

**SURREY COUNTY COUNCIL****CABINET****DATE: 29 SEPTEMBER 2020****REPORT OF: MRS JULIE ILES, CABINET MEMBER FOR ALL-AGE LEARNING****LEAD OFFICER: LIZ MILLS (DIRECTOR EDUCATION, LIFELONG LEARNING AND CULTURE)****SUBJECT: DEVELOPING LOCAL SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) PROVISION IN SURREY TO MEET DEMAND IN 2021/2022****SUMMARY OF ISSUE:**

As part of the Special Educational Needs and or Disability (SEND) Transformation Plan and SEND Sufficiency Strategy 2020-2025 which was approved by Cabinet on 29 January 2019, a recommendation was made to increase the specialist provision in mainstream specialist centres, special academies and maintained special schools in Surrey in order to reduce the reliance on Non-Maintained and Independent Specialist provision and out of county Independent provision. The recommendations are aligned with the local area's 2030 Community Vision which received Full Council unanimous approval to support the aspiration that everyone achieves their full potential, contributes to their community and no one is left behind so that children and young people who have SEND and Education Health and Care Plans (EHCPs) are educated in their nearest most appropriate setting and closer to home.

Creating sufficient and sustainable in-county specialist provision will give families and young people greater choice and control, reduce travel time as well as associated transport costs, enabling children and young people who have SEND to play an integral part of their local communities, and crucially, increase opportunities in which they achieve their individual academic and personal potential and are fully prepared for adulthood.

A cabinet report on the 29<sup>th</sup> September 2019 outlined Surrey's 10 year SEND Strategic Planning Approach and recommended that all future schemes identified as part of the SEND Capital Programme which require capital investment are reported to Cabinet for Cabinet Member for approval. This paper outlines schemes identified for Phase 2 of the SEND Capital Programme for delivery from 2021-2022.

**RECOMMENDATIONS:**

It is recommended that:

1. Cabinet approves the use of SEND Capital Funding against the projects identified through the Expression of Interest (EOI) process with Surrey Schools (Annex 1) for Phase 2 of the SEND Capital Programme to create 213 additional Specialist Planned Places in Surrey for academic year 2021-2022.
2. Cabinet approves the use of additional SEND Capital Funding of £6.4m required to complete the Freemantle's expansion, in addition to Phase 1 (Annex 2)
3. Cabinet approves that the £36m of Capital Budget in the Pipeline be transferred to SEND Capital Phase 1 and 2 Programmes

## REASON FOR RECOMMENDATIONS:

Under Part 3 Section 21 of the Children & Families Act, 2014 the Local Authority and its partners have a statutory duty to keep special educational provision under review, including planning, commissioning and monitoring. In carrying out the duties in the Children & Families Act 2014, local authorities and others with responsibilities under that Act, are also covered by the Equality Act, 2010.

Developing and maintaining high quality specialist provision in Surrey is vital to ensure appropriate placements for the county's most vulnerable children and young people who have complex SEND and require specialist educational provision.

The proposed schemes (See Annex 1) ensure enough special school places are provided for secondary and Post 16 age children and young people who have Social, Emotional and Mental Health needs, Communication & Interaction needs and Cognition & Learning needs. These are the 3 need-types where long-term deficits in planned places have already been identified.

Increasing local specialist provision assures high quality teaching (through robust monitoring protocols) in Surrey's Good and Outstanding provision as graded by Ofsted, value for money at a more equitable cost per learner, the development of social value opportunities as well as employment in local communities.

## DETAILS:

### The Context

1. Surrey has experienced a significant increase in the number of children and young people with complex Special Educational Needs and Disabilities (SEND) in the past 4 years. Although the percentage increase in growth of Education, Health and Care Plans (EHCPs) has dropped in recent years, Surrey's growth in EHCPs is still higher when compared to the national picture, statistical neighbours and the South East benchmarking group. On average, Surrey's EHCP growth has been 12% since 2016 – nearly two percentage points higher on average than its statistical neighbours.
2. Autism (also referred to as ASC) has been the most prevalent primary need in Surrey since 2015. The rate of ASC growth continues to be almost double that of the growth rate for Moderate Learning Difficulties (MLD) and Social Emotional and Mental Health needs (SEMH), which are the next two highest areas of need in the county. On average, ASC has grown by 32% in Surrey over the last 4 years and continues to trend upwards.
3. Primary need growth in SEND is forecast to continue for the next 5 years, although we can expect to see some levelling off if trends continue along similar lines to the past 2 years. Anticipated reductions in previous EHCP trends are reliant on the successful implementation and cultural-shift of the system-wide workstreams from the SEND Transformation programme which would bring Surrey's EHCP numbers at least in line with statistical neighbours.
4. Since 2016, over 600 additional places have been created in Surrey's education sector. Additional SEND Capital Projects approved by Cabinet in 2019 and early 2020 have been completed. (See Annex 2)

