

# Public Document Pack



## **EXECUTIVE DECISION DAY NOTICE**

Executive Lead Member for Children's Services Decision Day &  
Executive Member for Education Decision Day

**Date and Time** Wednesday 15th March 2023 at 2.00pm

**Place** Virtual Teams Meeting - Microsoft Teams

**Enquiries to** [members.services@hants.gov.uk](mailto:members.services@hants.gov.uk)

Carolyn Williamson FCPFA  
Chief Executive  
The Castle, Winchester SO23 8UJ

## **FILMING AND BROADCAST NOTIFICATION**

This decision day is being held remotely and will be recorded and broadcast live via the County Council's website.

## **AGENDA**

### **EXECUTIVE LEAD MEMBER FOR CHILDREN'S SERVICES**

#### **DEPUTATIONS**

To receive any deputations notified under Standing Order 12.

#### **KEY DECISIONS (NON-EXEMPT/NON-CONFIDENTIAL)**

**1. CHILDREN'S SERVICES PROCUREMENT - APPROVAL TO SPEND**  
(Pages 3 - 10)

To receive a report seeking approval to spend in relation to the Supporting Families framework call off contracts in accordance with the Council's Contract Standing Orders and Constitution.

#### **NON KEY DECISIONS (NON-EXEMPT/NON-CONFIDENTIAL)**

None applicable.

### **EXECUTIVE MEMBER FOR EDUCATION**

#### **DEPUTATIONS**

To receive any deputations notified under Standing Order 12.

## **KEY DECISIONS (NON-EXEMPT/NON-CONFIDENTIAL)**

None applicable.

## **NON KEY DECISIONS (NON-EXEMPT/NON-CONFIDENTIAL)**

### **2. ADDITIONAL SPECIALIST EDUCATION PROVISION FOR HAMPSHIRE (Pages 11 - 26)**

To receive a report seeking to provide feedback on the initial period of public consultation in relation to Guillemont Junior School, Morelands Primary School and St Jude's Catholic Primary School, and to seek approval for statutory public notices to be published.

### **3. WYVERN COLLEGE, EXTERNAL WORKS (Pages 27 - 46)**

To receive a report seeking additional spend approval for the project proposals at Wyvern College to enhance the safety and security of the school site.

### **4. LITTLE DEER'S NURSERY, BURLEY (Pages 47 - 66)**

To receive a report seeking spend approval to the project proposals for the demolition and replacement of Little Deer's Nursery, Burley.

### **5. HAMPSHIRE SACRE ANNUAL REPORT 2021-22 (Pages 67 - 92)**

To receive a report providing the Executive Member for Education with the Standing Advisory Council for Religious Education's Annual Review.

## **ABOUT THIS AGENDA:**

**On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.**

## **ABOUT THIS SESSION:**

**The press and public are welcome to observe the public sessions of the decision day via the webcast.**

## HAMPSHIRE COUNTY COUNCIL

### Decision Report

<b>Decision Maker:</b>	Executive Lead Member for Children's Services
<b>Date:</b>	15 March 2023
<b>Title:</b>	Children's Services Procurement – Approval to Spend
<b>Report From:</b>	Director of Children's Services

**Contact name:** Laura Timms, Head of Commissioning and Service Development

**Tel:** Via Teams

**Email:** Laura.Timms@hants.gov.uk

### Purpose of this Report

1. The purpose of this report is to seek approval to spend in relation to the Supporting Families framework call off contracts whose value will be over £2,000,000 threshold in accordance with the Council's Contract Standing Orders and Constitution.
2. This report seeks to:
  - Give relevant information on the planned procurement activity for this service;
  - Give information on the value and council spend in relation to this service;
  - Request approval to spend in line with the Council's Contract Standing Orders.

### Recommendation(s)

3. It is recommended that the Executive Lead Member for Children's Services gives the approval to spend for the Supporting Families contracts under a framework to the value of £3,500,000.

### Executive Summary

4. This report seeks to:
  - set out the background to the service;
  - detail the procurement route;
  - detail the contractual spend;
  - recommend approval.

