOROUGH COUNCIL</b> <b>CHILDREN'S SERVICES DEPARTMENT</b>  <b>RESPONSE FORM</b>
--

**PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL**

Please tick any/all boxes that apply to you:

- |   |                                     |
|---|-------------------------------------|
| I am a parent/carer of a child at Springwell School         | <input type="checkbox"/>            |
| I am a parent/carer of a child at another Hartlepool school | <input type="checkbox"/>            |
| I am a parent/carer of a child with BESD                    | <input type="checkbox"/>            |
| I work at Springwell School                                 | <input type="checkbox"/>            |
| I work at another Hartlepool school                         | <input type="checkbox"/>            |
| I am a governor at Springwell School                        | <input type="checkbox"/>            |
| I am a governor at another Hartlepool school                | <input checked="" type="checkbox"/> |

Other (please state) \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD:

I agree with the proposal to formalise the BESD provision at Springwell School as a response to the co-location of Springwell and Lakeland Schools on one site to maximise the provision for these children who need specialised education

HARTLEPOOL BOROUGH COUNCIL  
CHILDREN'S SERVICES DEPARTMENT

RESPONSE FORM

PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL

Please tick any/all boxes that apply to you:

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- I am a parent/carer of a child with BESD ☐
- I work at Springwell School ☐
- I work at another Hartlepool school ☐
- I am a governor at Springwell School ☐
- I am a governor at another Hartlepool school ☒

Other (please state) \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD.

I am strongly behind this venture. As a chair of governors at Wood Jackson School I want to show my support to Springwell who want to admit pupils with BESD. Wood Jackson have sent pupils on a part time basis and the pupils have benefited greatly from Springwell's well equipped school facilities and caring staff.

<p>HARTLEPOOL BOROUGH COUNCIL CHILDREN'S SERVICES DEPARTMENT</p> <p>RESPONSE FORM</p>
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**PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL**

Please tick any/all boxes that apply to you.

- |   |                                     |
|---|-------------------------------------|
| I am a parent/carer of a child at Springwell School         | <input type="checkbox"/>            |
| I am a parent/carer of a child at another Hartlepool school | <input type="checkbox"/>            |
| I am a parent/carer of a child with BESD                    | <input type="checkbox"/>            |
| I work at Springwell School                                 | <input checked="" type="checkbox"/> |
| I work at another Hartlepool school                         | <input type="checkbox"/>            |
| I am a governor at Springwell School                        | <input type="checkbox"/>            |
| I am a governor at another Hartlepool school                | <input type="checkbox"/>            |

Other [please state] \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD.

It is a good idea as these children need to  
take part in the life of a primary school  
and be educated alongside their peers.  
Springwell is beginning to be seen as a  
centre of support for other schools through  
in-reach and out-reach.

HARTLEPOOL BOROUGH COUNCIL  
CHILDREN'S SERVICES DEPARTMENT

RESPONSE FORM

PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL

Please tick any/all boxes that apply to you:

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- I am a parent/carer of a child with BESD ☐
- I work at Springwell School ☐
- I work at another Hartlepool school ☒
- I am a governor at Springwell School ☐
- I am a governor at another Hartlepool school ☐

Other (please state) \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD.

I support the proposal if it is supported by Springwell School staff and Governors. It is important that Springwell has the capacity to support this provision - also it has the capacity to provide additional support to primary schools - advice, working practices. The number of staff who provide additional support must be able to share their knowledge with staff and children and support integration/inclusion. I support the proposal to apply to DCSF for approval to admit eight children with BESD.

HARTLEPOOL BOROUGH COUNCIL  
CHILDREN'S SERVICES DEPARTMENT

RESPONSE FORM

PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL

Please tick any/all boxes that apply to you

- I am a parent/carer of a child at Springwell School ☐
- I am a parent/carer of a child at another Hartlepool school ☐
- I am a parent/carer of a child with BESD ☐
- I work at Springwell School ☐
- I work at another Hartlepool school ☒
- I am a governor at Springwell School ☐
- I am a governor at another Hartlepool school ☒

Other (please state) \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD.

*I believe that co-location with Catechi School will provide an opportunity for Hartlepool to develop a holistic approach to all aspects of SEND from all age groups. This can only make provision better.*

HARTLEPOOL BOROUGH COUNCIL  
CHILDREN'S SERVICES DEPARTMENT

RESPONSE FORM

PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND  
SOCIAL DIFFICULTIES AT SPRINGWELL SCHOOL

Please tick any/all boxes that apply to you:

- I am a parent/carer of a child at Springwell School ☐
- I am a parent/carer of a child at another Hartlepool school ☐
- I am a parent/carer of a child with BESD ☐
- I work at Springwell School ☐
- I work at another Hartlepool school ☐
- I am a governor at Springwell School ☐
- I am a governor at another Hartlepool school ☒

Other [please state] \_\_\_\_\_

I would like to make the following points about the plan to designate Springwell School to admit pupils with BESD.

If co-location means shared specialist facilities/staff  
on a single site then the two schools should  
co-exist but as distinct primary + secondary  
units. This being the case I fully support the  
plan.

## **CHILDREN'S SERVICES PORTFOLIO**

Report To Portfolio Holder

23<sup>rd</sup> March 2009



**Report of:** Director of Children's Services

**Subject:** ADMISSIONS TO SCHOOLS 2010/11 & CO-ORDINATED ADMISSIONS PROCEDURES TO PRIMARY AND SECONDARY SCHOOLS FOR 2010/11

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### **SUMMARY**

#### **1.0 PURPOSE OF REPORT**

To determine the admission policy for community and voluntary controlled primary schools in Hartlepool for the school year 2010/11 and the co-ordinated admissions procedures to primary and secondary schools for 2010/11 following consultation with governing bodies and other admissions authorities.

#### **2.0 SUMMARY OF CONTENTS**

A report attached summarising responses to a consultation process on the 2009/10 Admissions Policy, recommending a policy for 2010/11.

#### **3.0 RELEVANCE TO PORTFOLIO MEMBER**

Portfolio Holder is responsible for Children's Services issues.

#### **4.0 TYPE OF DECISION**

Key decision (ii).

#### **5.0 DECISION MAKING ROUTE**

Children's Services Portfolio holder.

#### **6.0 DECISION(S) REQUIRED**

To determine school admissions policy for 2010/11.



**Report of:** Director of Children's Services

**Subject:** ADMISSIONS TO SCHOOLS 2010/11 & CO-ORDINATED ADMISSIONS PROCEDURES TO PRIMARY AND SECONDARY SCHOOLS FOR 2010/11

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## **1. PURPOSE OF REPORT**

- 1.1 To determine the admissions policy for community and voluntary controlled primary schools in Hartlepool for the school year 2010/11.
- 1.2 To determine a co-ordinated admissions scheme for community and voluntary controlled primary and secondary schools for 2010/11.

## **2. BACKGROUND**

- 2.1 Section 89 of the School Standards and Framework Act 1998 lays down the way in which an admissions authority must determine admission arrangements and requires it to consult with governing bodies and with other admission authorities.
- 2.2 A new statutory code the School Admissions Code (the code) came into force on 10<sup>th</sup> February 2009 and applies to all maintained schools and academies, including Foundation schools. Admission Authorities must ensure that their determined admission arrangements comply with the mandatory provisions of the code. This code is made under Section 84 of the Schools Standards and Framework Act 1998 as amended by Section 40 of the Education Inspections Act 2006. The Code states that in drawing up admission arrangements, admission authorities should aim to ensure that:
  - the arrangements enable parents' preferences for the schools of their choice to be met to the maximum extent possible;
  - admissions criteria are clear, fair and objective, for the benefit of all children, including those with special educational needs, disabilities or public care;
  - local admission arrangements contribute to improving standards for all pupils;
  - local admission authorities consult each other, other neighbouring authorities and the wider community and co-ordinate their arrangements, including the rapid re-integration of children who have been excluded from other schools;
  - parents have easy access to helpful admissions information;
  - local admission arrangements achieve full compliance with all relevant legislation and guidance – including on infant class sizes and on equal opportunities – and take full account of the information held within the Code.

2.3 The Children's Services Authority (CSA) as admissions authority for community and voluntary controlled schools is required to consult on admission arrangements for these schools each year. In September 2008 the Portfolio Holder approved consultation on arrangements for 2010/11 on the basis of:

- continuing the 2009/10 admission arrangements for 2010/11;
- introducing a partner primary model to replace admission zone as part of the oversubscription criteria for secondary schools (**see Appendix 1**).
- seeking views on proposed admission limits.
- seeking views on proposals for co-ordination of admissions from September 2010, for primary and secondary schools.

2.4 A new code came into force on 10th February 2009. The main changes which affect Hartlepool Admission Authority and all admission authorities are:

- co-ordinated schemes for the normal year of entry for 2010/2011 will need to be formulated by 1<sup>st</sup> January 2009;
- from 2010/11, local authorities will also be required to co-ordinate in-year applications;
- consult with relevant parents and other groups with an interest in the local area;
- consult for a minimum of 8 weeks;
- complete the consultation by 1<sup>st</sup> March 2009.

### 3. RESPONSES TO CONSULTATION

3.1 Attached at **Appendix 2** is a summary of the consultation responses received. This indicated that all schools that responded noted/supported or accepted the proposals set out in the consultation. Four responses were received which indicated some concerns to the admission arrangements for 2010/11 in relation to the partner primary model. Two schools chose not to respond.

3.2 The views expressed were considered by the Admissions Forum on 28<sup>h</sup> January 2009. The Forum noted the comments.

3.3 Revised admission limits (attached at **Appendix 3**) have been discussed with schools on the basis of revised net capacity figures. All schools who responded either supported or noted these proposed admission limits. One school has requested a reduction in their proposed limits. The Admission Forum agreed the proposed limits.

3.4 One comment was received in relation to the proposals for co-ordinated admission scheme.

3.5 Four responses were received that failed to support the partner primary model as part of the oversubscription criteria. The Admission Forum considered these responses but agreed that the partner primary model as stated should remain unchanged.

- 3.6 A query was raised as to whether siblings should be above partner primary model in the oversubscription criteria. This was considered by the Admission Forum at the meeting on 28<sup>th</sup> January 2009. The Forum agreed that the proposed arrangements should remain unchanged and the effects monitored over the next year.
- 3.7 The Admission Forum was asked to note the details within the co-ordinated schemes for both primary and secondary. The Admission Forum noted the details in the schemes which are attached at **Appendix 4**.

#### **4. PROPOSED ADMISSION POLICY FOR 2010/11**

- 4.1 On the basis of the consultation exercise, it is proposed that the admissions policy for entry to community and voluntary controlled primary schools in 2010/11 is as follows:

- Parents are invited to express preferences for up to three schools in priority order and to give reasons for their preferences.
- Places will be awarded in the first instance to those pupils with a statement of special educational needs where the school is named in the statement.
- If the number of applications to a particular school exceeds the published admission number, the Authority will allocate the remaining places in accordance with the following priority criteria:

##### **For primary schools:**

- Those children who are in the care of the local authority.
  - Those children who live in the school's admission zone.
  - Those children who have older brothers and/or sisters who will be attending the school in September 2010.
  - Those children who are distinguished from the great majority of other applicants whether on medical grounds or by other exceptional circumstances and who would suffer significant hardship if they were unable to attend the school.
  - Those children who live closest to the school as determined by the shortest suitable walking distance.
- No places can be allocated at an oversubscribed school to parents who have not stated their preference in writing for that school.
  - In considering requests for admission to a particular school, all preferences will be considered equally. In the event that a parent could potentially be offered a place at all schools where a preference has been expressed, the admission authority will offer a place at the school which the parent has ranked highest.

- Should it prove necessary to distinguish between children within category 2 priority will be given to those with siblings attending the school, followed by those who live nearest to the school. Should it prove necessary to distinguish between children in any other category (or between children with older siblings in the above situation) then priority will be given to those who live nearest the school.
- If an application is unsuccessful, a child's name may be placed on a waiting list. The position on the waiting list is determined in accordance with the oversubscription criteria. If a place subsequently becomes available the place will be offered to the next child on the waiting list.
- It was agreed that from September 2008 the Local Authority would move from a two stage entry at reception to one stage entry. This means that children born between 1<sup>st</sup> September 2005 and 31<sup>st</sup> August 2006 can join the school on a full time basis. However, parents are not legally obliged to send their children to school until statutory school age i.e. the term after the child's fifth birthday. Schools cannot insist on a child attending primary school until the child is of statutory school age, nor can a place be refused if a parent exercises their right to defer.
- In the secondary sector, children born between 1st September 1998 and 31st August 1999 will normally transfer to secondary school in September 2010.
- Parents have the right to appeal if their application for a place for their child is turned down. Details of the independent appeals process will be sent to parents whose applications prove unsuccessful and an alternative placement cannot be agreed.