5. As of September 2020, the specialist education sector in Surrey provides 770 specialist centre places in mainstream schools and 2698 special school places.
6. Three new free schools in Surrey will come online in the next 5 years incrementally (See Annex 3). As EHCP growth continues to trend upwards, additional provision will still be required to meet demand whilst these new schools are being established.
7. Historically to meet increasing demand year on year, Surrey County Council has relied on the independent sector (Non-Maintained Special Schools, Independent Special Schools and Independent Schools) to provide the additional places. These have been at a significantly higher per learner cost than Surrey's own schools, which in most cases are limited by their physical capacity and use of available space, rather than their ability to support the needs of the children and young people with the most complex SEND.
8. In total, Surrey County Council spends approximately £67.7m each year placing 1200 children and young people who have SEND in the independent sector, with an average cost of more than £53k per placement. This figure is compared to an approximate spend of £52.2m on maintained and academy specialist provision for 3,468 children and young people, that is within the range of £16k and £23k for each placement.
9. In addition, only 46% of learners who have SEND in Non-Maintained and Independent settings attend provision in-county, meaning many children and young people with EHCPs travel significant distances daily, frequently with excessively long journey times and at very high cost, to their place of education. The approximate annual cost for local authority funded travel for children and young people who have SEND is currently £41m.
10. Therefore, creating a long-term sustainable position with additional specialist place planning that addresses in-county deficit numbers at primary, secondary and Post 16 phases of education by 2022 delivers benefits realisation in the form of increased opportunities resulting in positive outcomes for children and young people who have SEND, investment in local provision that increases the Local Offer and cost containment to the High Needs Block in the longer term.
11. An expression of interest (EOI) exercise commenced in July 2020 to ascertain viable expansion or redevelopment opportunities within existing in-county settings. Officers recognise the significant work that is undertaken by Surrey's Special Schools as well as Specialist Centres attached to mainstream settings to successfully support children and young people with EHCPs and is keen to continue working collaboratively with partners to create high quality and sustainable provision that is responsive to local population needs.

**Table 1** below details the previous and current decision-making criteria for matching demand against SEND Capital Projects.

**Table 1: Previous and current decision-making criteria for SEND Capital Projects**

| <b>Current Decision-making criteria: Matching known &amp; forecasted demand against SEND projects</b> |
|---|
| September 2021 places already in pipeline and status of projects                                      |
| Capital cost  |
| Revenue cost  |
| Maintained School/ Academy proposal   |
| Can be mobilised in 2020 or required for September 2021 onwards                                       |
| Location  |
| Sustainability  |
| Ofsted Rating   |
| Currently over or under subscribed  |
| Existing intake/ new intake   |
| Therapy costs   |

**Forecast place demand for September 2021/2022**

12. Table 2 below outlines the required specialist provision, by designation and need type for Academic Year 2021/2022 by Quadrant Area. In total, this amounts to 179 additional specialist places required in Key Stage Transfer years only. There is currently no forecast additional demand for specialist provision where Physical and/ Sensory is the primary need.

**Table 2: Surrey's Additional specialist SEND places required for the academic year 2021/2022**

| <b>Communication &amp; Interaction</b>                           |           |           |           |           |              |
|--|-----------|-----------|-----------|-----------|--------------|
| <i>Autistic Spectrum Disorder - Complex and High Functioning</i> |           |           |           |           |              |
|  | <b>NE</b> | <b>NW</b> | <b>SW</b> | <b>SE</b> | <b>Total</b> |
| <b>Year R</b>  | 0         | 0         | 3         | 0         | 3            |
| <b>Year 3</b>  | 3         | 1         | 0         | 0         | 4            |
| <b>Year 7</b>  | 17        | 0         | 23        | 0         | 40           |
| <b>Total</b>   | 20        | 1         | 26        | 0         | 47           |

  

| <b>Cognition &amp; Learning</b>   |           |           |           |           |              |
|---|-----------|-----------|-----------|-----------|--------------|
| <i>Severe Learning &amp; Developmental Disorder - Learning and Additional Needs</i> |           |           |           |           |              |
|   | <b>NE</b> | <b>NW</b> | <b>SW</b> | <b>SE</b> | <b>Total</b> |
| <b>Year R</b>   | 23        | 0         | 13        | 0         | 36           |
| <b>Year 3</b>   | 17        | 9         | 29        | 14        | 69           |
| <b>Year 7</b>   | 19        | 0         | 0         | 0         | 19           |
| <b>Total</b>  | 59        | 9         | 42        | 14        | 124          |