### Contextual information

5. Supporting Families is a nationally funded government programme. It requires local authorities to support and track families with multiple identified needs such as:
  - Getting a good education;

- Improved mental and physical health;
  - Promoting recovery and reducing harm from substance misuse;
  - Good early years development;
  - Financial stability;
  - Secure housing;
  - Improved family relationships;
  - Children safe from abuse and exploitation;
  - Safe from domestic abuse;
  - Crime prevention and tackling crime.
6. Hampshire County Council's Supporting Families Programme received funding totalling a maximum of £8.65m for the period of 2022 to 2025. The total funding is used to in Hampshire to support the programme in a variety of ways, this includes:
- a central Supporting Families team;
  - IT systems for monitoring and recording;
  - Local funding to deliver required outcomes (for example, this could include members of staff, bikes to support attendance at school/college, household goods);
  - Contribution towards other internal teams/projects to support families;
  - Externally commissioned services that this paper is requesting financial approval for.
7. The Supporting Families programme has used a proportion of the funding to enable the commissioning of an independent family support provision for ten years. The current contracts are due to end in 2023. It has been agreed by Children and Families branch that a framework should be tendered for a period of up to three years in line with the temporary nature of the funding available. The commissioned element of the Supporting Families Programme will engage with providers who can offer a tailored support package for families. The providers will:
- Support families with multiple and complex needs to build their resilience and ability to cope and avoid escalation (/re-escalation) to higher levels of support need;
  - Offer whole family, co-ordinated, support, ensuring all family support needs met and significant progress made to support sustained change;
  - All families to be allocated a lead professional working with the family to co-ordinate support;
  - Support and promote multi-agency working;
  - Development of the wider early help system within local communities;
  - Support in the provision of data and outcomes aligned to the Supporting Families programme expectations and develop the evidence base for early help services for families.
- The provider will be paid an attachment fee for each family they are asked to support and a reward grant is paid upon successful outcomes in order to ensure that progress made is significant and sustained.

8. Families receiving support via these providers often go on to be supported further through that organisation or through signposting to other organisations. This supports sustainment and reduces the risk of re-escalating to higher support needs in future.

### **Finance**

9. Funding for this programme is from the Supporting Families government grant, ring fenced for this purpose.
10. The maximum value for the contracts under the three-year framework is £3.5m.

### **Performance**

11. Performance will be measured against a number of Key Performance Indicators within the contract – these will focus on ensuring timely support provision for families, sustained engagement by families and the successful outcomes achieved.

### **Consultation and Equalities**

12. Stakeholder engagement will be undertaken for each specific procurement exercise to ensure that services are designed effectively to meet need and are fit for purpose. This could involve service users, internal staff who place orders with the contract / framework such as social workers, officers from other local authorities, and health colleagues.
13. An Equality Impact Assessment has been completed for this recommendation.

### **Climate Change Impact Assessment**

14. Climate Change. Hampshire County Council utilises two decision-making tools to assess the carbon emissions and resilience impacts of its projects and decisions. These tools provide a clear, robust, and transparent way of assessing how projects, policies and initiatives contribute towards the County Council's climate change targets of being carbon neutral and resilient to the impacts of a 2°C temperature rise by 2050. This process ensures that climate change considerations are built into everything the Authority does. The carbon mitigation tool and climate change adaptation tool were both considered but were deemed not applicable to this report because the projects detailed within will not have a carbon emissions impact and are not vulnerable to climate change.

### **Other Key Issues**

15. The Public Services (Social Value) Act 2012 requires the Council as public authority 'to have regard to economic, social and environmental well-being in

connection with public services contracts'. The Social Value is either defined in the Service Specification for a contract, for example asking the provider to use apprentices or employ people from disadvantaged groups. Alternatively, during the tender process, the provider is asked how it adds Social Value to a service.

16. The Modern Slavery Act 2015 requires the Council to incorporate human rights due diligence within procurement practices and supply chains and establishing shared awareness and common goals with providers in tackling modern slavery.
17. The Council, as contracting authority, has an obligation to shape their tendering processes to allow small to medium businesses fair access to winning contracts.

