

# Statutory Notice

Proposal to expand Philip Southcote School on a satellite site at Epsom and Ewell High School

## 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 and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, that Surrey County Council, intends to make a significant change to Philip Southcote School by expanding on a satellite site with a designation of Moderate Learning Difficulties (MLD) at Epsom and Ewell High School.

### Local Authority Details:

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

### School Details:

<b>Name of School</b>	Philip Southcote School
<b>Phase of School</b>	Secondary Special School with a designation of MLD
<b>Type of School</b>	Community School
<b>URN</b>	125480
<b>Address</b>	Addlestone Moor, Addlestone, Surrey
<b>Postcode</b>	KT15 2QH

## Introduction

This paper outlines a proposal to expand Philip Southcote School on a satellite site with a school designation of Moderate Learning Difficulties (MLD)<sup>1</sup> at Epsom and Ewell High School, creating 20 additional places for pupils with Learning and Additional Needs (LAN) aged 11-16 years old with an Education Health and Care Plan (EHCP) in Surrey. This document explains the proposed process and timescales to create the satellite site at Epsom and Ewell High School.

## Proposal

Surrey County Council in partnership with The Governing Body of Philip Southcote School, The Bourne Education Trust and Epsom & Ewell High School, are proposing to expand Philip Southcote School to create 20 additional places, from 250 places 270 places. This 20-place expansion will be provided on a satellite site at Epsom and Ewell High School. All pupils will have an EHCP specifying Philip Southcote School satellite site at Epsom & Ewell High School as an appropriate placement to meet their individual needs.

Table 1 shows the proposed timeline for the changes to take place on 1 September 2023. Dates and steps in the timeline may change based on the outcome of this consultation.

**Table 1: Proposed timeline**

Phase	Date
Statutory notices	14 Nov – 12 Dec 2022
Lead Cabinet Member Decision	Jan 2023
Refurbishment/changes to existing space at Epsom and Ewell High	Jan – Jun 2023
Implementation	Sept 2023

<sup>1</sup> The term Moderate Learning Difficulties (MLD) is used to describe the DfE school designation. This is known locally in Surrey as Learning and Additional Needs (LAN).

It is proposed that:

1. The expansion on the new site will be for up to 20 children with Learning and Additional Needs (LAN), from Year 7-11.
2. The main intake point will be key stage transfer groups in Year 7 although, where there are spaces and demand, new children may be accepted in the school in non-key stage transfer groups.
3. When full, there will be 5 classes of 4 pupils age 11-16 years old across key stages 3 and 4 at the satellite site at Epsom & Ewell High School. Pupils will be grouped according to age, individual needs and learning styles.
4. This consultation is regarding an expansion of Philip Southcote School at a satellite site at Epsom & Ewell High School. There are no changes to the current site at Addlestone Moor or the existing satellite sites at Chertsey High School and Kings International College planned as part of this consultation.
5. There are no sixth form places proposed at the satellite site at Epsom & Ewell High School.
6. Epsom & Ewell High School has resourced provision for hearing impaired/deaf pupils, which will remain unchanged as part of the above proposal.
7. Pupils attending the satellite site at Epsom & Ewell High School will be on roll at Philip Southcote School with the Philip Southcote satellite site at Epsom & Ewell High School named in section I of their EHCP.

Admissions processes remain the same. Further details on the admissions process for SEND specialist provision in Surrey can be found on the Surrey Local Offer website. The webpage [Choosing a school place for a child with an EHCP](#) describes how to apply for a specialist school place.

## Making Representations, Objections and Comments

1. This is a four week consultation which starts on Monday 14 November 2022 and concludes on Monday 12 December 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 7QQ

## Background

Philip Southcote School is a specialist secondary school located in the borough of Runnymede in Surrey. The school has two satellite sites, one at Kings International College in the borough of Surrey Heath, and one at Chertsey High School in the borough of Runnymede. The school provides highly specialist teaching and support primarily for pupils with a primary need of Moderate Learning Difficulties (MLD). The DfE school designation MLD is known locally in Surrey as Learning and Additional Needs (LAN). The school has a 'Good' Ofsted rating from the most recent inspection on 13 July 2018.

The school currently admits 3 forms of entry (30 pupils) into each year group in National Curriculum Years 7 to 11 and 50 pupils across National Curriculum Years 12 to 14.

Epsom & Ewell High School is an Academy within Bourne Education Trust. It is an 8 form entry Secondary School in the borough of Epsom & Ewell with a published admission number (PAN) of 240. The school has resourced provision for hearing impaired/deaf pupils. The school has a 'Good' Ofsted rating from the most recent inspection on 30 March 2022.