  

| <b>Social, Emotional &amp; Mental Health Needs</b> |           |           |           |           |              |
|--|-----------|-----------|-----------|-----------|--------------|
| <i>Social, Emotional and Mental Health</i>         |           |           |           |           |              |
|  | <b>NE</b> | <b>NW</b> | <b>SW</b> | <b>SE</b> | <b>Total</b> |
| <b>Year R</b>                                      | 0         | 0         | 0         | 0         | 0            |
| <b>Year 3</b>                                      | 1         | 0         | 0         | 1         | 2            |
| <b>Year 7</b>                                      | 6         | 0         | 0         | 0         | 6            |
| <b>Total</b>                                       | 7         | 0         | 0         | 1         | 8            |

## Developing the SEND Capital Programme, alongside Children, Families, Lifelong Learning and Culture (CFLC)

13. The SEND Capital Programme supports the Surrey 2030 vision by ensuring:

- Children and young people are safe, feel safe and confident.
- Everyone benefits from education, skills and employment opportunities that help them succeed in life.
- Everyone lives healthy, active and fulfilling lives, and makes good choices about their wellbeing.
- Everyone gets the health and social care support and information they need at the right time and place.
- Communities are welcoming and supportive, especially of those most in need, and people feel able to contribute to community life.

14. The SEND Capital Development programme supports the Children, Families, Lifelong Learning and Culture (CFLC) Directorate Plan by:

- Deliver(ing) a strong system across Health, the Local Authority and Education, for children and young people with special educational needs, additional needs and disabilities, with a focus on inclusion in mainstream education with the right support at the right time, and access to education provision within their own community and within Surrey.

15. The SEND Capital Development programme supports the SEND Partnership Strategy 2019-2022 by ensuring:

- Children and young people are at the centre of our thinking and that we work with families as partners in meeting their children or young people's needs and planning how we will deliver support and provision in the future.
- All places, settings and organisations that provide education and/or support to children and their families are welcoming of children and young people with SEND and have a better understanding of their needs.
- Ensure that when new provision and support is created, that Health, Education and the Local Authority share responsibility to ensure that high quality support is in place for children, young people and families when and where they need it.
- Children and young people with SEND can access the help and support they need to thrive and achieve within their local communities. They can go to education provision that meets their needs, access services and play an active role in the community close to where they live.
- Families have easy access to information which helps them understand how best to support their child or young person's needs and access the help that is offered.
- Children, young people and families have access to the same level of high-quality support wherever they live in Surrey. We have a good shared understanding of our children and young people who have SEND in Surrey and our support offer matches their identified needs.

16. The SEND Transformation programme 2020-2025 is a significant body of work that is underway to improve the wider SEND system and pre-statutory offer to children and young people who have SEND and their families across the county. This includes programmes focused on achieving the following;
- A strong SEND System and SEND Operational Improvement
  - The Local Offer
  - A new Autism Strategy and a new Local Area Autism Service offer for early years pupils
  - A new Graduated Response for pre-statutory SEND Support
  - An enhanced and refreshed Alternative Provision offer
  - Improved Single Point of Access, to provide universal wraparound support where necessary (known as the 'L-SPA')
  - Increasing levels of independence through targeting Transition (Early Years Strategy (0-4 years) and Post 16 Strategy (17-25 years))
  - Improving the quality of provision Surrey County Council accesses by expanding in-county, outstanding and good schools
  - Reducing the numbers of out of county and long-distance providers
  - A sustainable SEND Transport Strategy that supports the development of independence and independent travel
  - Integration of commissioning functions with Health partners to provide holistic joint commissioning opportunities (Joint Commissioning Strategy)

#### **Delivery of additional provision and benefits to Children, Young People and Residents**

17. The provision of additional specialist places will support the county-wide inclusion plan as well as increasing the availability of places for children and young people with SEND to access in the county, ensure specialist education provision is fit for purpose and create additional employment/ supported internship opportunities for residents around areas of expansion.
18. Improve investment in Surrey's education sector supports schools in delivering high quality education to some of the county's most vulnerable children and young people. The proposal also signifies improved value for money against significant average Non-Maintained Independent costs.
19. Expanding Surrey's specialist provision aligns with the Next Steps programme and strategy for Post-16 to create local further education and employment pathways such as apprenticeships and supported internships to enable young people who have SEND to make a successful transition to adulthood and secure employment.
20. Capacity created locally will also ensure SEND home to school transport times are reduced in line with Department for Education recommendations, improving congestion and traffic flow around the county.

## Next steps: Governance Flow

21. Robust governance arrangements have been developed to enable high-level oversight of Surrey's SEND Capital Strategy and Programme. These include:
- The Capital Planning Programme, which is chaired by the Executive Director of Resources
  - The Portfolio Board, which has a key function of Corporate scrutiny and is chaired by the Executive Director of Children, Families, Lifelong Learning & Culture and Director of Commissioning
  - The SEND Board, which has a key function of Member scrutiny and is chaired by the Cabinet Member for All-Age Learning
  - The Capital Programme Board, which has a key focus on delivery and progress of strategic capital development programmes and is chaired by Directors of Education, Learning & Culture and Corporate Parenting
  - The SEND Capital Programme Board, which has a key focus on the tactical delivery and progress of each phase of the SEND Capital Programme and is chaired by the Assistant Director of Education
  - The SEND Capital Programme Working Group, which is a joint-agency operational group which monitors the progress of all individual SEND Capital Projects, EHCP Place Planning and associated capital and revenue resources
22. The creation of the new levels of accountability, assurance and sign-off for SEND Capital Projects ensures regular and accurate information flow between interdependent departments, which are aligned with Surrey County Council's decision-making pathway. The structure also ensures that stakeholders, system-partners, operational teams, Heads of Service, Strategic Directors and Cabinet Members have access to a consistent flow of up to date information about the programme's timescales, costs, quality, scope, risks and benefits.

