

# Statutory Notices

Proposal to create a Special Educational Needs (SEN) Unit at Epsom Primary and Nursery School for Autistic pupils and those with Communication & Interaction Needs



## School Organisation Statutory Notice

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006, as amended by the Education Act 2011, that Surrey County Council, intends to make a significant change to **Epsom Primary & Nursery School** by creating an SEN (Special Educational Needs) Unit for Autistic pupils and those with Communication and Interaction Needs.

### Local Authority Details:

<b>Local Authority</b>	Surrey County Council
<b>Address</b>	Quadrant Court 35 Guildford Road Woking GU22 7AH

### School Details:

<b>Name of School</b>	Epsom Primary & Nursery School
<b>Category of School</b>	Community School
<b>Type of School</b>	Primary School
<b>URN</b>	124956
<b>Address</b>	Pound Lane, Epsom, Surrey,
<b>Postcode</b>	KT19 8SD

## Introduction

This paper outlines a proposal to create an SEN Unit at Epsom Primary and Nursery School, creating 21 places for autistic pupils and those with communication and interaction needs, age 4 – 11 years old with an Education Health and Care Plan (EHCP) in Surrey. This document explains the proposed process and timescales to create a SEN Unit at Epsom Primary and Nursery School.

## Proposal

Surrey County Council and The Governing Body of Epsom Primary and Nursery School are proposing to create a 21 place SEN Unit with a designation of ASD. The SEN Unit will be provided onsite at Epsom Primary and Nursery School utilising existing classroom space within the school.

### Proposed timeline

The establishment of the SEN Unit within the mainstream school is planned to be implemented on 1 September 2022

<b>Phase</b>	<b>Date</b>
Statutory notices	25 April – 24 May 2022
Lead Cabinet Member Decision	28 June 2022
Refurbishment and changes to existing space	July/August 2022
Implementation	1 September 2022

It is proposed that:

1. There will be 21 places in the SEN Unit for autistic pupils and those with communication and interaction needs.
2. There will be no change to the mainstream Year R PAN of 60. Any future changes to the mainstream PAN would be subject to a separate consultation in accordance with the [School Admissions Code](#).
3. There will be no change to the number of nursery places at the school.
4. All pupils placed at the SEN Unit by Surrey County Council would have an EHCP specifying the school as an appropriate placement to meet their individual needs. Further details on the admissions process for SEND specialist provision in Surrey can be found on the [Surrey Local Offer website](#). The document '[SEND admissions processes for referrals for specialist placement for school age children](#)' describes how this process works and is available on the Surrey County Council website.
5. A feasibility study will inform refurbishment and changes to existing space in the school to accommodate the SEN Unit.

## Making Representations, Objections and Comments

1. This is a four-week consultation which starts on Monday 25 April 2022 and concludes on Tuesday 24 May 2022.
2. A number of organisations are available locally to support families of children who have special educational needs and/ or disabilities (SEND) and young people who have SEND to share their views. Please see [Information, Advice and Support – SEND Advice Surrey](#).
3. Any person can make comments, agree, or object to the proposal by sending representations to the Local authority through the following channels:

<b>Website</b>	<a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a>
<b>Email</b>	<a href="mailto:schoolorg@surreycc.gov.uk">schoolorg@surreycc.gov.uk</a>
<b>Post</b>	Jane Keenan Education Place Planning Surrey County Council Quadrant Court 35 Guildford Road Woking GU22 7AH

## Background

Epsom Primary and Nursery School is a two-form entry primary school in the borough of Epsom & Ewell in Surrey. The school was rated 'good' by Ofsted in July 2019.

The Governing Body of Epsom Primary and Nursery School are in the process of converting to an academy and joining the Bourne Education Trust. The Academy conversion is separate to this consultation to create a SEN Unit and further information can be found on the [school's website](#). The Local Authority will decide on the proposal to create a SEN Unit at Epsom Primary and Nursery School before the Academy conversion is finalised.

**Table 2: Number of Pupils on roll at Epsom Primary and Nursery School by National Curriculum Year (NCY) Group (February 2022)**

	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>Number of pupils currently at Epsom Primary and Nursery School</b>	148	55	57	60	54	60	58	90	527

## School Vision and Curriculum

More information about the school's vision and curriculum can be found on the [school website](#)

### The Vision

*To equip all children with the skills, opportunities and rich experiences that will help them to choose and navigate their own future pathway whilst creating ambitious, lifelong learners.*



## Current Special Educational Needs provision

There is not currently an SEN Unit or resourced provision at Epsom Primary and Nursery School. The school have been committed to meeting the special educational needs of pupils and ensuring that they make good progress. Information about inclusion and SEND policies at the school currently can be found [here](#).