## 5. RECOMMENDATIONS

- 5.1 That the admissions policy for 2010/11 set out in paragraph 4.1 above be approved.
- 5.2 That the current partner primary model be adopted as part of the oversubscription criteria for secondary schools, pending the outcome of the Primary Capital Programme planning process.
- 5.3 That the single stage entry at reception continues.
- 5.4 That the revised admission limits be agreed.
- 5.5 That the revised co-ordinated admission schemes be approved.

### Contact Officer:

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## APPENDIX 1

**PARTNER PRIMARY MODEL**

<b>Dyke House</b>	<b>High Tunstall</b>
Brougham	Eldon Grove
Holy Trinity	Elwick
Jesmond Road (see note)	Hart
St Aidan's	Lynnfield (see note)
Stranton	Rift House
Ward Jackson	Throston (see note)
Lynnfield (see note)	West Park
	Jesmond Road (see note)
<b>Manor</b>	<b>St Hild's</b>
Fens	Barnard Grove
Golden Flatts	Clavering
Grange	St Helen's
Greatham	West View
Kingsley	Throston (see note)
Owton Manor	
Rossmere	
<b>English Martyrs</b>	
All Catholic primary schools	

**Note :**

- Lynnfield will be partnered with both Dyke House and High Tunstall.
- Throston will be partnered with both St Hild's and High Tunstall.
- Jesmond Road will be partnered with Dyke House and in part, High Tunstall. See below for full details.

Below is a list of the streets within the Jesmond Road admission zone that will also be linked to High Tunstall:

Address		
Birchill Gardens		
Brafferton Street		
Briarhill Gardens		
Bright Street		
Broomhill Gardens		
Byron Street		
Cobden Street		
Cundall Road		
Duke Street	Even No's Only	2-44
Elm Grove		
Elmwood Place		
Elmwood Road		
Grange Road	Even No's	104-164
Granville Avenue		
Granville Place		
Harcourt Street		
Hart Avenue		
Hart Lane	Odd No's	117-225a
	Even No's	78-136
	Low Throston House	
Mulgrave Road	Even No's Only	4-38
Netherby Gate		
North Drive		
Oval Grange		
Roseberry Mews		
Roseberry Road		
Ryehill Gardens		
Serpentine Road	Odd No's Only	1-35
South Drive		
Stephen Street		
Suggitt Street		
The Crescent		
Thornhill Gardens	Odd No's Only	1-83
Thornhill Place		
Topcliffe Street		
Tunstall Avenue		
Tunstall Grove		
Welldeck Gardens		
Welldeck Road		
Wilson Street		
Wooler Road	Odd No's	1-27
	Oval Grange Cottages	
Zetland Road		

**APPENDIX 2**

**HARTLEPOOL LA ADMISSIONS POLICY**

**Summary of Consultation Responses**

1. Thirty five responses were received and all generally noted/supported the admission policy set out in the consultation, namely:
  - adopting the admission arrangements for 2010/11;
  - adopting the arrangements outlined in the co-ordinated schemes;
  - agreeing the proposed admission limits;
  - adopting the oversubscription criteria for community and voluntary controlled primary schools;
  - continuing with single stage entry at reception;
  - continuing with the partner primary model as stated;
  - agreeing the proposed admission limits;
  - adopting the arrangements outlined in the co-ordinated schemes.
2. Four schools raised concerns relating to the partner primary model.
3. One school requested a revision to its proposed admission limit. Discussions are underway with the relevant school.
4. Two schools did not respond to the consultation papers.
5. The two special schools noted the suggested recommendations but felt it inappropriate to state any preferences.

## APPENDIX 3

**ADMISSION LIMITS 2009/10 AND 2010/11**

	Indicated	Current 2009	Proposed 2010	Statutory Notice Required	Increase/ Decrease/no change to current limits
Barnard Grove Primary School	50	50	50	No	No change
Brougham Primary School	45	55	45	No	Decrease
Clavering Primary School	50	50	50	No	No change
Eldon Grove Primary School	58	60	60	No	No change
Elwick C of E Primary School	15	13	15	No	Increase
Fens Primary School	59	60	60	No	No change
Golden Flatts Primary School	24	30	30	No	No change
Grange Primary School	52	50	50	Yes	No change
Greatham C of E Primary School	15	16	15	No	Decrease
Hart Primary School	12	12	12	No	No change
Holy Trinity CE Primary School	30	32	30	Yes	Decrease
Jesmond Road Primary School	68	60	60	Yes	No change
Kingsley Primary School	60	60	60	No	No change
Lynnfield Primary School	54	55	55	No	No change
Owton Manor Primary School	40	30	30	Yes	No change
Rift House Primary School	30	37	30	No	Decrease
Rossmere Primary School	55	60	60	No	No change
Sacred Heart R.C. Primary School	63	60	60	Yes	No change
St. Aidan's C.E. Memorial Primary School	53	60	60	No	No change
St. Bega's R.C. Primary School	20	20	20	No	No change
St. Cuthbert's R.C. Primary School	44	44	30	Yes	Decrease
St. Helen's Primary School	40	40	40	No	No change
St. John Vianney R.C. Primary School	30	30	30	No	No change
St. Joseph's R.C. Primary School	24	24	24	No	No change
St. Teresa's R.C. Primary School	45	45	45	No	No change
Stranton Primary School	50	50	50	No	No change
Throston Primary School	55	55	55	No	No change
Ward Jackson Primary School	25	25	25	No	No change
West Park Primary School	45	45	45	No	No change
West View Primary School	50	50	50	No	No change
St. Hild's CE VA Secondary School	182	200	200	No	No change
*Brierton School	218	Closes July 2009			
Dyke House Secondary School	206	230	230	No	No change
High Tunstall College of Science	241	260	260	No	No change
Manor College of Technology	225	230	230	No	No change
English Martyrs R.C. School & Sixth Form College	260	260	260	No	No change

\*No further intake from 2009 as school closed.



**APPENDIX 4**

**HARTLEPOOL LOCAL AUTHORITY**

**CO-ORDINATED ADMISSION SCHEME  
SECONDARY SCHOOLS  
2010/2011**

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This scheme is made by Hartlepool Borough Council LA under the 1998 School Standards and Framework Act as amended by the 2002 Education Act.

The proposed scheme for Hartlepool LA is set out below. The proposed dates relating to the admissions process for the school year 2010/2011 are attached at Annex 1.

A separate scheme exists in relation to primary schools.

**Interpretation**

In this scheme -

"The LA" means Hartlepool Borough Council acting in its capacity as local education authority.

"The LA area" means the area in respect of which the LA are the local authority.

"The school" means all community, voluntary controlled, voluntary aided and foundation secondary schools which are maintained by the LA.

"Admission Authority" means the LA in respect of any of the schools which is a community or voluntary controlled school, and the Governing Body of the school in respect of a foundation or voluntary aided School.

"Parent" means the parent or guardian with whom the child normally lives.

"Suitable school" means the nearest available school which offers an efficient full-time programme of education appropriate to the individual child's needs in the view of the Authority.

The Co-ordinated Admission Scheme will apply for the admission arrangements for the school year commencing September 2010.

The LA will include in its admission arrangements for the 2010/2011 school year the provisions set out in this scheme.

The Governing Body of each Foundation and Voluntary Aided School will include in its admission arrangements for the 2010/2011 school year the provisions set out in this scheme, so far as relevant to that school.

The scheme shall apply to every secondary school in the LA area (except special school) and shall take effect from September, 2004.

## 1 Introduction

- 1.1 In line with the requirements of the 1998 School Standards and Framework Act as amended by the 2002 Education Act, this scheme has been drawn up by Hartlepool LA to co-ordinate admissions to its secondary schools. It applies to all maintained secondary schools in Hartlepool, except special schools, regardless of whether the LA or the governing body is the admissions authority.
- 1.2 The scheme's purpose is to ensure that as far as is reasonably practicable, every parent living in Hartlepool whose child is due to transfer to secondary school and who has applied for a place in the normal admission round, receives an offer of one, and only one, school place on the national offer day of 1<sup>st</sup> March 2010. It also sets out the arrangements for handling late applications for Year 7 and requests for in year admissions to other year groups.
- 1.3 The scheme will be implemented in accordance with the timetable set out in **Annex 1**.
- 1.4 **Annex 1** lists the secondary schools to which the scheme applies.

## 2. Common Application Forms

- 2.1 There will be two forms known as the Common Application Forms. They will bear the references CAF/1 and CAF/2. CAF/1 will be used for Year 7 applications within the normal admissions round and CAF/2 will be used for all applications outside the normal admission round.

## 3. Applications for Year 7 on form CAF/1

- 3.1 CAF/1 will be used for the purpose of admitting pupils into the first year intake group, i.e. Year 7, of secondary education in September 2010. It must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents/carers resident in the Hartlepool LA area who wish to express a preference for their child:
- to be admitted to a secondary school within Hartlepool (including foundation and voluntary aided schools);
  - to be admitted to a secondary school located in another LAs area (including foundation and voluntary aided schools).
- 3.2 The CAF/1 will:
- invite parents/carers to express three preferences in rank order of preference including any schools outside the LAs area;
  - allow parents/carers to explain the reasons for their preferences;
  - specify the closing date and where it must be returned;
  - allow parents/carers to provide supplementary information in support of their application. The supplementary information form will be part of CAF/1.
- 3.3 The LA will make appropriate arrangements to ensure that forms CAF/1 are sent to all parents/carers with year 6 children who will be transferring to secondary schools in September 2010, in line with the timetable attached at **Annex 1**. An information booklet will accompany the form sent to parents/carers. Replacement forms will be available from the LA.
- 3.4 The admissions authority of a foundation or voluntary aided school can require parents/carers who wish to express a preference for their school, to complete the supplementary information

form attached to CAF/1. This information is necessary for the admissions authority to apply it's over subscription criteria.

- 3.5 Where CAF/1 forms and any other supplementary information is sent directly to foundation or voluntary aided schools by mistake they must be passed to the LA immediately.

#### **4 Closing Date for Return of CAF/1 and On-line Applications**

- 4.1 Completed CAF/1 forms must be returned by parents/carers direct to the LA, or submitted on-line, by 4 pm on 23<sup>rd</sup> October 2009. Where a preference has been received for a foundation or voluntary aided school, the relevant supplementary information should be provided by the parent at the same time.
- 4.2 In relation to over-subscribed schools, preferences which are received or changed after the closing date but before the allocation date will only be considered in exceptional circumstances, e.g. where a family has recently moved into the area and was therefore unable to submit the form by the closing date. Parents/carers will be asked to provide information in support of their late application and the relevant admissions authorities reserves the right to seek verification of any information provided.
- 4.3 In the event that an application is received after the allocations are finalised, the admission authorities will be unable to accept the application irrespective of exceptional circumstances. Such an application will be considered after all allocations of places where a parent has expressed a preference.

#### **5 Determining Offers in Response to the CAF/1**

- 5.1 Places will be allocated using the Equal Ranking Scheme, by all admission authorities within Hartlepool.
- 5.2 The LA will act as a clearing house for the allocation of places by the relevant admission authorities in response to the CAF/1. The LA will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the CAF/1 where:
- it is acting in its separate capacity as an admission authority, or
  - an applicant is eligible for a place at more than one school, or
  - an applicant is not eligible for a place at any school for which they have expressed a preference.
- 5.3 Information on the ranking of applicants to foundation and voluntary aided schools must be returned by the relevant admissions authority to the LA in line with the dates specified in Annex 1, either electronically or by post.