### CONSULTATION:

23. The recent disruption brought about by COVID-19 means that the consultation approach employed by the Council for decision-making for Phase 2 of the SEND Capital Programme is a continuation of the development of Surrey's SEND strategy, which was subject to full public consultation and reviewed by the Council's Cabinet on 29 January 2019. Consultees included education providers, SEND System-partners, parent carers, children and young people, local districts and boroughs.
24. The Council has undertaken further engagement activities with schools in the Summer of 2020, including encouraging settings to provide 'Expressions of Interest' (EOI) for capital expansion. All phases of schools have been included within this process including mainstream maintained and academy primary, secondary and special schools. Comments and expressions of interest received from this programme have been used in the development of this report for approval. Chart 2 below details the analysis of 26 Expressions of Interest received.

**Chart 2: Analysis of Expressions of Interest received by Surrey County Council July 2020**

|                               |                                   | Percentage |
|-------------------------------|-----------------------------------|------------|
| <b>Provision Type</b>         | Special Academy                   | 12%        |
|                               | Maintained Special School         | 31%        |
|                               | Specialist Centre                 | 54%        |
|                               | Other                             | 3%         |
| <b>Need Type to cater for</b> | Communication & Interaction (S&L) | 16%        |
|                               | Communication & Interaction (ASC) | 28%        |
|                               | Social Emotional & Mental Health  | 5%         |
|                               | Cognition & Learning MLD          | 27%        |
|                               | Cognition & Learning SLD          | 9%         |
|                               | Cognition & Learning PMLD         | 3%         |
|                               | Physical and/ or Sensory          | 0%         |
|                               | Any need type                     | 8%         |
|                               | Complex Health Needs (Not SEND)   | 4%         |
| <b>Phase</b>                  | Primary                           | 50%        |
|                               | Secondary                         | 27%        |
|                               | Post 16                           | 23%        |
| <b>Area</b>                   | South East                        | 31%        |
|                               | South West                        | 23%        |
|                               | North East                        | 23%        |
|                               | North West                        | 23%        |
| <b>Phase of future places</b> | Primary                           | 50%        |
|                               | Secondary                         | 27%        |
|                               | Post 16                           | 23%        |
| <b>Current Ofsted Grading</b> | Outstanding                       | 38%        |
|                               | Good                              | 50%        |
|                               | Requires Improvement              | 4%         |
|                               | Inadequate                        | 8%         |
| <b>Location</b>               | Elmbridge                         | 15%        |
|                               | Guildford                         | 15%        |
|                               | Mole Valley                       | 15%        |
|                               | Reigate & Bansted                 | 4%         |
|                               | Runnymede                         | 12%        |
|                               | Spelthorne                        | 8%         |
|                               | Surrey Heath                      | 8%         |
|                               | Tandridge                         | 15%        |
|                               | Waverley                          | 4%         |
|                               | Woking                            | 4%         |

25. The proposed locations of the three new Free Schools have already been factored into forecast future demand alongside the Expressions of Interest received. Two of the three new Free Schools will not begin to admit learners until September 2022.

26. Future phases of the SEND Capital Programme will be subject to further stakeholder engagement activity towards the end of 2020 with the view to creating a new co-produced and quality assured decision-making framework, which acknowledges all the associated SEND-System interdependencies. (See Annex 4)
27. Further public consultation will be required for each approved project going forward in line with statutory Planning Consultations and Judicial Review periods for Land & Property developments, as well as Department for Education Prescribed Alteration (Stage 2 Representation) and Free School Presumption (Section 10 Consultation) processes.