## Current Special Educational Needs provision at Philip Southcote

Philip Southcote School is a specialist school with 203 planned places (growing to 250 by Sept 2025). This proposal would mean the number of planned places would grow to 270 by 2026.

Of the 250 current planned places, 150 places are provided on the main site, 20 places are provided at the satellite site at Kings International College, 20 places are provided at the satellite at Chertsey High School and 60 places are provided off site at The Meads Sixth Form. There are 202 pupils currently on roll at the school.

**Table 2: Number of Pupils on roll at Philip Southcote School by National Curriculum Year (NCY) Group Sept 2022**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
<b>Number of pupils currently at Philip Southcote School</b>	<b>38</b>	<b>41</b>	<b>28</b>	<b>30</b>	<b>19</b>	<b>19</b>	<b>22</b>	<b>5</b>	<b>202</b>

## School Vision and Curriculum

Philip Southcote School currently provides for secondary and sixth form age pupils with an Educational Health Care Plan (EHCP) with Moderate Learning Difficulties (MLD) identified as their primary need. Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Many of the pupils attending Philip Southcote School have additional needs e.g. communication, medical, sensory, or emotional needs resulting in complex learning needs.

The school offers a wide range of therapies, including:

- Speech and language therapy (SALT)
- Occupational and physiotherapy support
- Emotional literacy support (ELSA)
- Nurture groups

- Dedicated sensory room
- Hydro-pool

The school seeks to raise achievement and remove barriers to learning. The needs of pupils at the school are met through providing a differentiated and appropriately planned, inclusive curriculum within the classroom.

The school also currently has provision for hearing impaired/deaf pupils with additional SEND needs.

## Curriculum Vision

**Information about the current SEND provision at Philip Southcote School is available on the [school website](#):**

“We want ALL pupils to develop the confidence, skills and values needed to live as happily and independently as possible; contributing to society as respectful citizens with a strong sense of belonging to their community.

## Vision Statement

At Philip Southcote School we are committed to;

- Empowering young people to become responsible adults; respecting themselves, others and the wider community
- Providing a safe, trusting and respectful learning environment where the Southcote Community promotes life-long learning”

## Current Special Educational Needs provision at Epsom & Ewell High School

**Information about the current SEND provision at Epsom & Ewell High is available on the [school website](#):**

“We are committed to quality of opportunity and ensuring that all students can thrive at Epsom and Ewell High School. We have a designated SENDCo and team of trained teaching assistants who work across the school and in a bespoke base in the centre of the school. We adhere to our published SEND policy and are guided by the following principles:

1. We work with students and parents and to improve outcomes for individuals, and strategically to ensure our operational arrangements and services delivery better reflects their needs.
2. Our offer has been developed in partnership with students with SEN or Disability and their parents, and education, health and care partners.
3. We ensure that there is a source of independent information, advice and support for parents, and students with SEN and disabilities, across education, health and care.
4. We comply with the 0-25 SEND Code of Practice to ensure that provision meets the requirements on teaching, curriculum and wider policies.
5. We engage with students with SEND and their families and put in place arrangements (or structures) on how we will regularly engage and discuss progress.
6. We monitor and track the progress and development of students with SEN and identify and deliver any training needed by staff
7. We work with the LA in relation to delegated funding, joint commissioning, EHC plans and implications of personal budgets to ensure that our students receive the best support available
8. We have suitable arrangements in place to support students with medical conditions

9. We review students currently on SEND support and put in place additional provision as required. This includes setting clear targets for progress, agreeing what support should be provided and track how it is working.
10. We support new students using our best endeavours including SEN Support, person centred approaches and working with families.
11. We record all those who need special educational provision in the school census.
12. We have effective partnerships with post-16 providers and adult services (including employment) to smooth transition between stages for those who require it.
13. We have a co-ordinated education health and care assessment process in place so that we can issue final EHC plans within a maximum of 20 weeks, where students need one.”

### **Specialist Resource Provision for Deaf Children**

At Epsom and Ewell High School there is a specialist resourced provision which strives to individualise student support, enabling a successful and challenging mainstream education for deaf pupils.

## **What do we want to achieve?**

Our ambition is that the introduction of more SEN Units and/or special school satellite sites in secondary schools would be an opportunity for schools to strengthen local partnerships and their inclusion offer to all children and young people; therefore being of benefit to both the local authority and the school populations.