#### **6 Processing Parental Preferences**

- 6.1 **By 13<sup>th</sup> November 2009** the LA will notify the admission authority for each of the schools of every preference which has been expressed for that school, including all relevant details and any supplementary information which schools require to apply their over-subscription criteria. Where parents/carers have requested a place at a school outside of the LA area, the information will be forwarded to the relevant LA.
- 6.2 **By 8<sup>th</sup> January 2010** – VA schools and other LAs, inform LA of allocation of places for all preferences received in the priority order of their admission policy. All applications made need to be listed in order of priority.

The LA compares lists and considers all preferences from the parent and whether these schools can be offered. Liaison will take place between Foundation and VA schools, and other LA's until the allocation of places is resolved for each application, as required. The lists will be sent back to the Foundation and VA schools for their approval before finalising allocations.

6.3 Where a child is not eligible for a place at any of the nominated schools, the LA will allocate a place at the nearest school which has places.

6.4 **By 12<sup>th</sup> February 2010** the LA will match ranked lists for all schools and:

- Where the child is eligible for a place at only one of the nominated schools, that school will be allocated to the child;
- Where the child is eligible for a place at two or more of the nominated schools, they will be allocated a place at whichever of these is the highest ranked preference.
- Where a child is not eligible for a place at any of the nominated schools, they will be offered a place at the nearest appropriate school with a vacancy.

6.5 **On 1<sup>st</sup> March 2010** the LA will post letters (first class) to all parents/carers to let them know which school has been allocated to their child. The letter will also tell parents/carers of their statutory right of appeal if they have been refused a place at their preferred school.

Parents/carers will be asked to return their appeal forms to the appropriate admissions authority eg foundation schools to the LA for administrative purposes, and VA schools to the individual schools.

Parents/carers will also receive details on what to do if they wish their child to be considered for any places that might become available in schools they ranked higher than the school they are offered, in the reallocation process set out below.

6.6 **By 26<sup>th</sup> March 2010** parents/carers should inform the LA if the offer of a place is not accepted.

Where a parent does not confirm acceptance of a place by 26<sup>th</sup> March 2010, the LA will write to warn the parent that if they do not accept the place within 14 days, the offer of a place will be withdrawn.

If the parent fails to reply to the letter from the LA within the 14 days deadline, the parent will be issued with another letter 7 days later. This letter will confirm that the place has been withdrawn and will offer a place at the nearest school to the pupil's home that still has a place available.

## **7 Re-allocation of Places Not Taken Up**

7.1 **By 9<sup>th</sup> April 2010** the admission authority will re-allocate any places that may have become vacant since the 1<sup>st</sup> March offer date. Consideration will be given to all applicants including:

- those who have not been offered any school place, for example as a result of late applications;
- those who have been offered a place but not at any of the schools they expressed a preference for and a place has become available at one of their preferred schools; and
- those who have been offered a place at a school which was given as a lower priority on the CAF/1 than the school at which a place has become available.

- 7.2 Places will be re-allocated by applying the admission authority over-subscription criteria. During week commencing 29<sup>th</sup> March 2010 the LA will liaise with the governing body for foundation and voluntary aided schools regarding outstanding applicants so that they can be ranked using the admission authority's over-subscription criteria.

## **8 Re-allocation Lists**

- 8.1 After 9<sup>th</sup> April 2010 the LA will not co-ordinate the re-allocation of places at voluntary aided schools. If parents/carers wish to be considered for any places that become available at voluntary aided schools after 9<sup>th</sup> April 2010 they will need to contact the school direct and ask to be placed on their re-allocation list.
- 8.2 The waiting lists will be compiled in accordance with the Admission Authority's criteria and places will be offered accordingly.

## **9 Late Applications Received After 4 pm on 23<sup>rd</sup> October 2009**

- 9.1 The closing date for applications is 4 pm on 23<sup>rd</sup> October 2009. As far as is reasonably practicable applications for places in the normal admission round that are received late and the LA is satisfied that the reasons for the lateness are exceptional, will be accepted provided that they are received before 12<sup>th</sup> February 2010 (the date the allocations are finalised).
- 9.2 Except in exceptional circumstances, late applications will be considered after all allocation decisions have been made. As far as possible late applications received prior to 1<sup>st</sup> March will be offered a school place on 1<sup>st</sup> March 2010, but the closer to the 1<sup>st</sup> March deadline that an application is received, the less likely it will be that an offer will be made on that date.
- 9.3 Where it is not possible to offer a place on 1<sup>st</sup> March 2010, a place will be offered as soon as practicable thereafter.

## **10 No CAF/1 Received by 1<sup>st</sup> March 2010**

- 10.1 Where no CAF/1 is submitted, the child will, on 1<sup>st</sup> March 2010, be offered a place at the nearest school to the child's home which has a place following the allocation process outlined above.

## **11 Applications Received After 9<sup>th</sup> April 2010**

- 11.1 Applications received after 9<sup>th</sup> April 2010 for the year 7 intake in September 2010 and at any time for entry other than to the normal year of entry to secondary school will be treated as casual admissions. These applications should be made on form CAF/2 and will be coordinated by the Local Authority.
- 11.2 If any parent approaches a foundation or voluntary aided school directly about a casual admission, the school should ensure that the parent is referred to the LA to complete a CAF/2.
- 11.3 When the LA receives a CAF/2 giving a foundation or voluntary aided school as the first preference or in pursuing alternative preferences where higher preferences have been refused, it will be referred to the relevant admissions authority to make a determination regarding the application. The admissions authority should notify the parent of its decision with a copy to the LA.

- 11.4 The admissions authority should notify the parent of the refusal decision and the right of appeal. A copy of the refusal letter must be sent to the LA so that the LA can pursue alternative preferences.
- 11.5 If a parent is refused a place at the school of their choice the Admissions Authority will notify the parent of their right of appeal. Alternative preferences would also be pursued and if necessary, in relation to foundation or voluntary aided schools, the application would be referred to the relevant admissions authority for determination. If a place is not available at a preferred school, the LA will approach at alternative school, usually the nearest school where vacancies exist.
- 11.6 Parents/carers who are refused admission must be offered a right of appeal. Information about the appeals process must be provided by the relevant admission authority in the refusal letter.
- 11.7 The LA will keep track of any pupils who apply for casual admission and intervene as appropriate to ensure that they are placed in a school without undue delay.

## **12 Managed Moves**

- 12.1 The managed moves scheme which is in operation in Hartlepool will continue. Any applications for casual admission will be dealt with in accordance with the above co-ordinated admission scheme unless it is deemed to fall under the criteria for a managed move.

## ANNEX 1

### TIMETABLE FOR CO-ORDINATED ADMISSIONS SCHEME

w/c 7 <sup>th</sup> September 2009	CAF/1 forms and other information to parents/carers
4 pm on 23 <sup>rd</sup> October 2009	Closing date for return of CAF/1 and online applications.
By 13 <sup>th</sup> November 2009	LA to notify other LAs of any preferences which have been expressed for schools in their area.
13 <sup>th</sup> November 2009	LA to send CAF/1 forms to foundation and voluntary aided schools of every preference which has been received for their school, including all relevant details and any supplementary information which schools require to apply their over-subscription criteria.
By 8 <sup>th</sup> January 2010	The admissions authority at each foundation and voluntary aided school/other LAs to equally apply the school's over-subscription criteria (if appropriate) and provide the LA with a list of those applicants which should be offered a place.  Liaison will take place between Foundation and VA schools, and other LAs until the allocation of places is resolved for each application, as required.
By 12 <sup>th</sup> February 2010	Finalise allocations and further liaison as necessary.
1 <sup>st</sup> March 2010	On-line applicants will be sent an e-mail to let them know which school has been allocated (if applicant agreed to this option when making their on-line application).  Letters posted (first class) to all parents/carers resident in home LA area, to let them know which school has been allocated to their child.
9 <sup>th</sup> April 2010	Admissions authorities to re-allocate any places that may have become vacant since the 1 <sup>st</sup> March offer date.
End April/May 2010	Appeal hearings arranged.

This scheme relates to the following schools in Hartlepool:

Dyke House School  
The English Martyrs RC School & Sixth Form College  
High Tunstall College of Science  
Manor College of Technology  
St. Hild's Church of England VA School

HARTLEPOOL LOCAL AUTHORITY

**CO-ORDINATED ADMISSION SCHEME**

**PRIMARY SCHOOLS**

**2010/2011**

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This scheme is made by Hartlepool Borough Council LA under the 1998 School Standards and Framework Act as amended by the 2002 Education Act.

The proposed scheme for Hartlepool LA is set out below. The proposed dates relating to the admissions process for the school year 2010/2011 are attached at Annex 1.

A separate scheme exists in relation to secondary schools.

**Interpretation**

In this scheme -

"The LA " means Hartlepool Borough Council acting in its capacity as local authority.

"The LA area" means the area in respect of which the LA are the local authority.

"The school" means all community, voluntary controlled and voluntary aided primary schools which are maintained by the LA.

"Admission Authority" means the LA in respect of any of the schools which is a community or voluntary controlled school, and the Governing Body of the school in respect of a Voluntary Aided School.

"Parent" means the parent or guardian with whom the child normally lives.

"Suitable school" means the nearest available school which offers an efficient full-time programme of education appropriate to the individual child's needs in the view of the Authority.

The Co-ordinated Admission Scheme will apply for the admission arrangements for the school year commencing September 2010.

The LA will include in its admission arrangements for the 2010/2011 school year the provisions set out in this scheme.

The Governing Body of each Voluntary Aided School will include in its admission arrangements for the 2010/2011 school year the provisions set out in this scheme, so far as relevant to that school.

The scheme shall apply to every primary school in the LA area (except special school) and shall take effect from September, 2007.



## **1 Introduction**

- 1.5 In line with the requirements of the 1998 School Standards and Framework Act as amended by the 2002 Education Act, this scheme has been drawn up by Hartlepool LA to co-ordinate admissions to its primary schools. It applies to all maintained primary schools in Hartlepool, except special schools, regardless of whether the LA or the governing body is the admissions authority.
- 1.6 The scheme's purpose is to ensure that as far as is reasonably practicable, every parent living in Hartlepool whose child is due to start primary school and who has applied for a place in the normal admission round, receives an offer of one, and only one, school place on the offer day of 15<sup>th</sup> April 2010. It also sets out the arrangements for handling late applications and requests for in year admissions to other year groups.
- 1.7 The scheme will be implemented in accordance with the timetable set out in **Annex 1**.
- 1.8 **Annex 1** lists the primary schools to which the scheme applies.

## **2. Common Application Forms**

- 2.1 There will be two forms known as the Common Application Forms. They will bear the references CAF/1 and CAF/2. CAF/1 will be used for Reception Year applications within the normal admissions round and CAF/2 will be used for all applications outside the normal admission round.

## **3. Applications for Reception on form CAF/1**

- 3.1 CAF/1 will be used for the purpose of admitting pupils into the first year intake group, i.e. Reception, of primary education in September 2010. It must be used as a means of expressing one or more preferences for the purpose of section 86 of the School Standards and Framework Act 1998, by all parents/carers wishing to express a preference for their child:
- to be admitted to a primary school within Hartlepool (including voluntary aided schools);
- 3.2 The CAF/1 will:
- invite parents/carers to express up to three preferences in rank order of preference;
  - allow parents/carers to explain the reasons for their preferences;
  - specify the closing date for return of the form and where it must be returned;
  - allow parents/carers to provide supplementary information in support of their application. The supplementary information form will be part of CAF/1.
- 3.3 The LA will make appropriate arrangements to ensure that forms CAF/1 are sent direct to all parents/carers with reception age children who will be attending primary schools in September 2010, in line with the timetable attached at **Annex 1**. An information booklet will accompany the form sent to parents/carers. Replacement forms will be available from the LA.
- 3.4 The admissions authority of a voluntary aided school can require parents/carers who wish to express a preference for their school, to complete the supplementary information form attached to CAF/1. This information is necessary for the admissions authority to apply its over subscription criteria.
- 3.5 Where CAF/1 forms and any other supplementary information is sent directly to voluntary aided schools by mistake they must be passed to the LA immediately.