#### **RISK MANAGEMENT AND IMPLICATIONS:**

28. There is a risk that current forecasts of demand for learners with EHCPs is inaccurate, particularly in the case of non-key stage transfer year groups, and that therefore there may be an under or over supply of specialist places with consequent capital and revenue implications for the Council. To mitigate this the Council has invested in high quality forecasting tools and periodically reviews and assess forecasts in relation to outcomes.
29. Specific timescale risks associated with individual projects that relate to statutory process including prescribed alterations, free school presumptions, planning and procurement could mean that specific projects cannot be delivered within the desired timeframe. Each project will be monitored by a project board, jointly planned by Education and Land & Property partners and has already been subject to detailed consideration prior to submission to Cabinet or Cabinet Member approval.  
Officers will monitor the progress of individual projects on a monthly basis through the newly established Governance groups and update key decision-makers about continued business justification, financial viability, progress, risks and issues as appropriate.
30. All building and refurbishment projects are required to include risk, issue and quality registers. A contingency allowance approved by Finance and Land & Property partners appropriate to the schemes will be included within individual project budgets to mitigate potential risks and issues. These will be subject to SEND Programme Board as well as individual Project Board decision-making.
31. Evaluative processes for measuring the success of SEND Capital investment are being employed in reviewing the impact and lessons learned from Phase 1 projects. Learning from experience is critical so that previous lessons learned can be applied, with the goal of seeking opportunities to continue to implement improvements throughout each phase of the programme. It is the responsibility of all officers involved with the SEND Capital Programme to look for lessons in order to drive sustainable change and progression.

32. A Programme Risk Register will be used to identify, manage and mitigate programme risks. In addition, each individual project within the programme will have a comprehensive costed risk, issue and quality register. These will be managed by the project teams.

### FINANCIAL AND VALUE FOR MONEY IMPLICATIONS

33. The strategic partnership approach to increasing the proportion of learners within local maintained and academy specialist provision compared to the proportion of those within non-maintained independent provision has a significant revenue benefit for the Council, as is outlined in Table 3 below. Additionally, the SEND Strategy and local area vision to ensure successful early identification of needs and appropriate early intervention will be of benefit to more children and young people who have SEND and their families, as well as achieving revenue savings for the high needs block in the long term.

**Table 3: Local and Non-Maintained Independent Cost Containment**

| SEND Capital Scheme | Proposed Additional Places | Revenue costs: HNB estimated Top up and Place Value £,000 | Comparison to Non-Maintained Independent Average (£53k) | Estimated Benefit per Place |
|---------------------|----------------------------|---|---|-----------------------------|
| Scheme 1            | 24                         | 443   | 1,272   | £829                        |
| Scheme 2            | 20                         | 346   | 1,060   | £714                        |
| Scheme 3            | 50                         | 883   | 2,650   | £1,767                      |
| Scheme 4            | 34                         | 504   | 1,802   | £1,298                      |
| Scheme 5            | 25                         | 350   | 1,325   | £975                        |
| Scheme 6            | 60                         | 981   | 3,180   | £2,199                      |
| <b>Total</b>        | <b>213</b>                 | <b>3,507</b>  | <b>11,289</b>   | <b>£7,782</b>               |

34. A sustainable specialist estate will be developed to provide fit for purpose facilities for Surrey's children and young people who have SEND and require a specialist placement, providing cost effective solutions to support revenue savings. From the overall original £62,695,000 of capital investment identified, £36m is currently available in the pipeline to progress this next phase of the SEND Capital programme. Each individual project will be required to demonstrate value for money and benefits realisation is achieved, in addition to being subject to robust cost challenge and scrutiny to drive optimum value as it progresses.

35. Phase 2 programmes have £21,250,000 notional budget allocation, which will leave approximately £1,503,674 in the budget after Phases 1 and 2 of the programme are completed in full.

## SECTION 151 OFFICER COMMENTARY

36. Although significant progress has been made over the last 12 months to improve the Council's financial position, the medium-term financial outlook is uncertain. The Public Health crisis has resulted in increased costs which are not fully funded in the current year. With uncertainty about the ongoing impact of this and no clarity on the extent to which both central and local funding sources might be affected from next year onwards, our working assumption is that financial resources will continue to be constrained, as they have been for the majority of the past decade. This places an onus on the Council to continue to consider issues of financial sustainability as a priority in order to ensure stable provision of services in the medium term. As such, the Section 151 Officer supports the proposal to move forward with the SEND Capital Programme which is a significant part of the DSG High Needs Block reduction plan.
37. The current capital requirement is already factored into the medium-term financial strategy (MTFS). The projected revenue benefits will feed initially to the DSG but reducing the High Needs Block annual deficit will enable the Council to make comparable changes to the current General Fund contribution which will be of benefit to the MTFS position.

## LEGAL IMPLICATIONS – MONITORING OFFICER

38. This report acknowledges that as the Special Educational Needs and or Disability (SEND) Transformation Plan and the SEND Sufficiency Strategy 2020-2025 progresses and changes to service provision are proposed there may be a need for further engagement and, in appropriate cases, consultation with residents and stakeholders for approved project.
39. Under Section 2 (1) of the Local Authorities (Land) Act 1963 a local authority has extensive development powers and may, for the benefit or improvement of its area, erect, extend, alter or re-erect any building and construct or carry out works on land. Depending on the proposals to expand and or re-develop the existing 'in-county' sites which have been identified, it will be necessary to adhere to statutory requirements such as planning consultations, Department for Education and Free School processes to obtain any required consents that may apply to each of the sites.