Epsom Primary School and Nursery have published a school offer booklet for parents and carer of children with SEND which can be found [here](#).

## What do we want to achieve?

The aim of the SEN Unit at Epsom Primary and Nursery School is to:

- Enable children with special educational needs to feel that they belong to an inclusive, welcoming environment specifically designed to meet their complex individualised needs

- Provide specialist education for pupils with autism and communication and interaction needs who would also benefit from being part of a wider school community.
- Share good practice and expertise across the settings to maximise outcomes for children in our community.
- To ensure that pupils with SEND get the support that they need whilst accessing the rich experiences of a mainstream setting
- To deliver a highly personalised curriculum aims which enables children to thrive and fulfil their full potential.
- Enable parents of pupils with SEND to have high of aspirations for their child
- Work collaboratively with highly experienced and well-trained staff.
- To enable children to develop lifelong learning skills alongside their peers in preparation to integrate fully in society.
- Provide specific resources and approaches that will holistically support the children's progress and development.
- Further developing the school's inclusive ethos to enable all children to feel valued within their school and wider community.

## **What will be provided through the SEN Unit?**

Pupils attending the centre would be in addition to the mainstream Planned Admission Number (PAN) of the school, as there is an expectation that a minimum of 50% of the school day would be spent as part of the centre. This would enable meaningful inclusion into the mainstream classes which is wholly individualised to the needs of the pupil. Some pupils may spend more time in the centre than others and it would be the responsibility of the school to manage the specialist offer and inclusion levels in partnership with the parents and Local Authority officers.

## **Curriculum and Educational Offer**

Epsom Primary School and Nursery will offer a broad and balanced primary curriculum with particular focus on the individual needs of the children. There will be a high focus on hands on, practical experiences to develop life skills and make learning purposeful. The use of assistive technology when appropriate will also enable access to learning.

There will be high focused SALT support from a qualified therapist/ therapy assistant daily. The school will offer strong pastoral support with emphasis on high quality, researched based intervention, such as Zones of Regulation, to support children's emotional development. This approach is currently embedded in the mainstream setting and has had significant impact on children who do not always recognise the impact of their actions on others.

Researched based literacy and numeracy intervention and support will drive progress, and pre-teaching of wider curriculum subjects and key vocabulary across the curriculum will enable the transition to the learning in mainstream classes to be successful.

The school will use the mainstream curriculum as a starting point - making reasonable and creative adjustments to enable children to have access to a personalised curriculum that develops their literacy, numeracy and science skills at a pace that works for them. Providing the children with high quality, hands on, experiences alongside specific SALT and OT work will enable the children to reach their outcomes more swiftly and effectively. There will be a high focus on phonics, phonological awareness, and early reading. Embedding language for thinking practices, Colourful Semantics, and other research-based programmes into quality first teaching to support the teaching of these subjects and driving progress.

## Staff

Additional trained staff will be employed to resource the SEN Unit. There is a high level of expertise amongst our existing staff in meeting the needs of children with complex additional needs. The school currently meet the needs of over 25 children who have, or are on the pathway to having, an EHCP. As a result, many of the SEND Teaching Assistants are highly skilled and experienced at supporting the learning of children within the mainstream classroom. Last year, the school funded Elklan training for our support staff to ensure that the work on speech language and social interaction was of high quality as this is our primary SEN need within the school.

## Reasons for creating a SEN Unit at Epsom Primary and Nursery School

Demand for specialist provision in the North East of Surrey for autistic pupils and those with Communication & Interaction needs is high. As a result, other specialist provision in the local area is operating at or above capacity. The provision of an additional 21 places, will help support local families who would otherwise have to travel further afield for their child to receive an appropriate full-time education. The proposed SEN Unit at Epsom Primary and Nursery School will increase availability of specialist places that are matched appropriately to need-type, phases of education and geographic location, as well as reduce home to school journey times and associated costs.

ASD SEN Units in Mainstream Schools support autistic pupils and those with communication and interaction needs whose additional needs are such that they are able to spend approximately 50% of the taught curriculum in mainstream classes with support. This type of provision supports pupils who benefit from the specialist support of the SEN unit while accessing inclusion in mainstream classes. By developing local specialist provision, children can learn and flourish in their own community and be part of a familiar setting which supports their unique way of learning. The proposal fits with the schools ethos to be truly inclusive.