## **4 Closing Date for Return of CAF/1 and On-line Applications**

- 4.1 Completed CAF/1 forms must be returned by parents/carers direct to the LA, or submitted on-line, by 4 pm on 22<sup>nd</sup> January 2010. Where a preference has been received for a voluntary aided school, the relevant supplementary information should be provided at the same time.
- 4.2 In relation to over-subscribed schools, preferences which are received or changed after the closing date but before the allocation date will only be considered in exceptional circumstances, e.g. where a family has recently moved into the area and was therefore unable to submit the form by the closing date. Parents/carers will be asked to provide information in support of their late application and the relevant admissions authorities reserves the right to seek verification of any information provided.
- 4.3 In the event that an application is received after the allocation process, the admission authorities will be unable to accept the application irrespective of exceptional circumstances. Such an application will be considered after all allocations of places where a parent has expressed a preference.

## **5 Determining Offers in Response to the CAF/1**

- 5.1 Places will be allocated using the Equal Ranking Scheme, by all admission authorities within Hartlepool.
- 5.2 The LA will act as a clearing house for the allocation of places by the relevant admission authorities in response to the CAF/1. The LA will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the CAF/1 where:
- it is acting in its separate capacity as an admission authority, or
  - an applicant is eligible for a place at more than one school, or
  - an applicant is not eligible for a place at any school for which they have expressed a preference.
- 5.3 Information on the ranking of applicants to voluntary aided schools must be returned by the relevant admissions authority to the LA in line with the dates specified in Annex 1, either electronically or by post.

## **6 Processing Parental Preferences**

- 6.1 **By 5<sup>th</sup> February 2010** the LA will notify the admission authority for each of the schools of every application that has been made for that school, including all relevant details and any supplementary information which schools require to apply their over-subscription criteria. Where parents/carers have requested a place at a school outside the LA area, the information will be forwarded to the relevant LA.
- 6.2 **By 12<sup>th</sup> March 2010** – VA schools and other LAs, inform LA of allocation of places for all preferences received in the priority order of their admission policy. All applications made need to be listed in order of priority.
- The LA compares lists and considers all preferences from the parent and whether these schools can be offered. Liaison will take place between VAs and other LAs until the allocation of places is resolved for each application, as required. The lists will be sent back to the VA schools for their approval before finalising allocations.
- 6.3 Where a child is not eligible for a place at any of the nominated schools, the LA will allocate a place at the nearest school which has places.
- 6.4 **By 26<sup>th</sup> March 2010** the LA will match ranked lists for all schools and:

- Where the child is eligible for a place at only one of the nominated schools, that school will be allocated to the child;
- Where the child is eligible for a place at two or more of the nominated schools, they will be allocated a place at whichever of these is the highest ranked preference.
- Where a child is not eligible for a place at any of the nominated schools, they will be offered a place at the nearest appropriate school with a vacancy.

- 6.5 **On 15<sup>th</sup> April 2010** the LA will post letters (first class) to all parents/carers to let them know which school has been allocated to their child. The letter will also tell parents/carers of their statutory right of appeal if they have been refused a place at their preferred school.

Parents/carers will be asked to return their appeal forms to the appropriate admissions authority eg community and voluntary controlled schools to the LA, and VA schools to the individual schools.

Parents/carers will also receive details on what to do if they wish their child to be considered for any places that might become available in schools they ranked higher than the school they are offered, in the reallocation process set out below.

- 6.6 **By 10<sup>th</sup> May 2010** parents/carers should inform the LA if the offer of a place is not accepted.

Where a parent does not confirm acceptance of a place by 10<sup>th</sup> May 2010, the LA will write to warn the parent that if they do not accept the place within 14 days, the offer of a place will be withdrawn.

If the parent fails to reply to the letter from the LA within the 14 days deadline, the parent will be issued with another letter 7 days later. This letter will confirm that the place has been withdrawn and will offer a place at the nearest school to the pupil's home that still has a place available.

## **7 Re-allocation of Places Not Taken Up**

- 7.1 **By 17<sup>th</sup> May 2010** the admission authority will re-allocate any places that may have become vacant since the 15<sup>th</sup> April offer date. Consideration will be given to all applicants including:

- those who have not been offered any school place, for example as a result of late applications;
- those who have been offered a place but not at any of the schools they expressed a preference for and a place has become available at one of their preferred schools; and
- those who have been offered a place at a school which was given as a lower priority on the CAF/1 than the school at which a place has become available.

- 7.2 Places will be re-allocated by applying the admission authority over-subscription criteria. During week commencing 17<sup>th</sup> May 2010 the LA will liaise with the governing body for voluntary aided schools regarding outstanding applicants so that they can be ranked using the admission authority's over-subscription criteria.

## **8 Re-allocation Lists**

- 8.1 After 17<sup>th</sup> May 2010 the LA will not co-ordinate the re-allocation of places at voluntary aided schools. If parents/carers wish to be considered for any places that become available at voluntary aided schools after 17<sup>th</sup> May 2010 they will need to contact the school direct and ask to be placed on their re-allocation list.
- 8.2 A re-allocation list will be kept by the LA for the community schools and voluntary controlled schools within its jurisdiction. The LA will continue to operate a waiting list after the commencement of the academic year in September 2010. All parents/carers will have the choice of including their child's

name on this waiting list for any of the community or voluntary controlled schools irrespective of whether that school was included on the form CAF/1.

- 8.3 The waiting list will be compiled in accordance with the LAs admission criteria and places will be offered accordingly.

## **9 Late Applications Received After 4 pm on 22<sup>nd</sup> January 2010**

- 9.1 The closing date for applications is 4 pm on 22<sup>nd</sup> January 2010. As far as is reasonably practicable applications for places in the normal admission round that are received late and the LA is satisfied that the reasons for the lateness are exceptional, will be accepted provided that they are received before 26<sup>th</sup> March 2010 (the date the allocations are finalised).
- 9.2 Except in exceptional circumstances, late applications will be considered after all allocation decisions have been made. As far as possible late applications received prior to 15<sup>th</sup> April 2010 will be offered a school place on 15<sup>th</sup> April 2010, but the closer to the 15<sup>th</sup> April deadline that an application is received, the less likely it will be that an offer will be made on that date.
- 9.3 Where it is not possible to offer a place on 15<sup>th</sup> April 2010, a place will be offered as soon as practicable thereafter.

## **10 No CAF/1 Received by 15<sup>th</sup> April 2010**

- 10.1 Where no CAF/1 is submitted, the child will, on 15<sup>th</sup> April 2010, be offered a place at the nearest school to the child's home which has a place following the allocation process outlined above.

## **11 Applications Received After 17<sup>th</sup> May 2010**

- 11.1 Applications received after 17<sup>th</sup> May 2010 for the reception year intake in September 2010 and at any time for entry other than to the normal year of entry to primary school will be treated as casual admissions. These applications should be made on form CAF/2 and will be coordinated by the Local Authority.
- 11.2 If any parent approaches a community, voluntary controlled or voluntary aided school directly about a casual admission, the school should ensure that the parent is referred to the LA to complete a CAF/2.
- 11.3 Where the LA receives a CAF/2 for a community or voluntary controlled school as the first preference or in pursuing alternative preferences where higher preferences have been refused, the LA will make a determination regarding the application. The LA will notify the parent of its decision.
- 11.4 Where the LA receives a CAF/2 for a voluntary aided school as the first preference or in pursuing alternative preferences where higher preferences have been refused, it will be referred to the relevant admissions authority to make a determination regarding the application. The admissions authority should notify the parent of its decision with a copy to the LA.
- 11.5 The admissions authority should notify the parent of the refusal decision and the right of appeal. A copy of the refusal letter must be sent to the LA so that the LA can pursue alternative preferences.
- 11.6 If a parent is refused a place at the school of their choice the Admissions Authority will notify the parent of their right of appeal. Alternative preferences would also be pursued and if necessary, in relation to voluntary aided schools, the application will be referred to the relevant admissions authority for determination. If a place is not available at a preferred school, the LA will approach at alternative school, usually the nearest school where vacancies exist.

- 11.7 Parents/carers who are refused admission must be offered a right of appeal. Information about the appeals process must be provided by the relevant admission authority in the refusal letter.
- 11.8 The LA will keep track of any pupils who apply for casual admission and intervene as appropriate to ensure that they are placed in a school without undue delay.

## ANNEX 1

## TIMETABLE FOR CO-ORDINATED ADMISSIONS SCHEME

w/c 30 <sup>th</sup> November 2009	CAF/1 forms and other information to parents/carers.
4 pm on 22 <sup>nd</sup> January 2010	Closing date for return of CAF/1 and online applications.
By 5 <sup>th</sup> February 2010	LA to notify the admission authority for each of the schools of every application that has been made for that school. Where parents have requested a place at a school outside of the LA area, the information will be forwarded to the relevant authority.
After 8 <sup>th</sup> February 2010	All VA schools set up admission committees to considered applications.
12 <sup>th</sup> March 2010	The admissions authority at each voluntary aided school/other LAs to equally apply the school's over-subscription criteria (if appropriate) and provide the LA with a list of those applicants which should be offered a place. All applications need to be ranked.  Liaison will take place between VAs and other LAs until the allocation of places is resolved for each application, as required.
26 <sup>th</sup> March 2010	Finalise allocations and further liaison as necessary.
15 <sup>th</sup> April 2009	On-line applicants will be sent an e-mail to let them know which school has been allocated (if applicant agreed to this option when making their on-line application).  Letters posted (first class) to let them know which school has been allocated to their child.
By 17 <sup>th</sup> May 2010	Admissions authorities to re-allocate any places that may have become vacant since the 15 <sup>th</sup> April 2010 offer date.
End May/Beginning June 2010	Appeal hearings arranged.

This scheme relates to the following primary schools in Hartlepool:

Barnard Grove  
Brougham  
Clavering  
Eldon Grove  
Elwick Hall C of E  
Fens  
Golden Flatts  
Grange  
Greatham C of E  
Hart  
Holy Trinity  
Jesmond Road  
Kingsley  
Lynnfield  
Owton Manor

Rift House  
Rossmere  
Sacred Heart RC  
St Aidans CE Memorial  
St Bega's RC  
St Cuthbert's RC  
St Helen's  
St John Vianney RC  
St Joseph's RC  
St Teresa's RC  
Stranton  
Throston  
Ward Jackson  
West Park  
West View

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

23 March 2009



**Report of:** Director of Adult and Community Services and  
Director of Children's Services

**Subject:** PLAYBUILDER PROJECT

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

1. To seek approval to submit a play builder project plan to the Department for Children, Schools and Families. The submission of the action plan will release the play builder funding.

#### **2. SUMMARY OF CONTENTS**

The Department of Children, Schools and Families published a National Play Strategy in 2008. The strategy highlighted the importance of play and the importance of high quality play environments. The strategy sets out a play builder project which requires local authorities to develop play areas.

Hartlepool local authority was notified on 26<sup>th</sup> February 2009 that it has been allocated £1,129,958. In order to release this funding the local authority needs to submit a project plan setting out the timescales for the development and or significant refurbishment of 22 play areas. The first 11 of these need to be developed between April 2009 – March 2010. The remaining 11 need to be completed by 31<sup>st</sup> March 2010.

The attached draft project plan sets out 11 play areas to be developed between April 2009 – March 2010. These are play areas that have already been identified in current planning processes. A number of these have already been consulted upon. The play areas to be developed in the second year of the play builder project will need to be fully consulted on and this will take place from April 2009 onwards.

**3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holders have responsibility for Playgrounds and Children's Play Strategy respectively.

**4. TYPE OF DECISION**

Key Decision (Test i)

**5. DECISION MAKING ROUTE**

Culture Leisure and Tourism Portfolio 17 March 2009 and Children's Services Portfolio Holder meeting 23 March 2009

**6. DECISION(S) REQUIRED**

- . The Portfolio Holder is asked to approve the play builder project plan for submission to the Department for Children, Schools and Families.



**Report of:** Director of Children's Services

**Subject:** PLAYBUILDER PROJECT

---

**1. PURPOSE OF REPORT**

- 1.1 To seek approval to submit a play builder project plan to the Department for Children, Schools and Families. The submission of the action plan will release the play builder funding.

**2. BACKGROUND**

- 2.1 The Department of Children, Schools and Families published a National Play Strategy in 2008. The strategy highlights the importance of play and the importance of high quality play environments. The strategy sets out a play builder project which requires local authorities to develop high quality play areas.
- 2.2 The local authority was notified on 26<sup>th</sup> February 2009 that it has been allocated £1,129,958. In order to release this funding the local authority needs to submit a project plan setting out the timescales for the development and or significant refurbishment of 22 play areas. The first 11 of these need to be developed between April 2009 – March 2010. The remaining 11 need to be completed by 31<sup>st</sup> March 2011.