## EQUALITIES AND DIVERSITY

40. The SEND Strategy, to which this programme of work aligns, was subject to a full Equalities Impact Assessment published on 21 January 2019. This EIA has been reviewed and remains relevant to the Phase 2 schemes outlined in this cabinet paper. [https://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0008/188729/Annex-2a-SEND-Transformation-Programme-EIA-FINAL.pdf](https://www.surreycc.gov.uk/_data/assets/pdf_file/0008/188729/Annex-2a-SEND-Transformation-Programme-EIA-FINAL.pdf)
41. The strategy focuses on inclusion and ensuring that children with SEND can get a good education at a school close to their home. The aim of the strategy is to make sure that every child and young person who has SEND growing up in Surrey has the best possible start in life and equality of opportunity is maximised across the four need types and range of needs in the four quadrants of the county.

#### **OTHER IMPLICATIONS:**

42. The potential implications for the following Council priorities and policy areas have been considered alongside the social value benefits to local communities. These benefits involve maximising local business opportunities across the county, including the people who matter the most and enhancing communications both internally and externally. Where the impact is potentially significant a summary of the issues is set out in detail below.

#### **CORPORATE PARENTING/LOOKED AFTER CHILDREN IMPLICATIONS**

43. This proposal would provide necessary additional local specialist education places for learners with an EHCP in Surrey. It is assumed therefore that these places would also be of benefit to Surrey's Children Looked After and Care Leavers with the most complex needs by reducing the number of individuals currently placed outside of the Council area.

#### **SAFEGUARDING RESPONSIBILITIES FOR VULNERABLE CHILDREN AND ADULTS IMPLICATIONS**

44. The council has a duty to promote and improve safeguarding in education as well as educational outcomes for all children and young people who are vulnerable or disadvantaged. The creation of additional specialist capacity closer to home supports highly effective joint agency monitoring to reduce placement breakdown and increased demand on care services.

#### **ENVIRONMENTAL SUSTAINABILITY IMPLICATIONS**

45. The provision of education places closer to home will reduce the average journey times for learners with EHCPs and is aligned with the vision and aspirations of Surrey's SEND Transport Transformation programme.

46. Design philosophy that has been adopted to create new or refurbish and extend existing buildings will support low energy consumption, reduce solar gain and promote natural ventilation. Any proposals will be in line with this policy and any new building will be to the standards in the local planning authority's adopted core planning strategy.

#### **WHAT HAPPENS NEXT:**

- 47. Approval by Cabinet of the 6 SEND Capital Programme Projects to be developed and implemented for 2021-2022.
- 48. Completion of remaining Phase 1 projects for 2020-2021
- 49. Completion of the Phase 2 SEND Capital Projects' viability and feasibility assessments, as well as firm confirmation of reprofiled SEND ACP and Pipeline figures for 2021 onwards.

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#### **Contact Officer:**

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**Consulted:**

As part of Surrey County Council's ongoing transformation work, public consultations have been conducted to capture the users' voice on the principles and transformation work in each area of the council's strategy and offer. Each consultation has used open-ended questions to allow respondents to share their perceptions, attitudes and experiences.

Surrey residents were asked for their views on the draft SEND strategy which sets out 5 principles and 4 proposed areas of transformation to strengthen support for children and young people with special educational needs and disabilities (SEND), at a time when the amount of funding available is not keeping pace with the growing levels of need.

Results of Surrey's SEND Strategy Public Consultation were published in January 2019:

[https://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0010/187381/Special-Educational-Needs-and-Disabilities-Consultation-Summary-Analysis.pdf](https://www.surreycc.gov.uk/_data/assets/pdf_file/0010/187381/Special-Educational-Needs-and-Disabilities-Consultation-Summary-Analysis.pdf)

**Annexes:**

- **ANNEX 1:** Phase 2 SEND Capital Programme projects for 2021-2022
- **ANNEX 2:** Phase 1 SEND Capital Programme projects outturn for 2019-2020 and projects due for completion
- **ANNEX 3:** Phasing of additional Planned Places from the SEND Capital Programme
- **ANNEX 4:** System Flow and Governance arrangements to support the future implementation of the SEND Capital Programme's decision-making framework