### **Conclusions**

18. It is recommended that the Executive Lead Member for Children's Services gives the approval to spend in relation the Supporting Families Call Off Contracts detailed whose aggregate value will be under £3,500,000.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

**Other Significant Links**

<b>Links to previous Member decisions:</b>	
<u>Title</u>	<u>Date</u>
<b>Direct links to specific legislation or Government Directives</b>	
<u>Title</u>	<u>Date</u>
Supporting Families Programme Guidance 2022 to 2025 (current): <a href="http://www.gov.uk/government/publications/supporting-families-programme-guidance-2022-to-2025">Supporting Families Programme guidance 2022 to 2025 - GOV.UK (www.gov.uk)</a>	April 2022
Supporting Families Programme Guidance 2021 to 2022 Supporting Families Programme guidance 2021 to 2022 - GOV.UK ( <a href="http://www.gov.uk">www.gov.uk</a> )	March 2021
MHCLG Financial Framework for the Expanded Troubled Families Programme <a href="https://www.gov.uk/government/publications/financial/framework-for-the-troubled-families-programme-january-2018-onwards">https://www.gov.uk/government/publications/financial/framework-for-the-troubled-families-programme-january-2018-onwards</a>	January 2018
DCLG Supporting disadvantaged families Troubled Families Programme 2015-20: Progress so far <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611991/Supporting_disadvantaged_families.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611991/Supporting_disadvantaged_families.pdf</a>	April 2017

**Section 100 D - Local Government Act 1972 - background documents**

**The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)**

<u>Document</u>	<u>Location</u>
Evaluation of Phase 2 of Hampshire's Supporting Troubled Families Programme (March 2019)	Hampshire County Council/Solent University



## EQUALITIES IMPACT ASSESSMENT:

### 1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### 2. Equalities Impact Assessment:

See guidance at <https://hants.sharepoint.com/sites/ID/SitePages/Equality-Impact-Assessments.aspx?web=1>

Insert in full your **Equality Statement** which will either state:

- (a) *why you consider that the project/proposal will have a low or no impact on groups with protected characteristics or*
- (b) *will give details of the identified impacts and potential mitigating actions*

2.1 An equalities impact assessment was completed by the SFP at the start of the programme planning in 2012. This highlighted that the programme may disproportionately impact upon families within particular age groups and families with women in the household due to the Government definition of a troubled family in Phase 1.

- 2.2 A further equalities impact assessment was undertaken at the start of Phase 2 in 2015 taking account of the extended criteria used to attach families which means the issue highlighted in 2.1 no longer applies. SFP is a supportive programme designed to improve the lives of some of Hampshire most troubled families and communities, and therefore the impact of the proposed SFP Spring Grants round is likely to be positive.
- 2.3 An equalities impact assessment will be completed as part of the commissioning process. It is not expected to result in significant changes to the findings within 2.2 as, although the programme criteria has been updated, the overarching programme is relatively unchanged. The focus of the programme (and this commissioned service) is on supporting families with children of any age with multiple and complex needs, regardless of other characteristics.

## HAMPSHIRE COUNTY COUNCIL

### Decision Report

<b>Decision Maker:</b>	Executive Member for Education
<b>Date:</b>	15 March 2023
<b>Title:</b>	Additional Specialist Education Provision for Hampshire
<b>Report From:</b>	Director of Children's Services

**Contact name:** Sara Carey, Inclusion Commissioning Manager

**Tel:** 07565205125

**Email:** Sara.carey@hants.gov.uk

### Purpose of this Report

1. The purpose of this report is:
  - a. to provide feedback on the initial period of public consultation in relation to the proposed Autism Spectrum Condition (ASC) Resourced Provision (RP) at Guillemont Junior School, Farnborough and to seek approval for statutory public notices to be published.
  - b. to provide feedback on the initial period of public consultation in relation to the proposed redesignation of RP at Morelands Primary School, Waterlooville, and to seek approval for statutory public notices to be published.
  - c. to provide feedback on the initial period of public consultation in relation to relocating the RP for pupils with a hearing loss, at Wallisdean Junior School to St Jude's Catholic Primary School, Fareham and to seek approval for statutory public notices to be published

### 2. Recommendations

- 2.1 That approval be given for Statutory Public Notices to be published for the proposed:
  - ASC RP at Guillemont Junior School.
  - The redesignation of RP at Morelands Primary School, Waterlooville.
  - The relocation of the RP for pupils with a hearing impairment, at Wallisdean Junior School to St Jude's Catholic Primary School, Fareham

### 3. Executive Summary

- 3.1 Hampshire County Council is committed to ensuring that all children can access high-quality education, as near to their family and local community as possible.

Leaders and practitioners are highly ambitious for Children and Young people with SEND in Hampshire to succeed (Ofsted CQC (Care Quality Commission) 2020) <https://reports.ofsted.gov.uk/provider/44/80472>

There is a statutory duty to provide school places for all children, including those who have special educational needs and/or a disability. We are obliged to further developing successful provision to meet this demand within the Special Education Needs and Disability (SEND) sector.

