

## PRESCRIBED INFORMATION

### **Enlargement of Stoke Leys, a Community Special School, prescribed alterations to Furze Down and The Park Community Special Schools, and closure of Kynaston Community Special School.**

1. School Names and DfES numbers:

Stoke Leys School	7028
Furze Down School,	7023
Park School	7016
Kynaston School,	7024

2. Buckinghamshire Local Education Authority
3. Proposals published by Buckinghamshire LEA
4. Proposals published 28 April 2004
5. Proposed implementation date: 31 August/1 September 2007

**Note: Not all the required information can be provided on the face of this pro forma; copies of the consultation documents, lists of schools, a map of the location of schools etc will also be required, as detailed within.**

**This information is to be regarded as in the public domain and may be shown to interested parties without further notification.**

## 1. What are the objectives of the proposal?

Recognising the increasing complexity of needs of children placed in special schools, and the need to provide greater flexibility of provision, the proposal is to bring together within one establishment all primary special school provision in Aylesbury Vale, creating a school which will:

- enable pupils to be educated, within the school, alongside other children, appropriate to their individual needs and abilities;
- offer a multi-disciplinary approach to the planning and provision of appropriate support to both children and their families;
- as part of a partnership with mainstream schools the new school would offer, where appropriate, short-term or part-time placements to children;
- be a centre of excellence facilitating an exchange of training, resources and expertise between the special school and mainstream providers;
- offer outreach work to facilitate collaboration with mainstream schools, SEN departments and pupil referral units; and
- support early intervention and inclusive practice.

The County Council is committed to ensuring that appropriate education provision is made for all pupils and especially for those with special educational needs (SEN). The Education Act 1996 (Section 316) specifies that children with Special Educational Needs should (where this is what parents want) normally be educated in mainstream schools. The emphasis on educational inclusion has been reinforced in subsequent Government papers, legislation and guidance.

Local Educational Authorities must have regard to the guidance in 'Inclusive Schooling: Children with Special Educational Needs (2001) which includes the principles that:

- mainstream education will not always be right for every child all of the time, and equally just because mainstream education may not be right a particular stage it does not prevent the child from being included at a later stage;
- with the right training strategies and support, nearly all children with special educational needs can be successfully included in mainstream education.

## 2. Please provide a statement indicating how the proposals would contribute to enhancing the quality of education and how they support the Authority's policy for provision for children with special educational needs (SEN) as set out the Educational Development Plan.

Buckinghamshire County Council's Educational Inclusion Strategy policy statement specifies that:

'We will normally meet the needs of all children/young people in local mainstream school education settings.'

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The strategy for delivery includes seven themes, one of which is:  
'Development of the role of Specialist Schools and specialist provision:  
Developing capacity to support a wider range of educational need.'

The current proposals in respect of primary phase special school provision, as detailed in paragraph one above, are a first, significant step in enabling pupils to have an appropriate level of support in mainstream schools by supporting the development of capability within the mainstream sector, enhancing the movement of pupils between provision offering different levels of intervention and support, whilst developing the most flexible and cross-discipline support for those whose needs are greatest.

**3. Please give details of what consultation has taken place and provide copies of consultation document and the views and responses of the persons consulted:**

A copy of the February 2004 consultation document and a report on the views and responses received were presented to the School Organisation Committee at its meeting of 21 April 2004, Agenda Item 6.

Copies may be taken from the County Council's web site (Committee papers), or on application to the Policy, Planning and Performance (Schools) Service.

**4. Please provide a statement which indicates the consequences for the education of pupils with special educational needs in the area if the proposal were rejected.**

If this proposal is rejected the Authority would have to consider alternative ways of removing surplus, traditional provision designed for children with moderate learning difficulties whilst creating flexible provision for children with mixed needs of a more complex nature. As agreement from the DfES to borrow £3.5million capital funding is available specifically for this project, rejection of the proposal would substantially reduce the level of investment in purpose designed facilities possible.