**Sources/background papers:**

Expressions of Interest for September 2020/2021

## SEND CAPITAL PROGRAMME ANNEXES

### **ANNEX 1: Phase 2 SEND Capital Programme Projects 2021-2022**

| Scheme       | Placement Type            | Designation of Provision  | Area | Ofsted Rating | Cabinet Approval Year            | Project   | Number of new planned places created | Notional Budget   | Cost per place | Land & Property Stage of Approval/ Status |
|--------------|---------------------------|---|------|---------------|----------------------------------|---|--------------------------------------|-------------------|----------------|---|
| Scheme 1     | Maintained Special School | Communication & Interaction   | SE   | Outstanding   | Scheduled for 29/09/20 Cabinet   | Secondary expansion to accommodate 6 <sup>th</sup> form             | 24                                   | 2,500,000         | 104,166        | Not instructed                            |
| Scheme 2     | Maintained Special School | Communication & Interaction   | SE   | Good          | Scheduled for Cabinet 29/09/2020 | Permanent Expansion/ changing room refurb                           | 20                                   | 250,000           | 12,500         | Instructed & in process                   |
| Scheme 3     | Maintained Special School | Cognition & Learning (Moderate)                                     | NW   | Outstanding   | Scheduled for 29/09/20 Cabinet   | Secondary Permanent Expansion                                       | 50                                   | 6,000,000         | 120,000        | Not instructed                            |
| Scheme 4     | Special Academy           | Cognition & Learning (Moderate)                                     | SW   | Outstanding   | Scheduled for 29/09/20 Cabinet   | Secondary Permanent Expansion                                       | 34                                   | 3,500,000         | 102,940        | Not instructed                            |
| Scheme 5     | Special Academy           | Communication & Interaction   | NE   | Good          | Scheduled for 29/09/20 Cabinet   | Secondary Permanent Expansion                                       | 25                                   | 3,000,000         | 120,000        | Not instructed                            |
| Scheme 6     | Maintained Special School | Cognition & Learning (Moderate)<br>Social Emotional & Mental Health | SE   | Good          | Scheduled for 29/09/20 Cabinet   | Secondary & Post 16 Permanent Expansion (including girls only SEMH) | 60                                   | 6,000,000         | 100,000        | Not instructed                            |
| <b>Total</b> |                           |   |      |               |                                  |   | <b>213</b>                           | <b>21,250,000</b> |                |   |

Capital cost per additional place can vary significantly based on a number of factors, for example the level of need of the pupil, the site itself and of course if it is a new build or a refurbishment of an existing space.

## ANNEX 2:

**Phase 1 SEND Capital Programme Outturn 2019-2020: Completed Projects**

| Name of Scheme                             | Designation of Provision              | Area                | Ofsted Rating | Cabinet Approval Year | Project                       | Number of new planned places created | Capital Outturn £ | Land & Property Stage of Approval/ Status |
|--|---------------------------------------|---------------------|---------------|-----------------------|-------------------------------|--------------------------------------|-------------------|---|
| Linden Bridge Special Academy              | Communication & Interaction (Complex) | Worcester Park NE   | Outstanding   | 2019                  | Infant bulge class            | 8                                    | 90,490            | Instructed & Completed                    |
| Philip Southcote Maintained Special School | Cognition & Learning (Moderate)       | Weybridge NW        | Outstanding   | 2019                  | Secondary bulge class         | 10                                   | 351,639           | Instructed & Completed                    |
| Woodfield Maintained Special School        | Cognition & Learning (Moderate)       | Merstham SE         | Outstanding   | 2019                  | Secondary bulge class         | 10                                   | 368,511           | Instructed & Completed                    |
| Freemantles Maintained Special School      | Communication & Interaction (Complex) | Woking NW           | Outstanding   | 2019                  | Infant bulge class            | 16                                   | 500,000           | Instructed & Completed                    |
| Pond Meadow Special Academy                | Cognition & Learning (Severe)         | Guildford SW        | Outstanding   | 2019                  | Infants bulge class           | 14                                   | 831,814           | Instructed & Completed                    |
| Brooklands Maintained Special School       | Communication & Interaction (Complex) | Reigate SE          | Good          | 2019                  | Infant bulge class            | 8                                    | 264,113           | Instructed & Completed                    |
| Walton Leigh Maintained Special School     | Cognition & Learning (Severe)         | Walton-on-Thames NE | Outstanding   | 2019                  | Secondary bulge class         | 11                                   | 824,584           | Instructed & Completed                    |
| Bell Farm Specialist Centre                | Communication & Interaction           | Elmbridge NE        | Good          | 2019                  | New Primary Specialist Centre | 21                                   | 694,591           | Instructed & Completed                    |
| Worplesdon Specialist Centre               | Communication & Interaction (Complex) | Guildford SW        | Good          | 2019                  | New Primary Specialist Centre | 21                                   | 1,024,572         | Instructed & Completed                    |
| <b>Total</b>                               |                                       |                     |               |                       |                               | <b>119</b>                           | <b>5,341,326</b>  |   |