## Demand for SEN Unit and special school places in Surrey

Demand data for both Special Schools and SEN Units is included in this report. There are fewer SEN Unit places than Special School places and pupils tend to attend SEN Units closer to home. Where SEN Unit places are not available autistic pupils and those with communication & interaction needs may be placed out of county in non-maintained independent schools and this is reflected in the Specialist Total data rather than SEN Units alone.

In academic year 2020-2021, 1190 of Surrey resident pupils aged 4-11 years old who are autistic or have communication & interaction needs attended SEN Units or specialist schools. 13% of this cohort were placed out of county due to a lack of placement availability in Surrey. Latest sufficiency modelling projects growth of 15% from 1190 in 2020-21 to 1368 in 2025-2026.

In academic year 2020-2021, 385 of Surrey resident pupils aged 4-11 years old who are autistic or have communication & interaction needs attended SEN Units. Less than 5 pupils were placed out of county for a place in a SEN Unit. Latest sufficiency modelling projects growth of 20% from 385 in 2020-21 to 462 in 2025-2026.

Table 3 shows North East projections indicate 17% growth in the total number of autistic pupils and those with communication & interaction needs, with EHCPs who need a specialist school or SEN unit place from 2020-21 (309) to the peak in 2023-24 (363), with an 11% growth remaining in 2025/26 (345).

**Table 3 North East: Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of autism or communication and interaction needs**

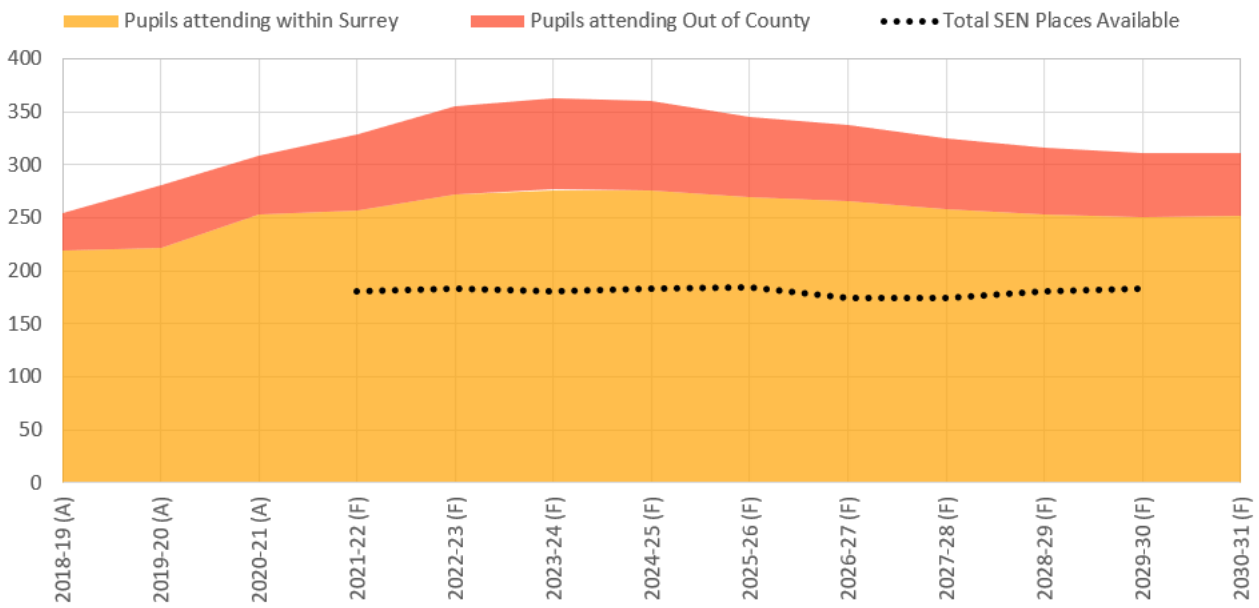
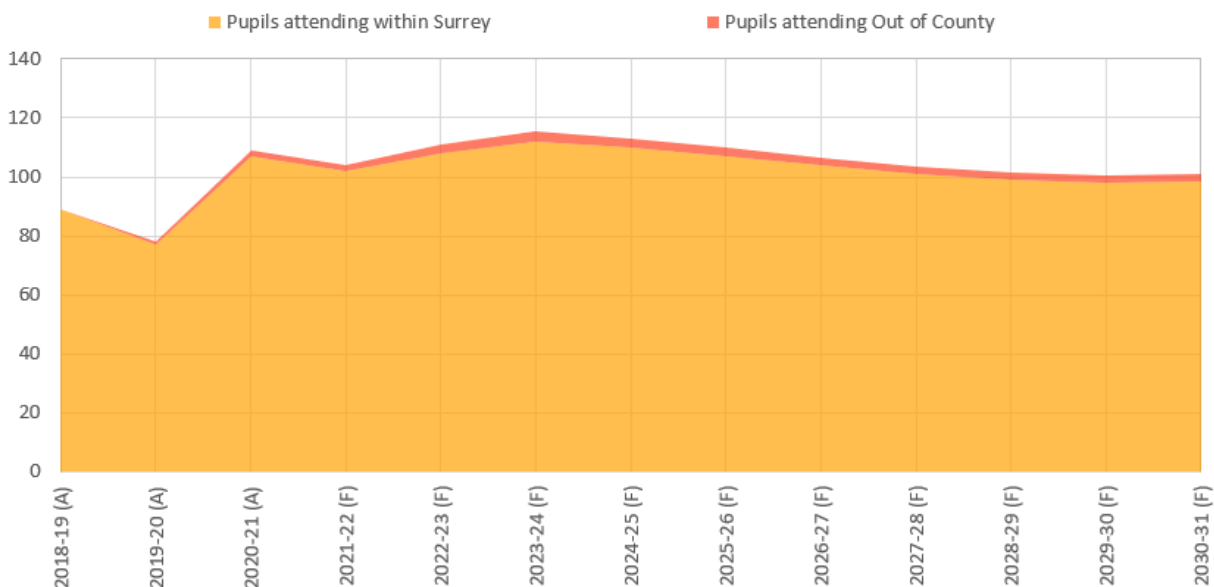