**5. Please provide a map showing the location of the schools.**

Map attached as Appendix 3

**6. Please provide a list of all special schools, and other schools maintained by the Local Education Authority where there is recognised provision for pupils with special educational needs, and the numbers on roll as at January 2004.**

Special School Name	Need	Phase	Number on roll
			Jan 2004
Kynaston School	BESD	Primary	44

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Westfield School	BESD	Primary	36
Prestwood Lodge School	BESD	Secondary	72
Wendover House School	BESD	Secondary	69
Chiltern Gate School	MLD	Primary	101
Stoke Leys School	MLD	Primary	62
Alfriston School	MLD	Secondary	128
Pebble Brook School	MLD	Secondary	75
Stony Dean School	MLD	Secondary	129
Furze Down School	MLD	All	112
Heritage House School	SLD	All	77
Maplewood School	SLD	All	66
Park School	SLD	All	71

MLD: Moderate Learning Difficulties

SLD: Severe Learning Difficulties

PMLD: Profound and Multiple Learning Difficulties

BESD: Behavioural, Emotional and Social Difficulties

			Number on roll
Mainstream School with department	Need	Phase	Jan 2004
Misbourne	BESD	Secondary	6
Great Missenden C of E	HI	Primary	5
Highworth Combined	HI	Primary	10
Stoke Mandeville Combined	HI	Primary	6
Elmtree	LNG	Infant	14
Iver Heath Junior	LNG	Junior	6
Aston Clinton	LNG	Primary	8
Bell Lane Combined	LNG	Primary	12
Bierton C of E Combined	LNG	Primary	9
Chepping View Primary	LNG	Primary	6
The Disraeli	LNG	Primary	6
Holtspur	LNG	Primary	8
King's Wood	LNG	Primary	11
William Harding Combined	LNG	Primary	14
Holmer Green Upper	LNG	Secondary	10
Juniper Hill	PH	Primary	9
William Harding Combined	PH	Primary	10
Sir William Ramsay	PH	Secondary	7
Chalfonts Community College	PH/HI	Secondary	5
Carrington Infant	SCM	Infant	6
Elmhurst Infant	SCM	Infant	12
Carrington Junior	SCM	Junior	8
Elmhurst Junior	SCM	Junior	11
Claytons Combined	SCM	Primary	11
The Disraeli	SCM	Primary	12

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Princes Risborough Primary	SCM	Primary	11
Princes Risborough	SCM	Secondary	27

BESD: Behavioural, Emotional and Social Difficulties

HI: Hearing Impaired

LNG: Language

PH: Physical Handicap

SCM: Social Communication

**7. Please provide the following information relating to pupils for whom provision is made at the school for the current year and the preceding four school years:**

**a) the number of pupils at the school, with breakdown by age group and gender**

### Primary

#### Stoke Leys School

Date	Gender	Number of Pupils by Year Group							Total
		R	Y1	Y2	Y3	Y4	Y5	Y6	
Jan 04	Male	1	5	5	6	8	9	9	62
	Female	0	1	3	2	3	2	8	
Jan 03	Male	2	3	5	7	8	9	11	66
	Female	1	2	4	3	2	8	1	
Jan 02	Male	1	3	7	8	4	11	9	66
	Female	1	3	3	2	7	1	6	
Jan 01	Not recorded	2	9	8	10	12	15	23	79
Jan 00	Not recorded	4	7	8	10	17	21	18	85

#### Kynaston School

Date	Gender	Number of Pupils by Year Group							Total
		R	Y1	Y2	Y3	Y4	Y5	Y6	
Jan 04	Male	0	0	2	5	10	10	10	44
	Female	1	0	1	1	2	1	1	
Jan 03	Male	0	1	4	5	8	9	13	45
	Female	0	0	1	0	2	1	1	
Jan 02	Male	0	3	4	8	8	12	8	46
	Female	0	0	0	0	1	1	1	
Jan 01	Not recorded	0	0	5	7	9	4	7	32
Jan 00	Not recorded	0	1	3	5	3	4	7	23

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## Park School

Date	Gender	Number of Pupils by Year Group							
		R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Jan 04	Male	3	3	3	0	5	1	2	25
	Female	4	0	0	1	2	1	0	
Jan 03	Male	5	3	0	5	2	2	4	30
	Female	4	0	1	2	1	0	1	
Jan 02	Male	6	0	4	2	2	3	3	30
	Female	2	2	2	1	0	1	2	
Jan 01	Not recorded	5	7	3	2	3	5	2	27
Jan 00	Not recorded	6	5	2	3	5	2	3	26