- 3.2 The proposed additional SEND provision outlined within this report will help manage some of the school place pressures generated by the increase in the number of Education, Health and Care Plans (EHCPs) maintained by the Local Authority. In Dec 2022 in Hampshire there were 14,648 children with EHCPs. An increase of 4.5% of all Children and Young people.
- 3.3 This has resulted in a corresponding pressure for places in special schools and resourced provision. The County Council is committed to further developing successful provision or creating new provision where possible to meet demand for places.
- 3.4 The lack of sufficient provision within Hampshire Schools has resulted in increased placements within the independent and non-maintained sector (INMSS). The proposals contained within this report aim to build on good quality Hampshire school provision and meet the needs of children and young people within their settings. This will reduce the Local Authority's dependence upon independent and non-maintained provision (INMSS) and will aim to keep pupils as close to their home community as possible.

## **4 Contextual Information**

### **Creation of an eight place ASC RP at Guillemont Junior School, Farnborough**

- 4.1 Guillemont Junior School already has an existing, established RP for twelve children for speech, language, and communication needs.
- 4.2 The proposal is to build a new classroom, sensory room, group room, and to create a secure outdoor space for eight local children with Autism.
- 4.3 Children would be on roll at Guillemont Junior School and the school would receive additional resources to ensure that the children's needs are well supported so that they can successfully access the mainstream environment and curriculum, when appropriate
- 4.4 An 8-place ASC RP was established at Pinewood Infant School from autumn 2022 and pupils will typically transition from Pinewood Infant to Guillemont Junior Schools. Pinewood Infant and Guillemont Junior Schools are federated.
- 4.5 Subject to the outcome of the consultation, it is proposed that places will be available at Guillemont Junior School RP from September 2024.
- 4.6 A total of £0.94m of Childrens Services capital funding was approved at the Executive Lead Member for Children's Services Decision Day on 13 January 2023.

- 4.7 Cllr Roz Chadd and Rt Hon Leo Doherty MP are in full support of the application.

#### **Morelands Primary School, Waterlooville RP Change of Designation**

- 4.8 Currently the school has two established resource provisions. The Assessment Resource Provision (ARP) for 10 places with children who have a range of needs where an assessment can give accurate information on a child's needs and SEN provision required. This could be at SEN Support within a mainstream, with an EHCP in a mainstream or EHCP in specialist.
- 4.9 From September 2023 it is proposed to alter this provision to 8 places for pupils with Autistic Spectrum Condition.
- 4.10 The second provision on site for pupils with Speech Language and Communication needs will be increased from 14 to 16 pupils. The pupils who attend either provision would be from the local area and placed on roll at Morelands Primary School.
- 4.11 The County Council is proposing to refurbish and reconfigure an underutilised area of the school to create a sensory room and therapy space to support this provision. The proposed cost of the works is in the region of £230,000 and will take place in summer 2023.

#### **Relocation of Hearing Loss RP to St Jude's Catholic Primary School, Fareham**

- 4.12 The need for this type of specialist provision remains to provide specialist teaching and support for children who have permanent, severe to profound hearing loss or moderate to profound hearing loss with additional language and communication needs.
- 4.13 The relocation of this provision is at the request of the Headteacher and the Chair of Governors of Wallisdean Junior School and, in consultation with the Headteacher and the Chair of Governors of St Jude's Catholic Primary School to accommodate the RP.
- 4.14 The proposal is to reconfigure and refurbish an existing underutilised space to create a teaching base together with acoustic works in other key areas of the school.
- 4.15 The proposed cost of the works is in the region of £270,000 and will take place in summer 2023.
- 4.16 The Rt Hon Suella Braverman MP, is in support of this application.

### **5. Finance**

- 5.1 The Local Authority has a current cumulative High Needs deficit of £60m, which is forecast to increase to £175m by 2025. As a result, HCC (Hampshire County Council) has been selected to participate in the Delivering Better Value, commissioned by the DfE (Department of Education) to identify the highest impact, sustainable changes that the Local Authority can make to better support local children and young people with SEND.
- 5.2 Without the creation of additional local spaces, we will inevitably have more children in Independent Non-Maintained Special Schools (INMSS) with

greater pressure on home to school transport costs and the Dedicated Schools Grant High Needs (DSG HN) block in particular

5.3 Creating additional specialist places in Hampshire schools has both revenue and capital finance implications.

5.4 From a revenue perspective, it is more cost effective to increase in-house provision, rather than place children in expensive independent provision as shown in the following table:

5.5 **Table 1 – cost comparison**

Type of provision	Average revenue cost per place (2022)
Special school	£18,079
Resourced provision	£17,636
Independent and non-maintained special school place	£65,800

5.6 Funding from the High Needs Block is calculated by the government using a national funding formula, which includes population and proxy factors of need based on children living in Hampshire and a basic entitlement factor.