Table 4 shows North East projections indicate 6% growth in the total number of autistic pupils and those with communication & interaction needs, with EHCPs who need a specialist school or SEN unit place from 2020-21 (109) to the peak in 2023-24 (115) before reducing thereafter. By 2030-31 the number of places needed (101) is projected to be lower than 2020-21 but remains 29% higher than the number of places needed in 2019-20 (78).

**Table 4 North East: Forecast of demand for SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of autism or communication and interaction needs**



## ASD SEN Unit provision in Surrey

More details of our specialist provision can be found in the booklet “Finding the right primary school in Surrey” on the [Surrey Local Offer website](#). In Surrey autistic pupils with communication and interaction needs who need a specialist provision are typically placed in one of three types of provision: Complex Social Communication Needs (CSCN); Communication and Interaction Needs (COIN) or Severe Learning Difficulties (SLD).

Table 4 provides a summary of 8 SEN Units designated to meet the needs of autistic pupils and those with communication & interaction as their primary presenting needs.

**Table 4: Autistic Spectrum Disorder (ASD) and Speech Language and Communication Needs (SLCN) Designated SEN Units in Mainstream Schools in Surrey as at September 2021**

School	Designation	District	Planned Places	Age Range	Occupancy as of Sept 2021	Planned Expansion under Surrey's SEND Capital Programme
Ashford Park Primary School	ASD/MLD	Spelthorne	22	4 – 11 years old	100%	
Meadhurst Primary School	ASD	Spelthorne	20	4 – 11 years old	95%	Growing to capacity of 29 places by 2025/26
Sunbury Manor	Speech & Language	Spelthorne	20	11 – 16 Yrs old	85%	
Bell Farm Primary School	ASD	Elmbridge	15	4 – 11 years old	100%	Growing to capacity of 21 places by 2022/23
Chandlers Field Primary School	ASD	Elmbridge	7	4 – 11 years old	100%	Growing to capacity of 25 places by 2024/25
Three Rivers Academy	ASD	Elmbridge	20	11 – 16 years old	100%	Growing to capacity of 30 places by 2024/25
The Orchard Infant School	Speech & Language	Elmbridge	6	4 – 7 years old	100%	
Hinchley Wood School	ASD (Cullum Centre)	Elmbridge	20	11 – 16 years old	100%	
Cuddington Community Primary School	ASD	Epsom & Ewell	14	4 – 11 years old	86%	

## Key Outcomes and Benefits

Expanding Outstanding sufficient and sustainable special school provision for Surrey resident primary age pupils in Epsom & Ewell will provide the following benefits as stated in the [Developing local Special Educational Needs and Disability \(SEND\) Provision](#) report to Cabinet on 25 January 2022:

1. Benefits realisation ensures Surrey's maintained specialist education provision is fit for purpose and creates additional employment/supported internship opportunities for residents around areas of expansion.
2. Children, young people, and families can access 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.