## Furze Down School

Date	Gender	Number of Pupils by Year Group							
		R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Jan 04	Male	1	0	0	1	3	3	4	14
	Female	0	0	0	1	0	0	1	
Jan 03	Male	0	0	1	2	3	3	2	14
	Female	0	0	1	0	0	1	1	
Jan 02	Male	0	1	2	3	3	1	5	21
	Female	0	1	0	0	1	1	3	
Jan 01	Not recorded	0	2	1	4	2	6	10	25
Jan 00	Not recorded	0	1	4	3	5	7	8	28

## Secondary

### Park

Date	Gender	Number of Pupils by Year Group								
		Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
Jan 04	Male	4	3	1	4	3	2	3	3	46
	Female	2	3	1	1	6	1	5	4	
Jan 03	Male	3	1	3	3	1	2	5	3	49
	Female	3	1	1	6	1	5	4	7	
Jan 02	Male	1	3	3	1	1	4	4	5	49
	Female	1	1	7	1	3	4	8	2	
Jan 01	Not recorded	4	9	2	3	6	11	8	6	49
Jan 00	Not recorded	8	2	2	6	10	5	7	5	45

## Furze Down

Date	Gender	Number of Pupils by Year Group								
		Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
Jan 04	Male	6	6	12	18	17	7	3	1	98
	Female	1	3	9	2	8	1	3	1	
Jan 03	Male	5	8	8	8	10	3	5	1	78
	Female	2	9	2	7	4	3	2	1	
Jan 02	Male	6	10	8	10	7	5	4	0	78
	Female	9	2	6	3	3	2	2	1	
Jan 01	Not recorded	10	16	16	11	17	9	6	1	86
Jan 00	Not recorded	17	18	14	22	21	8	6	3	109

**b) the number of pupils with each type of SEN for whom the school makes provision.**

Pupils attending these schools have statements as follows:

Furze Down School; statements for Moderate Learning Difficulties (MLD),  
 Stoke Leys School: statements for Moderate Learning Difficulties (MLD),  
 Park School: statements for Severe Learning Difficulties (SLD), or Profound and Multiple Learning Difficulties (PMLD);  
 Kynaston School: statements of Behavioural, Emotional and Social Difficulties (BESD)

Details of the number of children on roll at the different schools are contained in section 7 of the prescribed information. All children have statements of special educational needs.

**8. Please provide details of schools where pupils, who will be displaced if the proposals are agreed, will be sent, including details of any interim arrangements.**

All children placed at special schools in Aylesbury Vale displaced by the new arrangements, will be offered places at the newly developed school in Stoke Leys Close, Aylesbury.

**9. Please give details of the proposed arrangements for transport of pupils to other schools.**

Transport arrangements will be in line with current County Council. Generally free home to school transport is provided for primary aged pupils from the term in which they are rising 5 years old, and where the child is attending the nearest appropriate school, and the journey is in excess of two miles. If a child is not eligible for free transport, but there is excess capacity on an appropriate school bus, then transport may be requested and a charge made. In the case of children with physical disabilities, or where there are special circumstances resulting in a request for free home to school transport, as may be the case

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with children placed in a special school, the LEA may exceptionally offer free transport.

The Council will take care to ensure that transport arrangements for pupils are appropriate to ensure their well being.

### **10. Please provide information relating to the distance and travelling times to the schools where it is proposed that pupils will transfer.**

The majority of pupils affected by these proposals are resident in and around Aylesbury. For those pupils for whom a journey to Aylesbury is significant, the majority already attend one or other of the Aylesbury schools. Of the pupils currently attending Furze Down school, in Winslow, the majority will have a shorter journey if transferring to the new site.

Typical, approximate journey times at peak times are

Buckingham to Aylesbury	55 minutes
Winslow to Aylesbury	40 minutes
Marsh Gibbon to Aylesbury	50 minutes
Stoke Hammond to Aylesbury	50 minutes

These times can be longer in bad weather.

### **11. Please provide details of the curriculum at the school to which it is proposed pupils will transfer.**

The curriculum offered to children at the new school will cover a wide range of learning and other kinds of experience. It will include the National Curriculum, which provides an entitlement for all pupils to a number of areas of learning and the development of knowledge, understanding, skills and attitudes, but also other aspects of the rich and varied life of the school.