**3. CRITERIA FOR PLAY AREAS**

- 3.1 The development of the play areas must adhere to design principles set out in the criteria as follows:
- Are bespoke and designed for their site to enhance the environment
  - Are well located
  - Make use of natural elements
  - Provide a wide range of play experiences for children of all ages
  - Are accessible to both disabled and non-disabled children
  - Meet community needs
  - Have an element of flexibility built into the layout
  - Build in opportunities to experience risk and challenge
  - Are sustainable and appropriately maintained
  - Allow for change and evolution

#### 4. PLAY AREAS FOR DEVELOPMENT

- 4.1 The following sets out the sites identified for the first 11 play areas to be developed and or significant refurbishment:

	Project Costs		
Play Space	Play-Builder Contribution	Match Funding Acquired	Total Project Cost
1. Jutland Road	£29,000	£54,599 Compilation of Neighbourhood funding, Community Safety & Sec. 106 agreement.	£83,599
2. Oxford Road	£74,000	£1,200 From 106	£75,200
3. King George Playing Fields	£64,000	£20,000 From 106	£84,000
4. King Osw y Drive	£20,000	£18,500 From 106	£38,500
5. Town Moor	£50,000	Nil	£50,000
6. Greatham	£20,000	£8,600 From HBC Cap.	£28,600
7. Lynnfield School - Community Space	£40,000	£10,000 From NDC re. Malcolm Walker 25th Feb 09	£50,000
8. Ow ton Manor	£80,000	Nil	£80,000
9. Burbank	£74,193	£1,000 From 106	£75,193
10. Clavering	£30,000	Nil	£30,000
11. Burn Valley Garden Rock Garden 1	£50,000	Nil	£50,000
<b>Total</b>	<b>£531,193</b>	<b>£138,899</b>	<b>£645,092</b>

The priorities for the play areas to be developed in 2010-2011 will be developed using these assessment tools.

- Consultation & Engagement
- Hartlepool's Borough Councils Outdoor Fixed Play Audit
- External Reports – PPG 17, ROSPA

- 4.2 The above table outlines those sites which are currently under design for implementation e.g. Jutland Road, King George V and Greatham or are identified as additions to existing sites to improve play quality – these can also be described as ‘quick wins’.
- 4.3 The consultation process is already under way in a number of sites and due to commence with others. All consultation will engage young people and have regard to their specific needs and desires. A play facility designed and selected by young people from the specific neighbourhoods will encourage ownerships, respect and responsible use.
- 4.4 The match funding identified is that which is secured to date, it is not exclusive and additional funding will allow further development and enhancement of individual sites.
- 4.5 Year 2 proposals will allow for a more extensive network of play improvements throughout the town, consultation on year 2 programme will commence immediately due to the decision making process that will be required.

## **5. GOVERNANCE AND PROJECT MANAGEMENT**

- 5.1 The Play builder project will be managed by Adult and Community Services Department with Children’s Services officers supporting the process.
- 5.2 Quarterly updates will be provided to the Culture, Leisure and Tourism Portfolio Holder and Children’s Services Portfolio Holder. Reports on progress will also be presented to the Play Partnership and the Children’s Trust.

## **6. FUNDING**

- 6.1 The total amount allocated to Hartlepool for the playbuilder project is £1,129,958. This funding needs to develop 22 play areas. Matched funding can be used to support the projects. The playbuilder grant needs to be spent by March 31<sup>st</sup> 2011. The grant does not allow carry forward.

## **7. RISK IMPLICATIONS**

- 7.1 The funding will only be released once a project plan has been received therefore there is a risk that the funding will not be available if the project plan is not approved.

**8. EQUALITY AND DIVERSITY CONSIDERATIONS**

- 8.1 The criteria linked to the funding requires all the play areas included in the playbuilder project to be fully inclusive for children and young people with additional needs.

**9. SECTION 17**

- 9.1 The development of play areas offers new opportunities for children and young people to take part in positive activities.

**10. RECOMMENDATIONS**

- 10.1 The Portfolio Holder is asked to approve the project plan for submission to the Department for Children's, Schools and Families.

**11. REASONS FOR RECOMMENDATIONS**

- 11.1 The project plan needs to be approved for play builder funding to be released.

**CONTACT OFFICER:** John Mennear, Assistant Director (Community Services) and Danielle Swainston, Extended Services and Early Years Manager

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

23 March 2009



**Report of:** Director of Children's Services

**Subject:** DECOMMISSIONING OF CHILDREN'S CENTRES SERVICES

---

### **SUMMARY**

#### **1. PURPOSE OF REPORT**

- 1.1 To seek approval to decommission children's centre service level agreements with PATCH, MIND and Harbour following the approval of an outreach service specification.
- 1.2 To seek approval for the transfer of service level agreements to a joint contract for Credit Union and West View Advice and Resource Centre.

#### **2. SUMMARY OF CONTENTS**

- 2.1 On 13<sup>th</sup> November 2008 Portfolio Holder approved a children's centres outreach service specification to go to tender. This was a key decision.
- 2.2 Following the decision of the Children's Services Portfolio Holder to authorise the tender process for an outreach package for Children's Centres, a Call-In Notice was submitted to the Proper Officer by Members of the Scrutiny Co-ordinating Committee.
- 2.3 The Portfolio Holder reaffirmed approval on 29<sup>th</sup> January 2009. In line with this decision current services delivered need reviewing against the outreach service specification.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services.

**4. TYPE OF DECISION**

Non key

**5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 23 March 2009.

**6. DECISION(S) REQUIRED**

.6.1 To seek approval to decommission children's centre service level agreements with PATCH, MIND and Harbour following the approval of an outreach service specification.

6.2 For the Portfolio Holder to approve the transfer of service level agreements to a joint contract for Credit Union and West View Advice and Resource Centre.

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**Report of:** Director of Children's Services

**Subject:** DECOMMISSIONING OF CHILDREN'S CENTRES SERVICES

---

**1. PURPOSE OF REPORT**

- 1.1 To seek approval to decommission children's centre service level agreements with PATCH, MIND and Harbour following the approval of an outreach service specification.
- .

**2. BACKGROUND**

- 2.1 The Sure Start local programmes (between 2000 and 2004) independently set up service level agreements with a number of providers PATCH (Parent and Toddler Care in Hartlepool), MIND, Harbour, Credit Union and WVARC. Following guidance from the DCSF the local authority began to develop Children's Centres in 2004. In 2006 a joint children's centres and extended schools strategy was developed and the Sure Start local programmes were restructured with the local authority taking responsibility for all the children's centres in 2007. In this period of change it was decided to continue to fund the providers to ensure continuity for service users. From April 2007 – December 2008 a review has taken place to evaluate outcomes and how the services fit the holistic needs of the children's centres.
- 2.2 DCSF guidance issued in April 2008 highlighted a need for all children's centres to develop an integrated outreach service to ensure the most vulnerable children and families were able to access children's centre services.
- 2.3 An outreach children's centre service specification was developed in line with the Department for Children, Schools and Families guidance. The service specification sets out universal outreach work, group work, Early Years Foundation Stage group work and specialist support both individually and in group situations. This service specification was approved by Portfolio Holder on 13<sup>th</sup> November 2008. This was followed by a call in process and reaffirmed by Portfolio Holder on 29<sup>th</sup> January 2009.
- 2.4 The outreach service was advertised at the end of February 2009. It is expected that a provider will be chosen and contracts agreed by July 2009. It is therefore necessary to review the current service level

agreements against the service specification in order to decommission services as appropriate.

### **3. CURRENT SERVICES – PATCH, MIND, HARBOUR**

- 3.1 There are currently five service providers delivering services under the children's centre service level agreements. The current providers are MIND, PATCH, Harbour, Credit Union and West View Advice and Resource Centre.
- 3.2 The outreach service specification includes elements of the current MIND, PATCH and Harbour agreements.
- 3.3 It is therefore proposed that MIND, PATCH and Harbour service level agreements cease to take effect on 1st July 2009.

### **4. CURRENT SERVICES – CREDIT UNION, WEST VIEW ADVICE AND RESOURCE CENTRE**

- 4.1 The outreach service specification does not contain any requirement for financial inclusion support as it focuses on outreach services. Financial inclusion services are needed to ensure children's centres can contribute to the reducing child poverty target.
- 4.2 Credit Union and West View Advice and Resource Centre already provide financial inclusion services for children's centres. It is proposed that a one contract is set up with Credit Union and West View Advice Resource Centre to replace the current agreements to ensure the services can be closely monitored. The children's services commissioning team felt that it would be better value for money to renegotiate the contracts with these providers rather than go through the tender process as the amounts of money are relatively small in comparison to the outreach package and the services provided will not be changed. The amount of the new joint contract will be the total of the two current service level agreements (see table in 5.1)

### **5. CONSULTATION WITH SERVICE PROVIDERS**

- 5.1 All service providers have been fully consulted on the outreach service specification. Initial meetings took place in February/March 2008 to notify providers of the change in Sure Start guidance. This was followed by quarterly review meetings when providers were informed of progress.
- 5.2 In addition all the service providers have been invited to sessions set up by HVDA and lead by Children's Services commissioning team to look at commissioning and procurement processes. This included training



on tender requirements. All service providers have been given the opportunity to bid for the tender through the Council's procurement processes.

## **5. FUNDING**

### **5.1 Current funding**

PATCH	£103,000
MIND	£41,442
Harbour	£63,000
Credit Union	£23,677
West View Advice and Resource Centre	£24,569

5.2 The savings made on the decommissioning of PATCH, MIND and Harbour will be reinvested into the outreach package approved by the Portfolio Holder on 13<sup>th</sup> November 2009.

5.3 The funding for Credit Union and West View Advice and Resource Centre will continue but will transfer into one joint contract between the two providers. This will provide savings to the department in terms of monitoring one contract instead of two.

## **6. RISK IMPLICATIONS**

6.1 The reviews of the service level agreements show that we are not reaching our most vulnerable families. If we do not decommission the current agreements as outlined above there is a risk that these most vulnerable children and families will not be able to access needed support.

## **7. EQUALITY AND DIVERSITY CONSIDERATIONS**

7.1 The children's centres have a duty to ensure that they are supporting our most vulnerable groups of children and families. The outreach package of support will provide universal support to all children aged 0-5 years old and their families.

## **8. RECOMMENDATIONS**

8.1 For the Portfolio Holder to approve the decommissioning of children's centre service level agreements with PATCH, MIND and Harbour following the approval of an outreach service specification.

8.2 For the Portfolio Holder to approve the transfer of service level agreements to a joint contract for Credit Union and West View Advice and Resource Centre.

**9. REASONS FOR RECOMMENDATIONS**

- 9.1 To ensure Children's Centres are able to support all children aged 0-5 years old to improve outcomes for children and families.

**CONTACT OFFICER:**

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
23 March 2007



**Report of:** Director of Children's Services

**Subject:** GENERAL SURE START GRANT CAPITAL  
PROJECTS 2009 - 2010

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### SUMMARY

#### **1. PURPOSE OF REPORT**

- 1.1 To seek approval for the revised costings for Children's Centres (2008 – 2009).
- 1.2 To seek approval for further Children's Centres capital works at Chatham House Children's Centre and Hindpool Close Children's Centre.

#### **2. SUMMARY OF CONTENTS**

- 2.1 The report provides details of the revised costs for capital works for Children's Centres for 2008- 2009. These were previously approved on 12<sup>th</sup> August 2008 but a number of schemes have increased in cost.
- 2.2 The report also sets out proposed developments at Chatham House Children's Centre and Hindpool Close Children's Centre in order to further develop services for these communities.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services issues.

#### **4. TYPE OF DECISION**

Non key decision.

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 23rd March 2009.

**6. DECISION(S) REQUIRED**

- 6.1 To seek approval for the revised costings for Children's Centres (2008 – 2009).
- 6.2 To seek approval for further Children's Centres capital works.

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**Report of:** Director of Children's Services

**Subject:** GENERAL SURE START GRANT CAPITAL PROJECTS 2009 - 2010

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## 1. PURPOSE OF REPORT

- 1.1 To seek approval for the revised costings for Children's Centres (2008 – 2009).
- 1.2 To seek approval for further Children's Centres capital works.