3. Expanding Surrey's specialist provision aligns with the Preparation for Adulthood programme and strategy for Post-16 to create local further education and employment pathways such as apprenticeships and supported internships. This enables young people who have SEND to make a successful transition to adulthood and secure employment.
4. Capacity created locally will also make certain that SEND home to school transport distance and costs are reduced so that pupils attend their closest most appropriate school with shorter journey times. Opportunities for developing independent travel skills can be maximised as a result of children and young people being educated closer to home. This will also address local congestion around school sites as well as traffic flow around the county, which will be of benefit to Surrey's Green Agenda
5. The distribution and occupancy of current Special Schools and SEN Units in mainstream schools clearly illustrates that there is insufficient provision of Autism and Communication & Social Interaction Needs, Moderate Learning Difficulties, Severe Learning Difficulties and Social Emotional Mental Health Needs Special places.
6. The approved remodification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

An Equality Impact Assessment is being completed throughout the informal consultation and statutory notice period and will be published with the papers for the Lead Cabinet Member Decision Meeting.

## Implementation Plan

### Finance and Resourcing

Revenue income: Epsom Primary and Nursery School will receive £6,000 per year for each agreed planned place commissioned (21 places). The school will also receive a "Top up" sum for each pupil in attendance. Top up rates are reviewed annually by the Local Authority.

### Staffing

The set up and running of the provision of a SEN unit for children with autism and communication and interaction needs within the school would be led and managed by a strong existing leadership team who have experience of high needs, high expectations and a culture of inclusive practice.

Priority would be given to recruiting a highly effective SEN unit leader and a qualified teacher and support staff for the pupils in Reception –Year 2 for September 2022. As the pupil numbers increases additional staff will be recruited. The school's vision is to build upon the current inclusive, creative, nurturing and ambitious environment and provide much needed support for the families in the community and beyond.

### Capital planning and buildings

The Capital project is part of Phase 3b of the SEND Capital Programme agreed by Surrey County Council Cabinet on 25 January 2022. A feasibility study will inform refurbishment and changes to existing space in the school to accommodate the SEN Unit.

## Growth Model

It is proposed that there will be 12 places available in September 2022 (3 in each year group from Year R to Year 3). There will be an intake of 3 places in reception each year. The table below shows how the SEN Unit will grow from September 2022 to full capacity in September 2026. The growth model may change depending on timescales and the outcome of the property feasibility study.

**Table 5: Growth Model for the SEN Unit at Epsom Primary School**

Academic Year	Numbers of learners per National Curriculum Year Group							
	NCY 0	NCY 1	NCY 2	NCY 3	NCY 4	NCY 5	NCY 6	TOTAL
2022-2023	3	3	3	3				12
2023-2024	3	3	3	3	3			15
2024-2025	3	3	3	3	3	3		18
2025-2026	3	3	3	3	3	3	3	21
<b>TOTAL</b>	Year on Year availability							<b>21</b>

## Consultations, approvals, and overall timescales

1. It is proposed that the SEN unit commences from 1 September 2022. The proposed changes require a period of consultation, the publication of Statutory Notices and the agreement of Surrey County Council's Cabinet Member for Education and Learning if the proposal is to proceed.
2. The first stage of consultation was open from 22 February 2022 to 1 April. During this period the Surrey County Council shared proposals with the wider professional network, schools including headteachers and chairs of governors, with unions, parent representatives, partner agencies and with the staff and parents of the school subject to the proposals. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.
3. The consultation analysis is published at [www.surreysays.co.uk](http://www.surreysays.co.uk) on the Statutory Notice webpage alongside this document.

### Key points from the consultation responses:

- There were 11 responses to the consultation.
  - All respondents (100%) **agreed with the proposal** to create a SEN unit at Epsom Primary & Nursery School.
4. Statutory Notice is now open for a four-week period from 25 April to 24 May. The publication of Notices is when the local authority formally states that it intends to implement the proposed changes. This will be the final opportunity for consultees to make their views known before a final decision is taken. Following the consultation periods officers will summarise the feedback and will report to the Cabinet Member for Education and Learning.

### What happens next?

You can make representations, objections and comments using the online form at [www.surreysays.co.uk](http://www.surreysays.co.uk). Alternatively, you can respond by email or post at the addresses given in the section [Making Representations, Objections and Comments](#).