There will be a multi-disciplinary approach to the planning of provision for individual pupils appropriate to their needs.

### **12. Please provide details of any transitional arrangements which will be made in connection with the transfer of pupils to other schools.**

The phasing of the building programme is not yet final, but is planned to minimize the disruption of pupils on that site to ensure that any impact of the education of children is minimal; the safety of the children will be paramount.

Provisionally it is planned that:

- pupils at Kynaston School, who will continue to occupy the same building when the enlarged school comes into operation, shall be able to remain in their accommodation throughout, any works required to that building taking place in school holidays.
- some pupils at Stoke Leys School will be accommodated at Kynaston School and others at The Park School as appropriate during the building project.



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- o pupils from The Park and Furze Down Schools will not leave their existing placement until the new facilities are complete.

The Headteacher of Stoke Leys and Kynaston Schools has worked closely with the Headteachers of Park and Furze Down Schools in the development of this project. In the lead up period to 2007, all schools will work with children and their families to prepare them for the change to their education provision. Teaching staff will liase with one another to ensure a continuity of practise and curriculum delivery to ensure as seamless a transition as possible. It is recognised that for many children any transition from one school to another is potentially difficult.

### 13. Please provide details of any measures the Authority intends to take to increase the number of school places available if the proposals are agreed.

The enlarged Stoke Leys School will have a total of 147 places which will accommodate the anticipated number of primary aged pupils from Aylesbury Vale requiring placement in a special school environment. There is a duty, supported by legislation and statutory guidance, on LEAs to ensure that a child is educated in a mainstream school unless that is incompatible with the wishes of his/her parents or the provision of efficient education for other children. The strategy of supporting more pupils within the mainstream sector, and the projected falling population of school aged pupils will, it is anticipated reduce the need for special school placements, even taking account of potential house building programmes in Aylesbury and north Buckinghamshire.

### 14. Please provide details of the number of pupils with special educational needs of each type for whom the Local Education Authority maintains a statement of SEN in the current school year, together with a forecast of such numbers for each of the subsequent five school years.

	Actual Jan 2004	Total number of statements					
		PROJECTED					
		July 2004	July 2005	July 2006	July 2007	July 2008	July 2009
<b>Cognitive and Learning Needs:</b>							
Moderate Learning Difficulties	810	816	769	726	697	661	628
Specific Learning Difficulties	216	216	192	181	165	155	141
Severe Learning Difficulties	209	216	218	220	222	221	221
Profound & Multiple Learning Difficulties	30	29	30	31	31	31	30
<b>Communication and Interaction Needs:</b>							
Speech Language and Communication	441	451	478	497	517	520	524
Autistic Spectrum Disorder	270	278	287	301	315	324	332
<b>Behaviour, Emotional &amp; Social Development Needs:</b>							

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Emotional & Behavioural Difficulties	399	415	440	456	474	494	502
<b>Sensory and/or Physical Needs:</b>							
Visual Impaired	50	53	54	55	54	51	51
Hearing Impaired	72	73	73	73	72	71	71
Physical Difficulties	165	167	169	170	172	174	176
Multi-sensory Impairment	2	1	1	1	1	1	1
<b>Total number of statements</b>	<b>2664</b>	<b>2715</b>	<b>2711</b>	<b>2711</b>	<b>2720</b>	<b>2703</b>	<b>2677</b>

Notes:

These projections take no account of potential changes to the pattern of incidence of medical conditions, of diagnostic outcomes, or statementing practices

### **15. Please provide details of any arrangements for the transfer of staff employed at the school to transfer to other schools.**

Detailed arrangements have not been agreed as yet: the opening of the new school being programmed for September 2007. The Teaching Associations, trade unions and staff have been kept informed of the plans as they have developed and advice taken from the County Council's Human Resources team.

Stoke Leys Governing Body has expressed a wish that the appointment of staff to the new staffing structure, prepared in draft form only to date, should be made as stress free as possible, giving priority to staff who may otherwise be at risk of redundancy. Given the timescale available for all four schools involved to plan for the change, there is optimism that there will not need to be any statutory redundancy required. The planned places for the new school is in line with the total number of pupils currently placed in the special schools, but providing additional service in respect of, for example, training and outreach.