The satellite site at Epsom and Ewell High School will provide for pupils with Learning and Additional Needs (LAN), broadly in line with the current offer at Philip Southcote School. The total capacity at the satellite site will be 20 places, 4 pupils per year group across National Curriculum Years 7-11.

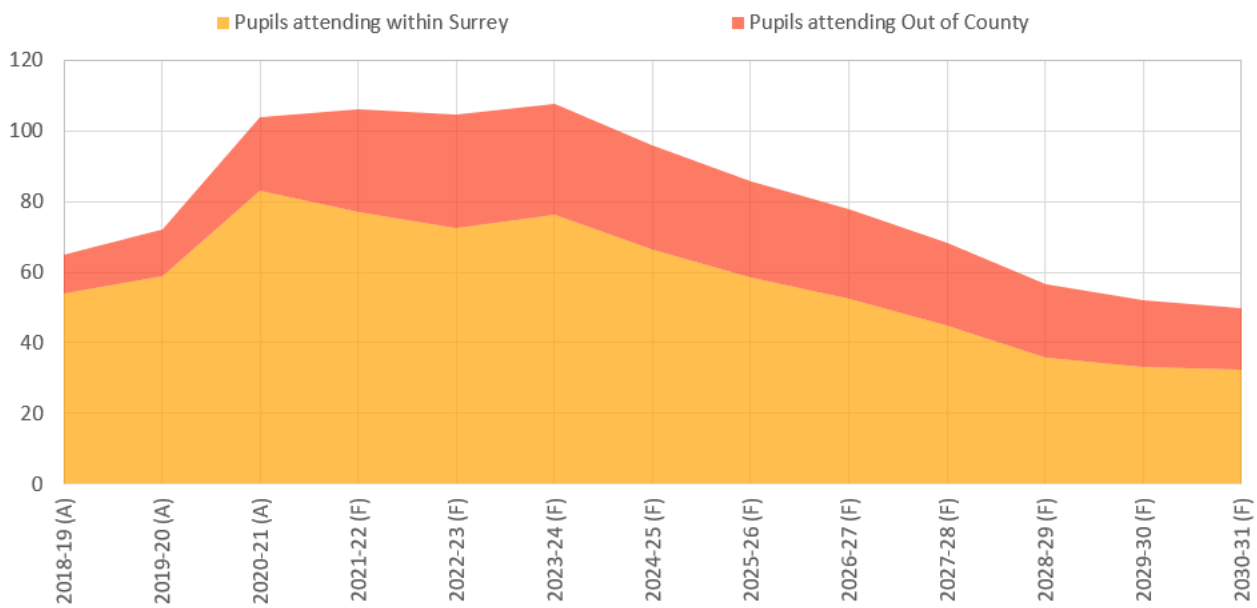
## **Reasons for expanding the school on a satellite site**

### **Demand for Specialist Places in Surrey**

In academic year 2020-2021, 354 of Surrey resident pupils aged 11- 16 years old who have a primary need of Moderate Learning Difficulties (MLD) attended SEN Units or specialist schools. 12% of this cohort were placed out of county in Surrey in both maintained and Non maintained and Independent provisions. 14% of the total cohort attended Non Maintained or Independent Specialist provision due to a lack of placement availability. Latest sufficiency modelling projects growth of 19% from 354 in 2020-21 to 387 in 2023-2024, with 10% growth (358) remaining at the end of the 5 year forecast in 2025-26.

Graph 1 shows North East projections indicate 66% growth in the total number of pupils with a primary need of Moderate Learning Difficulties, with EHCPs who need a specialist school or SEN unit place from 2018-19 (65) to the peak in 2023-24 (108), with 32% growth (86) remaining in 2025-26.

**Graph 1 North East: Forecast of demand for special school and SEN Unit places from Year 7 to Year 11 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



**Current travel patterns for pupils attending Special Schools**

Table 3 shows the travel patterns for pupils with Cognition and Learning who live in the three boroughs in the North East. Cognition and Learning includes the primary needs; Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD). The table shows only 1% of pupils with cognition and learning needs living in Epsom & Ewell, attend a Special School within the borough. Across the North East approximately 50% of pupils with cognition and learning needs travel 6 miles or more for education.