## 2. BACKGROUND

- 2.1 Sure Start Capital Funding for 2008-2010 is as follows:

Grant	2008-2009	2009-2010
Children's Centre capital	£295,584	£0
Children's Centre maintenance (capital)	£20,111	£34,737
Extended Schools and NDC contribution	£221,005	£0
Early Years capital	£351,807	£351,807
Total	£888,507	£386,544

- 2.2 On 12<sup>th</sup> August 2009 the Portfolio Holder for Children's Services approved a programme of capital works for Children's Centres and Extended Schools. This included Children's Centre developments at Stranton Primary School and Throston Primary School and a fund for private daycare settings to bid for building works in line with Department for Children, Schools and Families guidance.
- 2.3 The Early Years Capital allocation for 2008 – 2009 was £351,807. The total amount that daycare settings bid for totalled £274,773. In addition a contribution was made to Fens Primary School of £5,000. The underspend of £72,034 can be used for other Children's Centres or Early Years developments and it is proposed that it supports the revised costs for Stranton Children's Centres and Throston Children's Centre as set out below.

### **3. REVISED COSTS FOR CHILDREN'S CENTRE CAPITAL WORKS (2008- 2009)**

- 3.1 On 12<sup>th</sup> August 2008 the Portfolio Holder approved the capital works at Stranton Primary School for £176,005, this was an estimate of the planned works. This funding was to develop Children's Centre accommodation to ensure that the full core offer is provided as Stranton is one of our Phase 2 Children's centres. Following this approval the council's partnering arrangement was instigated and the costs of the build have now been estimated at £262,245.
- 3.2 This increase in cost is well above the original estimate and work has been carried out to reduce the building specification to reduce the costs. Unfortunately the costs can only be reduced to £262,245 and in order to progress the building works approval is needed on this revised amount. Stranton Children's Centre building developments are needed to ensure the Centre is delivering the full children centre core offer.
- 3.3 On 12<sup>th</sup> August 2008 the Portfolio Holder approved the capital works at Throston Primary School for the development of a Phase 3 Children's Centres. The initial plan to construct a phase 3 children's centre has identified the additional need to support the school in the development of a Foundation Stage unit. By creating this unit the school is able to allocate space towards the development of the Children's Centre. A review of construction costs has delayed the start of the children's centre. In order to make this a centre of excellence in terms of early years provision the additional funding needs allocating from the 2009 – 2010 early years capital. Therefore an additional £50,911 needs allocating to the Throston children's centre developments.
- 3.4 In order to achieve Department for Children, Schools and Families' targets the local authority needs to designate Throston as a Phase 3 centre by March 2010. In order to achieve this target the building work needs carrying out as soon as possible.

### **4. CURRENT CHILDREN'S CENTRES CAPITAL DEVELOPMENTS**

#### **4.1 Chatham House Children's Centre**

Chatham House Sure Start Children's Centre was acquired and refurbished by the PCT in 2001/02. At the time it was agreed with the local community that a café/ community meeting place would be included in the plans but this never materialised. Due to increased usage of the facility it is proposed that early years capital (2009-2010) funds this project in order to meet an identified need. The total of this would be £49,000.

#### 4.2 Hindpool Close Children's Centre

Hindpool Close Sure Start Children's Centre is due to make service delivery changes this summer and will begin to offer full daycare in partnership with a PVI provider. To this end it is proposed to construct a community café and meeting space in order to complement the centre, the daycare provider and integrate the centre further within the local community. This would cost £86,000.

### 5. FINANCIAL CONSIDERATIONS

#### 5.1 Funding for 2008-2010

<b>Grant</b>	<b>2008-2009</b>	<b>2009-2010</b>
Children's Centre capital	£295,584	£0
Children's Centre maintenance (capital)	£20,111	£34,737
Extended Schools and NDC contribution	£221,005	£0
Early Years capital	£351,807	£351,807
<b>Total</b>	<b>£888,507</b>	<b>£386,544</b>

#### 5.2 Revision to 2008-2009 approvals

<b>Project</b>	<b>Costs approved August 2008</b>	<b>Revised costings</b>
Throston	£290,584	£341,495
Stranton	£176,005	£262,245

The additional funding for these projects will be funded through the under spend of the Early Years Capital and Early Years Capital 2009/10.

#### 5.3 Projects for current children's centres

Chatham House Children's Centre	£62,244
Hindpool Close Children's Centre	£85,707

These projects will be funded from the underspend of the 2008/2009 Early Years Capital element of the General Sure Start Grant and the Early Years Capital 2009/10.

#### 5.4 Funding to support these capital works programmes is provided entirely through the central government grant for general sure start capital grant. This capital grant is ringfenced for Children's Centre developments and early years provision.

## 5.5 Summary for 2008- 2010 capital spend against funding allocations

	<b>2008-2009</b>	<b>2009-2010</b>	<b>Total 2008-2010</b>
Total General Sure Start Capital Grant	£888,507	£351,807	£1,240,314
Commitments/spend	£1,056,744	-	£1,056,744

Therefore the shortfall for 2008-2009 is £168,237. This needs to be taken from the Early Years Capital 2009-2010 which will leave £183,570 to spend on further Early Years projects.

- 5.6 The Early Years Capital funding is provided through the General Sure Start Grant to support settings to offer flexible extended free nursery entitlement. Officers are currently working with schools and settings to ensure all settings are offering the extended entitlement and a report will be presented to the Portfolio Holder shortly to set out progress and options for the remaining capital funding (£183,570 2009/2010 and £351,807 2010/2011)

## 6. EQUALITY AND DIVERSITY CONSIDERATIONS

- 6.1 All capital works must be undertaken in line with the Disability Discrimination Act requirements to ensure that all children's centres are fully accessible with special needs and disabilities.

## 7. SECTION 17

- 7.1 The development of children's centres supports early intervention to those families who are disadvantaged and in need in order to support them in parenting and supporting successful outcomes for their children.

## 8. RECOMMENDATIONS

- 8.1 To seek approval for the revised costings for Children's Centres (2008 – 2009).
- 8.2 To seek approval for further Children's Centres capital works at Chatham House Children's Centre and Hindpool Close Children's Centre.

## 9. CONTACT OFFICER

Danielle Swainston (Sure Start, Extended Services and Early Years Manager) 523671



## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
23<sup>rd</sup> March 2009



**Report of:** Director of Children's Services

**Subject:** SCHOOLS SICKNESS ABSENCE INSURANCE COVER

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### SUMMARY

#### **1. PURPOSE OF REPORT**

- 1.1 To inform the Portfolio Holder of a requirement to review a contract in relation to schools sickness absence insurance cover;
- 1.2 To request authorisation to extend the existing contract for a further twelve months to allow the department to undertake further scoping work with schools and market testing in advance of advertising a full tender opportunity later in this calendar year.

#### **2. SUMMARY OF CONTENTS**

- 2.1 The Department has been developing a more robust approach to the monitoring and review of contracts. This is to ensure that the Department is getting value for money and that services meet the diverse needs of children and young people across the town. This increased monitoring has identified a contract that has been in place for some time and needs to be renewed as a matter of priority. This contract relates to the provision of insurance policies for schools to provide staffing cover in the event of long term sickness and maternity leave.
- 2.2 Given the specific nature of the contract there is a need to ensure any new contract begins at the start of a financial year to link with the business requirements and funding cycles of the schools.
- 2.3 The report contains two recommendations. Firstly, that the existing contract is extended for a twelve month period. This will allow the Department to undertake a comprehensive needs analysis with the schools and other key stakeholders. Secondly, assuming feedback from the schools mandates this, it is recommended that this contract

be re-tendered later in 2009 with a view to contracting on 1<sup>st</sup> April 2010.

- 2.4 These recommendations have the full support of the Head of Procurement, Property & Public Protection and the Departmental Head of Finance.

**3. RELEVANCE TO PORTFOLIO MEMBER**

- 3.1 The content of this report has implications for schools across the town and as such requires the attention of the Portfolio Holder for Children's Services.

**4. TYPE OF DECISION**

Non Key Decision.

**5. DECISION MAKING ROUTE**

Children's Services Portfolio 23<sup>rd</sup> March 2009.

**6. DECISION(S) REQUIRED**

- 6.1 To grant authorisation to extend the existing contract in relation to schools sickness insurance cover for a twelve month period allowing sufficient time for a detailed analysis to be completed with schools.
- 6.2 To grant authorisation, subject to the findings of the needs analysis carried out with schools to advertise a tender for this project later in 2009 with a view to letting a new contract to commence on 1 April 2010.

**Report of:** Director of Children's Services

**Subject:** SCHOOLS SICKNESS ABSENCE INSURANCE COVER

---

**1. PURPOSE OF REPORT**

- 1.1 To inform the Portfolio Holder of the requirement to review a contract in relation to schools sickness absence insurance cover;
- 1.3 To request authorisation to extend the existing contract for a further twelve months to allow the department to undertake further scoping work with schools and market testing in advance of advertising a full tender opportunity later in this calendar year.

**2. BACKGROUND**

- 2.1 Some Primary schools in Hartlepool are covered by an existing contract with Capita BEST valued at £550,000 that insures them against the increased staffing costs associated with long term sickness and maternity cover. Purchasing schools pay a premium based on their level of previous claims. This contract was originally set up in 1999 and needs to be renewed as a matter of priority.
- 2.2 The need to demonstrate value for money, on this and all other departmental contracts, is particularly important given the increased challenges resulting from the wider economic downturn. This contract needs to be reviewed to ensure full compliance with the Department's Commissioning Framework and the principles of contestability.
- 2.3 Twenty three Primary schools (including Seaton Carew Nursery) buy into this contract which the local authority manages on behalf of these purchasing schools. The department receives £14,000 income per annum from schools for managing this contract.

**3. OPTIONS APPRAISAL AND FINANCIAL CONSIDERATIONS**

- 3.1 There are four main options available to the Department:
  - a) The department ceases to manage this contract on behalf of the schools allowing the purchasing schools to contract directly with their chosen supplier;

- b) Develop regional (or sub regional) arrangements with other local authorities to develop a shared services approach;
- c) The department creates its own self funding arrangement;
- d) Extend and Re-tender the existing contract.

Each of these options is evaluated below.

3.2 The Department ceases to manage this contract on behalf of the schools

The Department receives an annual commission of £14,000 for administering this scheme and incurs annual administrative costs of £3000 in doing so. Therefore, this option means that the Department would lose income of £11,000 per annum at a time when the Department is required to make cashable savings.

3.3 Develop regional (or sub regional) arrangements with other local authorities

This option was explored by the Commissioning and Contracts Manager at a regional meeting on 18 February 2009 and there is a broad lack of support for this approach. Local authorities across the region are now tied in to different arrangements and therefore, it would not prove practical to develop a business case for a shared services approach.

3.4 The department creates its own self funding arrangement

After initial enquiries with neighbouring authorities who operate this type of arrangement, officers feel that this option would be excessively onerous to administer in an authority the size of Hartlepool. It would not be possible to establish a fund by 1 April 2009. Further work to assess this option will however be undertaken during 2009.

3.5 Extend and Re-tender the existing contract

This option would mean that the contract with the existing supplier would be extended for a twelve month period. This would allow the department to undertake consultation and analysis with all schools. Should this consultation support this option, it is recommended that a tender opportunity, in line with European Union (EU) requirements, is advertised in October 2009. This will mean that there would be sufficient time to contract in April 2010.

#### **4. LEGAL CONSIDERATIONS**

- 4.1 If the recommendations in this report were approved, officers from the Departmental commissioning team will work alongside colleagues in the legal section to develop a new contract that will commence on 1<sup>st</sup> April 2010. This will provides an opportunity to develop more advantageous terms for the schools.

#### **5. RECOMMENDATIONS**

The Portfolio Holder is recommended to:

- 5.1 Grant authorisation to extend the existing contract in relation to schools sickness insurance cover for a twelve month period allowing time for a detailed needs analysis to be completed with schools.
- 5.2 Grant authorisation, subject to the findings of the needs analysis carried out with schools to advertise a tender for this project in October 2009 with a view to contracting in April 2010.