### **16. Please provide details of any savings in expenditure made as a result of implementing the proposals and provide a statement as to whether the premises will be sold and, if so, the estimated proceeds of the sale.**

#### Revenue implications

In the first instance this school will not produce any directly bankable savings. However, if by the change in philosophical approach, and service delivery, children's needs are met more effectively, and at a younger age, there will be improved quality of life for these children, offering improved opportunities, higher levels of achievement, and improved prospects for independent living. In turn this may result in savings as less intensive interventions may either be avoided, or be required for shorter periods of time.

#### Capital implications

Initially there will be no capital receipts.

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Kynaston School will close as a separate establishment, but the school building, and the use of the building will continue within the context of the new enlarged school.

The reduced numbers of pupils attending Furze Down and Park Schools as they become secondary phase only will be taken into full account in the review of secondary phase special school provision within the County. It is anticipated that at least one Aylesbury Vale school site will ultimately become surplus to requirements, but additional capital investment will be required to retained buildings to ensure that they are suitable.

**17. As regards the two schools that are subject to prescribed alterations (Furze Down and The Park) please provide a statement as to whether:**

**a. the schools have been inspected under section 10 of the School Inspections Act 1996, as amended during the period starting three years before the date of the publication of the proposals**

- Furze Down School was last inspected in April 2000.
- The Park School was last inspected in September 1999

**b. where the schools have been inspected during that period, the date of the inspection and the details of the outcome of the inspection.**

Not applicable as both schools were inspected more than three years ago before the publication of the statutory notices

**18. Please provide details of any proposed arrangements for links between the schools and mainstream schools maintained by the Authority**

One of the key objectives of the proposal to create a new Primary Special School in Aylesbury is that it will become a centre of excellence facilitating an exchange of training, resources and expertise between the new school and mainstream and other special school providers. It will also offer outreach work to facilitate collaboration with mainstream schools, SEN departments and pupil referral units as well as supporting early intervention and inclusive practice

**19. Please provide the following information relating to accommodation at the school, both existing and proposed, if the proposals involve a change to the existing accommodation.**

- a) the location of the accommodation
- b) site plan of the accommodation
- c) whether the school occupies a single or split site
- d) how accessible the accommodation will be; and
- e) details of the general and specialist accommodation (both teaching and non-teaching)

As the proposals for the creation of the new primary special school are not due to come into force until September 2007 work has not yet been undertaken to look at the possible implications for the organisation of the campuses at Furze Down and The Park Schools.

**20. Please provide details of the:**

**a. the staffing at the schools and the pupil staff/teacher ratio and:**

The opening of the new primary special school in September 2007 will allow for Furze Down and The Park Schools to concentrate fully on secondary aged pupils. Work has not yet started on the new staffing structures for either school but it is anticipated that the pupil/staff ratio will be the same as it is now. The staff either recruited or retained will be appropriately qualified to meet the needs of the pupils at the schools.

**b. the proposed staffing at the schools and the pupil staff ratio if the proposals are approved, including, if known, details of the qualifications and experience of the staff relevant to the expected pupil population at the school if the proposal are approved**

Please see answer for 21 (a) above

**21. Where the proposals are to alter the upper or lower age range limits of the school or to make a change in the type of special educational needs for which the school is organised to make provision, details of any changes in the curriculum which would result if the proposal were approved.**

If the proposals are approved and The Park and Furze Down Schools become special schools admitting only secondary aged pupils then the curriculum that will be provided is one that will be appropriate to that age group. Obviously as both of the schools currently teach secondary aged pupils they are very experienced in ensuring that the appropriate curriculum is taught.

**22. Where the implementation of the proposals would involve development for the purpose of the Town and Country Planning Act 1990, please provide a statement as to whether or not planning permission has been obtained and if not explain the reasons why.**

The County Council is working closely with its Architectural Consultants, Babtie on the project and at the appropriate time, planning permission will be formally sought. Informal discussions have already taken place with the appropriate planning authorities. In terms of the relevant DfES building guidance regulations: the planning, design and construction of the new school has followed and adhered to the regulations. The design and construction of the school will meet Building regulations and appropriate construction standards.