**ANNEX 2: Phase 1 SEND Capital Programme Outturn 2019-2020: Projects due for completion 2020 onwards**

| Name of Scheme                               | Designation of Provision                         | Area       | Ofsted Rating | Cabinet Approval Year | Project                         | Number of new planned places created | Capital Outturn £ | Land & Property Stage of Approval/ Status                               |
|--|--|------------|---------------|-----------------------|---------------------------------|--------------------------------------|-------------------|---|
| New Free School NW                           | Communication & Interaction (Moderate & Complex) | Woking NW  | N/A           | 2019                  | New Free School                 | 176                                  | 25,000,000        | Instructed and Stage 3 design   |
| Brooklands Maintained Special School         | Communication & Interaction (Complex)            | Reigate SE | Good          | 2019                  | Primary Permanent Expansion     | 70                                   | 1,000,000         | Instructed and in process. 2 x classes (10 places) remaining to deliver |
| Freemantles Maintained Special School        | Communication & Interaction (Complex)            | Woking NW  | Outstanding   | 2019                  | Permanent All-Through Expansion | 69                                   | 2,200,000         | Instructed and viability completed                                      |
| Freemantles Maintained Special School        | Communication & Interaction (Complex)            | Woking NW  | Outstanding   | ** Not yet approved   | Permanent All-Through Expansion |                                      | 6,400,000         | Feasibility started   |
|  |  |            |               |                       |                                 | <b>315</b>                           | <b>34,600,000</b> |   |
| <b>Phase 1 total SEND Capital investment</b> |  |            |               |                       |                                 |                                      | <b>39,941,326</b> |   |

**\*\* Please note:** The additional funding (£6.4m) required to complete the Freemantles expansion scheme is because space currently utilised through temporary accommodation needs to be made permanent in addition to that originally envisioned in the expansion budget. Viability has been completed and Feasibility is underway, outcomes of which have informed the expected total costs.

### ANNEX 3: Named approved schemes and proposed new schemes contributing to the SEND Capital Programme 2020-2027

Schemes in orange previously approved, schemes in yellow proposed.

| Placement                            | Need Type                               | Area           | Phase & Gender                                      | 2020 - 2021 | 2021 -2022 | 2022 - 2023 | 2023 - 2024 | 2024 - 2025 | 2025 - 2026 | 2026 - 2027 | Total      |
|--------------------------------------|---|----------------|---|-------------|------------|-------------|-------------|-------------|-------------|-------------|------------|
| Brooklands Maintained Special School | Communication & Interaction Needs       | Reigate SE     | Primary Co-education                                | 16          | 24         | 30          | 0           | 0           | 0           | 0           | 70         |
| Bell Farm Specialist Centre          | Communication & Interaction Needs       | Elmbridge NE   | Primary Co-education                                | 12          | 6          | 3           | 0           | 0           | 0           | 0           | 21         |
| Worpleson Specialist Centre          | Communication & Interaction Needs       | Guildford SW   | Primary Co-education                                | 15          | 3          | 3           | 0           | 0           | 0           | 0           | 21         |
| Freemantles School                   | Communication & Interaction Needs       | Woking NW      | Secondary & 6 <sup>th</sup> Form Co-education       | 9           | 9          | 15 (9+6)    | 15 (9+6)    | 15 (9+6)    | 6           | 0           | 69         |
| Fox Grove Special Academy            | Communication & Interaction Needs       | Leatherhead SE | All Through Co-education                            | 0           | 64         | 30          | 30          | 28          | 0           | 0           | 152        |
| Surrey Downs Court Special Academy   | Communication & Interaction Needs       | Guildford SW   | All Through Co-education                            | 0           | 0          | 36          | 36          | 36          | 36          | 36          | 180        |
| New Free School NW                   | Communication & Interaction Needs       | NW             | All through Co-education                            | 0           | 0          | 48          | 32          | 32          | 32          | 32          | 176        |
| Scheme 1 2021-2022                   | Communication & Interaction Needs       | SE             | Secondary Girls                                     | 0           | 6          | 6           | 6           | 6           | 0           | 0           | 24         |
| Scheme 2 2021-2022                   | Communication & Interaction Needs       | SE             | Secondary Boys                                      | 5           | 5          | 5           | 5           | 0           | 0           | 0           | 20         |
| Scheme 3 2021-2022                   | Cognition & Learning Needs (MLD)        | NW             | Secondary Co-education                              | 0           | 10         | 10          | 10          | 10          | 10          | 0           | 50         |
| Scheme 4 2021-2022                   | Cognition & Learning Needs (MLD)        | NE             | Secondary Co-education                              | 0           | 7          | 8           | 8           | 6           | 5           | 0           | 34         |
| Scheme 5 2021-2022                   | Communication & Interaction Needs       | NE             | Secondary Co-education                              | 0           | 5          | 5           | 5           | 5           | 5           | 0           | 25         |
| Scheme 6 2021-2022                   | Cognition & Learning Needs (MLD) & SEMH | SE             | Secondary Co-education & 6 <sup>th</sup> Form Girls | 0           | 12         | 12          | 12          | 12          | 12          | 0           | 60         |
| <b>TOTAL</b>                         |   |                |   |             |            |             |             |             |             |             | <b>902</b> |

## ANNEX 4: System Flow and Governance arrangements to support the future implementation of the SEND Capital Programme's decision-making framework