#### **6. REASONS FOR RECOMMENDATIONS**

- 6.1 These recommendations are being presented as part of a wider Departmental drive to ensure contracts are let and subsequently monitored in line with corporate contracting procedures. This will better position the Department to ensure that all services commissioned provide value for money.
- 6.2 This specific contract is of a high value and needs to be reviewed as a matter of priority. In so doing, there is a need to undertake analysis with the schools and other key stakeholders. There is also a need to continue with a contract renewal date of 1 April to meet the budgetary planning cycle of the schools. Authorising these recommendations will grant the department sufficient time to undertake these tasks and prepare a tender that can competitively test the market.

#### **7. CONTACT OFFICER**

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
23<sup>rd</sup> March 2009



**Report of:** Director of Children's Services and Head  
of Procurement, Property and Public  
Protection

**Subject:** SPACE TO LEARN PROJECT – ST HILD'S  
SCHOOL

---

### **SUMMARY**

#### **1.0 PURPOSE OF REPORT**

To update the Portfolio Holder on the development of the Space to Learn project at St Hild's School, to approve an approach to elements of sponsorship for the project and to note the arrangements for an official launch of the project.

#### **2.0 SUMMARY OF CONTENTS**

This report provides an update on progress towards the development of the Space to Learn project and explains the potential for a variety of sponsorship offers from external organisations and the Council's approach to considering them. A draft protocol for the consideration of such offers is outlined in **Appendix A** of this report. The report also considers the next steps in the project particularly concentrating on a public launch which would be of local, regional and national interest.

#### **3.0 RELEVANCE TO PORTFOLIO MEMBER**

The project relates to new developments in teaching and learning and is, therefore, within the remit of the Children's Services Portfolio Holder.

#### **4.0 TYPE OF DECISION**

Non key.

## **5.0 DECISION MAKING ROUTE**

Portfolio Holder meeting 23<sup>rd</sup> March 2009.

## **6.0 DECISION(S) REQUIRED**

- i) That the Portfolio Holder notes the progress on the Space to Learn Project.
- ii) That the Portfolio Holder approves the approach to sponsorship outlined in Sections 3 and 5 of the report.
- iii) That the Portfolio Holder notes the arrangements for the launch of the Space to Learn project.

**Report of:**      **Director of Children's Services and Head of  
Procurement, Property and Public Protection**

**Subject:**        **SPACE TO LEARN PROJECT – ST HILD'S  
SCHOOL**

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## **1. PURPOSE OF REPORT**

- 1.1 To update the Portfolio Holder on the development on the 'Space to Learn' Project at St Hild's School, to approve an approach to elements of sponsorship for the project and to note the arrangements for an official launch of the project.

## **2. BACKGROUND**

- 2.1 Space to Learn is intended to be a purpose built learning environment which will enable all schools throughout the town to test out new ideas in teaching and learning ahead of our Primary Capital Programme (PCP) and Building Schools for the Future (BSF) investment.
- 2.2 This innovative and ambitious project will help us to change how teaching and learning takes place in our schools by providing space that can be flexibly divided into different sizes. Space to Learn will become a test-bed for the very latest in Information and Communications Technology (ICT), furniture, construction techniques and environmental sustainability. The City Learning Centre will be temporarily housed in the facility, providing technological support.
- 2.3 Space to Learn was initially designed by our Client Design Adviser as part of our approach to Schools Transformation, however the design concepts have been developed through engagement with schools, their staff and their pupils.
- 2.4 The £1 million budget for Space to Learn has been secured from the Roman Catholic and Church of England Dioceses and Hartlepool Borough Council's capital programme, which was agreed by the Portfolio Holder for Children's Services at the meeting on 25<sup>th</sup> March 2008. Outline planning permission was granted on 25<sup>th</sup> February 2009.
- 2.5 This pioneering facility has attracted the interest of influential organisations such as the British Council for School Environments (BCSE), who have expressed an interest in endorsing Space to Learn as a National Centre of Excellence. The British Council for School Environments (BCSE) is a membership organisation made up of



schools, local authorities, construction companies, architects, and all those involved in and passionate about, designing excellent learning environments. It is a registered charity and non profit making organisation. It acts as a forum for exchange, dialogue and advocacy for anyone interested in learning environments; from educators to policy makers, users to designers, managers to constructors. The potential benefit to Hartlepool of the involvement of BCSE in the Space to Learn project would include the recognition of the transformational aspects by a nationally renowned organisation and the publicising of the project to potential sponsors and others who may offer support and advice on transforming learning and teaching in Hartlepool.

- 2.6 Hartlepool Borough Council officers attended the Building Schools Exhibition and Conference in February 2009 to promote the Space to Learn project. There was overwhelming interest from a wide variety of organisations including suppliers who have expressed their interest in sponsoring the project through the donation of equipment, goods and services.

### **3. SPONSORSHIP CONSIDERATIONS**

- 3.1 In order to develop the unique and transformational nature of the Space to Learn building, officers have been promoting the project, inviting suggestions on construction, layout, ICT infrastructure and furniture, fixtures and fittings.
- 3.2 The result of this is a significant interest from potential providers in sponsoring the project through the supplying materials, equipment, technology and other goods and services.
- 3.3 While such interest is welcome, it is important for the probity of the Council and its officers that the Council's procurement procedures in respect of construction and fitting out are closely adhered to. However the project gives rise to a number of situations which fall outside the normal procurement arrangements because, unusually for the Council, they relate to sponsorship package developments.
- 3.4 Companies are now making offers to the Council to provide goods and services which would be beneficial to the project as an in-kind contribution or as part of a sponsorship package. The goods and services to be provided, would, in some cases, not only enhance the project in terms of creative impact, but also substantially increase the investment opportunity. The companies concerned are indicating that they would be prepared to offer to supply materials, equipment, technology etc. at no cost to the Council and without prejudice to any other supplies or services to be provided to the Council at any time in the future. This kind of sponsorship arrangement is not fully covered within the Council's procurement procedures.

- 3.5 A similar situation arose in relation to the Tall Ships project. In relation to that project, a system for accepting such offers at no cost and with no prejudice was adopted and approved by the Regeneration and Liveability Portfolio Holder and reported to the Finance and Efficiency Portfolio Holder for information.
- 3.6 It is important that any such “without prejudice” and no-cost basis arrangement is one which individual officers will have to make very clear to prospective sponsors and it will have to be carefully documented. The benefit for companies is that they would be able to use Space to Learn (by agreement) to “show off” their wares to prospective clients.
- 3.7 The proposed process for approving and accepting proposals is that all offers under the £5,000 contract procurement threshold for a competitive requirement are approved by the School's Transformation Project Director and all offers of £5,000 and over are brought to the Portfolio Holder for approval.
- 3.8 There is also the possibility that offers of direct financial support may be made. It is recommended that the Council's response to offers of financial support to the Space to Learn project is the same as the response to offers of goods and services

#### 4. RISK AND FINANCIAL IMPLICATIONS

- 4.1 This whole process is not without significant risk. It is extremely important that any sponsorship scheme should not interfere in any way with the procurement processes associated with BSF (whether ICT or Design and Build) or with PCP procurement processes.
- 4.2 To mitigate this risk and safeguard the Council's position, it is important for there to be a proper process for considering potential sponsorship offers and selection processes to establish which, if any, sponsorship offers should be accepted, taking into account propriety, suitability and sustainability. Equality of opportunity for suppliers must also be considered. A draft protocol for the consideration of such offers is included in **Appendix A** of this report.
- 4.3 When any sponsorship arrangement is approved a Form of Agreement will be signed by the Sponsor and the Council in order to formalise the arrangement. The Form of Agreement will be drawn up in conjunction with the Chief Solicitor
- 4.4 At the time of construction procurement the Council could have a situation where we are nominating suppliers and this can lead to contractual difficulty, extra costs and future maintenance / guarantee issues hence the proper selection of the “offer” is critical. For example it will be necessary to consider how any offer of supplies, materials etc. can be incorporated properly into the design for the building, and ensure

its sustainability and build-ability. In addition, the cost implications of every proposal need to be considered. It is also important that the Council retains control and management of the Space to Learn Project from inception to completion.

## 5. LAUNCH EVENT

- 5.1 Subject to Portfolio Holder approval of potential sponsorship arrangements, it is intended to launch the Space to Learn project by holding an event in early April 2009. Those companies that have expressed an interest in sponsoring Space to Learn will be invited. It will also be publicised in the local press to encourage local businesses to express an interest. It is also proposed that, through the British Council for School Environments, the launch is publicised to a wider audience of market leaders.
- 5.2 This event will provide an opportunity to present Hartlepool's vision for the project as well as clarifying the principles and processes for the procurement of goods and services with reference to sponsorship arrangements.

## 6. CONCLUSIONS

- 6.1 The project has attracted local and national interest from organisations including the British Council for School Environments and a variety of suppliers who are keen to sponsor the project. This brings the potential for a leading edge facility to be established in Hartlepool which will establish Hartlepool as a beacon of good practice and help to ensure that the full transformational impact of BSF and PCP is achieved.
- 6.2 In order to achieve this, the proposals for dealing with sponsorship need to be considered, approved and followed in a consistent manner which minimises the risk to the Council. The value and nature of the "sponsorship" will be varied and an agreement is needed to guide officers in the implementation of the project.
- 6.2 Subject to the agreement of the Children's Services Portfolio Holder to the recommendations included in this report, the outcomes will be reported to the Finance and Efficiency Portfolio Holder for information

## 7. RECOMMENDATIONS

- 7.1 That the Portfolio Holder notes the progress on the Space to Learn Project.
- 7.2 That the Portfolio Holder approves the approach to "Sponsorship" outlined in Sections 3 and 5 of the report AND **Appendix A**.

- 7.3 That the Portfolio Holder notes the arrangements for the launch of the Space to Learn project.

**8. CONTACT OFFICER**

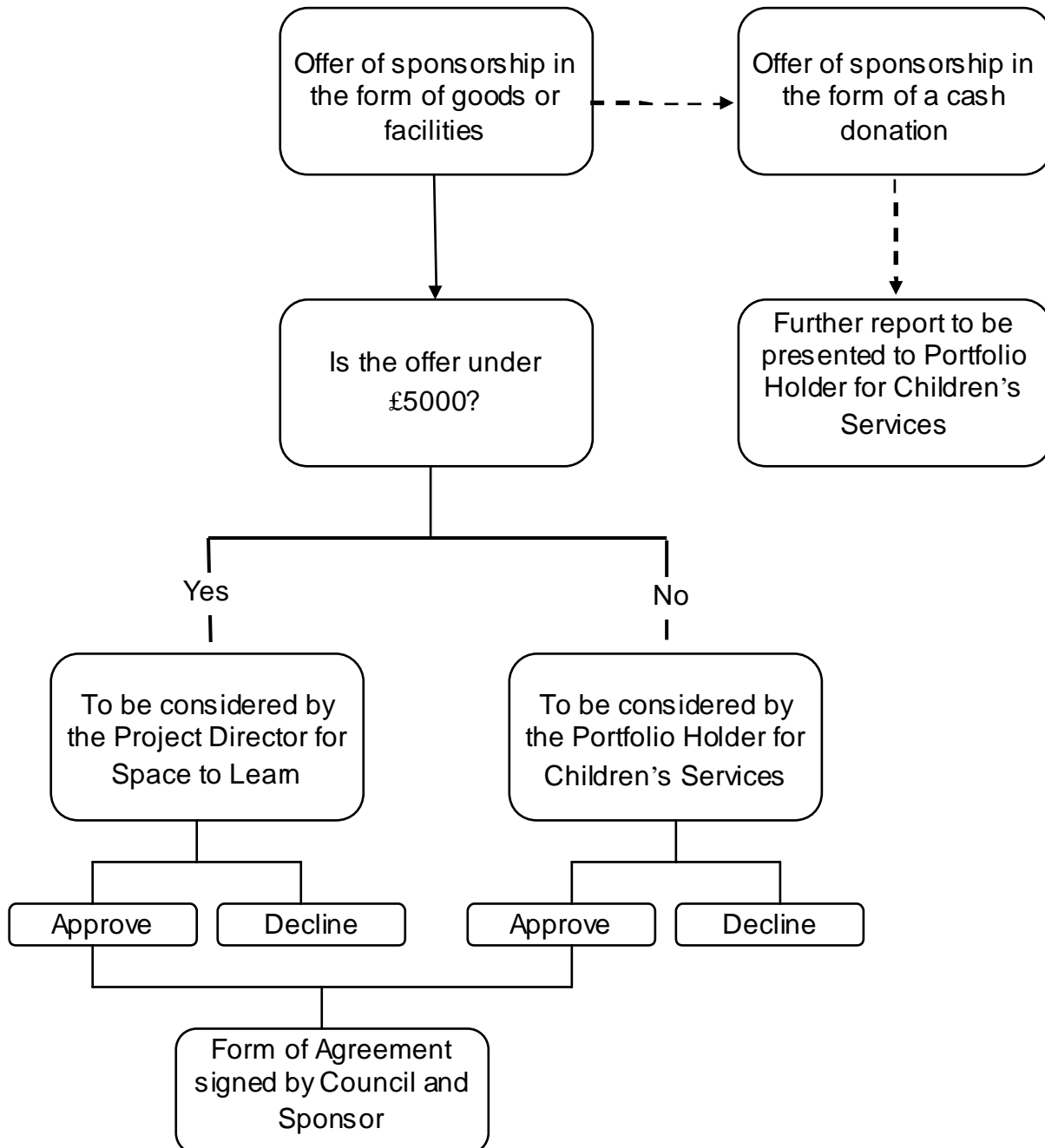
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**APPENDIX A**

The following is a protocol for the consideration of offers of sponsorship/financial support for the Space to Learn project.



## CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder  
23<sup>rd</sup> March 2009



**Report of:** Director of Children's Services

**Subject:** EXMOOR GROVE CHILDREN'S HOME  
INSPECTION REPORT

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### SUMMARY

#### 1. PURPOSE OF REPORT

The purpose of this report is to inform the portfolio holder of the outcome of the Ofsted inspection of Exmoor Grove Children's Home which took place on the 5<sup>th</sup> November, 2008.

#### 2. SUMMARY OF CONTENTS

The report provides an overview of what the inspector found during the inspection. The inspector looked at all of the key national minimum standards as well as actions and recommendations made at the previous inspection. Each of the five Every Child Matters outcomes were looked at in detail regarding the service provided to children and young people as well as the organisation of the home. The ratings given were as follows:

Helping children be healthy	-	the provision is good
Protecting children from harm or neglect and helping them stay safe	-	the provision is good
Helping children achieve and enjoy what they do.	-	the provision is good
Helping children make a positive contribution.	-	the provision is good
Achieving economic wellbeing.	-	the provision is good

The inspector made only one recommendation which was to “ensure that the physical state of the building is reviewed regularly and shortfalls are addressed”. The report acknowledged that the home had improved its physical environment since the last inspection by the refurbishment and redecoration of the living areas.

**3. RELEVANCE TO PORTFOLIO MEMBER**

The provision of short break residential care is an integral part of the Portfolio Holder's brief.

**4. TYPE OF DECISION**

Non Key.

**5. DECISION MAKING ROUTE**

Portfolio Holder for Children's Services.

**6. DECISION(S) REQUIRED**

- i. Receive the inspection report
- ii Note the recommendation of the inspector

**Report of:** Director of Children's Services

**Subject:** EXMOOR GROVE CHILDREN'S HOME  
INSPECTION REPORT

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## **1. PURPOSE OF REPORT**

The purpose of this report is to inform the portfolio holder of the outcome of the Ofsted inspection of Exmoor Grove Children's Home which took place on the 5<sup>th</sup> November, 2008. Exmoor Grove provides residential care for up to eight children and young people. The service provided is short break care for children and young people with either a physical disability or learning disability.

## **2. BACKGROUND**

The purpose of the inspection was to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

A report was received from Ofsted on the 29<sup>th</sup> January, 2009 which details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the relevant National Minimum Standards for the service.

The inspection judgements and what they mean:

Outstanding: this aspect of the provision is exceptionally high quality.

Good: this aspect of the provision is strong.

Satisfactory: this aspect of the provision is sound.

Inadequate: this aspect of the provision is not good enough.

## **3. OUTCOME OF THE INSPECTION.**

The inspector found that the overall quality rating is 'good'. This was an improvement on the last inspection which took place in 2007 which rated the home as 'satisfactory'.

The inspector looked at improvements that had taken place since the last inspection and noted that the home had improved its physical environment, by the refurbishment and redecoration of the living



areas. The inspector was also satisfied that actions and recommendations from the previous inspection had been addressed.

**Helping children be healthy.**

**Rating – Good.**

The inspector noted that staff are trying wherever possible to encourage children and young people to take part in a full, active and healthy lifestyle. It was also noted that there is good choice of well cooked, healthy food along with readily available fresh fruit and drinks at the home.

The inspector's report highlighted that medicines and first aid equipment are stored securely. Also that staff can easily access clear written guidance regarding first aid treatment and the administration of medicines and have received appropriate training.

It was stated in the inspector's report that children and young people's individual health plans are being well maintained in their files. The overall conclusion was that children and young people are living in a healthy and safe environment.

**Protecting children from harm or neglect and helping them stay safe.**

**Rating – Good.**

The inspector stated that staff fully respected the privacy and dignity of the children and young people and that policies and procedures regarding confidentiality were adhered to. The inspector also noted that appropriate and clear procedures were in place regarding the management of complaints. It was highlighted that information was made available to children and their families in different formats in order to facilitate access to the complaints process irrespective of any communication difficulties.

The inspector's reported noted that the Local Authority's safeguarding policies and procedures were followed and can be easily accessed by staff. All staff have regular training in safeguarding and fully understand the importance of their role in safeguarding children and young people.

It was also reported by the inspector that clear procedures and guidance are in place regarding the management of challenging behaviour. All staff receive regular training in the use of physical intervention and restraint as well dealing with bullying; first aid; health and safety and fire safety.

The inspector found that the Local Authority undertook a range of robust checks on all staff prior to their employment at the home to ensure their suitability. Also any visitors to the home must sign the

visitors book and visitors are monitored and managed by the staff to ensure that children and young people are living in an environment that is safe and caring.

**Helping children achieve well and enjoy what they do.**

**Rating – Good.**

The inspector noted that each young person living at the home benefits from having their own key worker and a detailed individual care plan. It was also noted that children and young people have high levels of staff support and assistance to meet their individual needs and goals. It was stated by the inspector that the home “truly values” educational involvement and achievement by the young people and that good links have been developed with the two local special schools. The inspector highlighted that staff tried to engage the children and young people in activities that develop skills and individual potential both in the home or out in the community.

**Helping children make a positive contribution.**

**Rating – Good.**

The inspector concluded that all relevant referral and assessment information was provided to staff prior to a child or young person being admitted to the home. Also that children and young people have their own individual placement plan which sets out how the home will meet their assessed needs. This takes account of each young person's health, education, leaving care plan and lifestyle.

The inspector noted that there were good arrangements in place for reviewing the placements of children and young people and that they were encouraged to participate and contribute to review meetings. Children and young people were also encouraged to be involved in appropriate decisions about their life in the home through regular recorded meetings to discuss menus, and future outings and activities. The inspector concluded that staff take the views and opinions of the young people seriously at all time and if possible act upon them appropriately.

**Achieving economic wellbeing.**

**Rating – Good.**

The inspector noted that young people who were preparing to leave the home were well supported by staff and had a pathway plan which had been prepared in conjunction with the young people, their family and other professional agencies. It was also noted that the home is very clean, pleasantly decorated and furnished throughout and it provides a good standard of accommodation for the young people living there. The inspector highlighted that young people's bedrooms were colourfully decorated and furnished with appropriate equipment.

Also that young people can access quiet areas and that there is a private telephone for their use should this be required.

**Organisation.**

**Rating – Good.**

The inspector stated the home's Statement of Purpose was easy to read and it detailed the services offered to children and young people. It was included in the inspection report that staffing levels are meeting the assessed needs of the young people and that staff have or are undertaking the required NVQ training as well as a range of other relevant training.

It was noted that monthly recorded monitoring visits are taking place by a senior member of the Local Authority's management team to make sure that standards at the home are maintained. The manager also undertakes a monitoring process on a monthly basis, to identify any shortfalls in the service and puts into place corrective actions where necessary.

The inspector highlighted that the promotion of equality and diversity is good and that the home tries, wherever possible, to ensure that all young people are treated equally and with great respect all times.

#### **4. ACTION**

The inspector did not stipulate any actions to be taken but did make one recommendation as follows:

- Ensure that the physical state of the building is reviewed regularly and shortfalls are addressed.

This is done on a regular basis either through the manager identifying improvements that are needed or by those members of the senior management group who carry out the monthly inspections. Plans are in place to improve the garden area of the home in the spring when new equipment is to be purchased.

#### **5. RECOMMENDATIONS**

The Portfolio Holder is asked to:

- i. Receive the inspection report;
- ii Note the recommendation of the inspector.

**6. REASONS FOR THE RECOMMENDATIONS**

Exmoor Grove Children's home is an integral part of the Portfolio Holder's brief. The recommendation of the inspector is intended to ensure that the authority meets the required standards for a children's home.

**7. BACKGROUND PAPERS**

Care Standard Act 2000  
Children Act 2004  
National Minimum Standards for Children's services.

**8. CONTACT OFFICER**

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

23 March 2009



**Report of:** Director of Children's Services

**Subject:** STUDY VISIT TO REGGIO EMILIA

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### SUMMARY

#### **1. PURPOSE OF REPORT**

For the Portfolio Holder to note the attendance to a study visit in Reggio Emilia, Italy 20th April – 24<sup>th</sup> April 2009 of early years officers.

#### **2. SUMMARY OF CONTENTS**

Reggio Emilia is a region of Northern Italy which is internationally acclaimed as best practice for early years practice. It promotes a child centred approach to early years learning and development.

The Reggio approach has been highlighted by the National Strategies as good practice and encourages officers to attend the study visits.

Study visits are held annually for early years practitioners. These include lectures on early years practice and visits to the early years settings in the area.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holder has responsibility for Children's Services

#### **4. TYPE OF DECISION**

Non - key

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 23 March 2009

**6. DECISION(S) REQUIRED**

- . For the Portfolio Holder to note the attendance to a study visit in Reggio Emilia, Italy 20th April – 24<sup>th</sup> April 2009 of early years officers.

**Report of:** Director of Children's Services

**Subject:** STUDY VISIT TO REGGIO EMILIA

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**1. PURPOSE OF REPORT**

- 1.1 For the Portfolio Holder to note the attendance to a study visit in Reggio Emilia, Italy 20th April – 24<sup>th</sup> April 2009 of early years officers

**2. BACKGROUND**

- 2.1 Reggio Emilia is a region of Northern Italy which is internationally acclaimed as best practice for early years practice. It promotes a child centred approach to early years learning and development. The Reggio approach has been highlighted by the National Strategies as good practice and encourages officers to attend the study visits.
- 2.2 Study visits are held annually for early years practitioners. These include lectures on early years practice and visits to the early years settings in the area.

**3. THE REGGIO APPROACH**

- 3.1 The Reggio approach is underpinned by early philosophy developed by Piaget and Vygotsky. The educators of Reggio have focused on listening to children's theories, observing how children represent their understanding of the world and discovering how to support their explorations.

**4. IMPACT OF THE REGGIO APPROACH**

- 4.1 The Foundation Stage Profile results for Hartlepool are below the national average and among the worst in the region. In light of this it is important for officers to challenge their own thinking in terms of children's learning in the early years. This must then be translated to challenge to early years settings to improve quality.
- 4.2 A number of daycare managers attended Reggio in 2008 and one of these had previously been visited by the Regional Foundation Stage Adviser. The Foundation Stage Regional Adviser revisited the setting last month and had commented on how the setting has improved through the use of the Reggio approach. It is important that we build on this and support all settings to take on this approach. The study

visit to Reggio will support officers in their own development and increase their skills in this area of work.

**5. FUNDING**

- 5.1 There will be three members of staff attending Reggio Emilia in April 2009. The total cost of the study visit is £6,120. This will be funded through the General Sure Start Grant.

**6. RECOMMENDATIONS**

- 6.1 For the Portfolio Holder to note the attendance to a study visit in Reggio Emilia, Italy 20th April – 24<sup>th</sup> April 2009 of early years officers

**CONTACT OFFICER:**

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