**Table 3: Travel patterns for pupils with Cognition and Learning Needs who reside in North East Surrey and are educated in a Specialist School**

Borough	Educated in Borough/District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 6 Miles or More for Education
Epsom & Ewell	1%	3%	27%	19%	49%
Spelthorne	12%	34%	13%	15%	50%
Elmbridge	11%	25%	15%	20%	51%
<b>Surrey Total</b>	<b>33%</b>	<b>58%</b>	<b>10%</b>	<b>17%</b>	<b>52%</b>



## MLD Specialist provision in Surrey

More details of our specialist provision can be found in the booklet "[Finding the right secondary school in Surrey](#)" on the [Surrey Local Offer website](#).

There are no other Special Schools, satellite sites of a Special School or SEN Units in mainstream Secondary Schools in North East Surrey for pupils with Moderate Learning Difficulties (MLD), known locally in Surrey as Learning and Additional Needs (LAN). Table 4 shows the current provision available for pupils with Cognition and Learning Needs in North East Surrey.

**Table 4: Specialist Schools with for pupils with Cognition and Learning needs in North East Surrey**

School	Designation	District	Planned Places	Age Range	Planned Expansion under Surrey's SEND Capital Programme
Manor Mead School	SLD/ASD	Two sites Spelthorne and Runnymede	143	4 – 11 Years old	Permanent expansion onto the current temporary site in Virginia Water, Runnymede from Sept 2023
Walton Leigh	SLD	Elmbridge	80	11 – 16 years old	Planned expansion in phase 4 of SEND capital programme

**Table 5: SEN Units in a mainstream school for pupils with Cognition and Learning needs in North East Surrey**

School	Designation	District	Planned Places	Age Range	Planned Expansion under Surrey's SEND Capital Programme
Ashford Park Primary School	MLD (Known locally in Surrey as LAN)	Spelthorne	21	4 – 11 years old	Consultation to expand and change designation to ASD.
Thames Ditton Junior School	MLD (Known locally in Surrey as LAN)	Elmbridge	16	7 – 11 years old	

## Key Outcomes and Benefits

Expanding Outstanding sufficient and sustainable special school provision for Surrey resident secondary age pupils 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 consultation process and will be published as part of the Lead Cabinet Member Decision Meeting.

## Implementation Plan

### Finance and Resourcing

Revenue income: Philip Southcote School will receive £10,000 for each planned place commissioned (20 places) and will also receive a "Top up" sum for each pupil in attendance. Top up rates are reviewed annually by the Local Authority.

A partnership agreement between Philip Southcote School and Bourne Education Trust will determine arrangements to transfer any funds for admin, utility and running costs at the site at Epsom & Ewell High School.

### Staffing

Staff will be employed by Philip Southcote School, who will be responsible for recruiting and managing staff at the satellite site at Epsom & Ewell High School. Philip Southcote School is a community school but is an associate of Bourne Education Trust. There will be opportunities for shared training and development with staff across the Philip Southcote School sites and with staff employed by Bourne Education Trust.

### Capital planning and buildings

The Capital project is part of Phase 4 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 at Epsom & Ewell High to accommodate the satellite site of Philip Southcote School.

Philip Southcote School already works closely with Bourne Education Trust and is an associate member of the trust. A partnership agreement between the Governing Body of Philip Southcote School and Bourne Education Trust will set out partnership arrangements in terms of inclusion in

the mainstream school Epsom & Ewell High School and terms of use of the site and rooms at Epsom and Ewell High School used by Philip Southcote School.

## Growth Model

**Table 3: Growth Model for the Philip Southcote School Satellite Site at Epsom & Ewell High**

Academic Year	Numbers of learners per National Curriculum Year Group					
	NCY 7	NCY 8	NCY 9	NCY 10	NCY 11	TOTAL
2023-2023	4	2	2	0	0	8
2023-2024	4	4	2	2	0	12
2024-2025	4	4	4	2	0	14
2025-2026	4	4	4	4	2	18
2026-2027	4	4	4	4	4	20
<b>TOTAL</b>	Year on Year availability					

## Consultations, approvals and overall timescales

1. It is proposed that the Philip Southcote School satellite site at Epsom and Ewell High School commences from 1 September 2023. 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 27 September 2022 to 6 November 2022. 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 **20 responses** to the informal consultation
  - Almost all respondents (**95%**) **agree with the proposal** to expand Philip Southcote School on a satellite site at Epsom and Ewell High
  - The most prevalent theme (40% of all respondents) in the comments was the **need for more specialist places** in Surrey
  - The second most prevalent theme (25% of all respondents) in the comments was the **positive impacts for local children and young people** in the proposal.
4. Statutory Notice is now open for a four-week period from 14 November to 12 December 2022. 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 period 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](#).

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