5.7 The annual revenue cost of the proposed additional places has been calculated based on the average funding rates for the schools that are expanding:

5.8 **Table 2 - Additional annual revenue cost**

Name of school	Number of new places being created	Average cost per place*	Estimated Revenue Cost
Guillemont Junior School ASC RP	8	£17,636	£141,104
Morelands ASC RP	8	£17,636	£141,104
St Judes HL RP	6	£17,636	£105,828

\*These figures include the £4,000 funding from the mainstream school budget share.

5.9 The total revenue cost of £388,036 for the in-house places compares to an estimated £1.5m for the same number of places in independent and non-maintained special schools using the average cost of an SEN only funded day placement. This equates to approximately £1.1m of cost avoidance on the High Needs Block.

5.10 There could be some additional revenue costs required to support the setting up of new provisions and to ensure viability as the provisions build up to capacity. This is dependent on if the SEN Service expect to fill the provision straight away.

5.11 Estimated capital costs for the proposed projects are outlined below and in Appendix 2.

<b>Name of school</b>	<b>Project</b>	<b>Number of new places being created</b>	<b>Estimated Capital Cost</b>
Guillemont Junior ASC RP	Extension and external works	8	£940,000
Morelands ASC RP	Internal works	0	£230,000
St Jude's Hearing Loss RP	Internal works	8	£270,000
<b>Total</b>			<b>£1,440,000</b>

## **6. Performance Impact – none**

## **7. Consultations**

7.1 The consultations for the projects took place between Monday 16 January to Monday 13 February 2023

7.2 Letters with details of the proposals were sent to the following stakeholders. Feedback was invited by email and letter and meetings with officers offered if requested:

- Parents of children attending the schools
- Headteachers, school staff and Governing Body of the schools
- Headteachers and Chairs of Governors of neighbouring schools
- Borough, district, and parish Councils – Local Councillors
- Trade union representatives
- Local Dioceses
- Local MPs
- HCC Elected Members
- Residents of the immediate areas
- Other relevant community stakeholders

Copies of the consultation letters are attached under appendix 1.

7.3 The proposals were also included on the Hampshire County Council's consultation website:  
<https://www.hants.gov.uk/aboutthecouncil/haveyoursay/consultations>

7.4 All stakeholders were also invited to drop-in sessions held at each School to discuss the proposals in person.

## **8. Consultation Responses Received**

### **Guillemont Junior School ASC RP**

- 8.1 Eleven responses were received to the consultation. Three were in full support of the project including one from an MP and one from a County Councillor.
- 8.2 Other comments were around concerns on how it would benefit or adversely affect the other pupils on roll at the school. Also, about understanding about pupils with ASC would be mixing and managed around other children in the school.
- 8.3 Concerns were responded to by email and writing between the dates 31st Jan and the 1st of February 2023.
- 8.4 Concerns were further discussed at a public consultation drop-in meeting held at the school on Wednesday 1st of February 2023 where the Senior Leadership Team of the School and local authority Commissioning and Strategic Development Officers were in attendance. The Headteacher has taken on board these concerns and plans to discuss further with staff and parents on how all current and future pupils are best managed and supported throughout their time at the school.

#### **Morelands School RP Change of Designation**

- 8.5 No responses were received, and no concerns were received at the public consultation drop-in meeting held at the school on Tuesday 31st January 2023.

#### **St Jude's Catholic Primary School Hearing Loss RP**

- 8.6 There was only one letter received giving full support by the Rt Hon Suella Braverman MP.
- 8.7 Five people attended the public consultation drop-in meeting held at the school on Wednesday 25th January 2023. Parents, staff and pupils interested in the proposal were shown plans and discussed the capital works and contributed to improvements that could be made.

### **9. Climate Change and Impact Assessment**

- 9.1 Hampshire County Council utilises two decision-making tools to assess the carbon emissions and resilience impacts of its projects and decisions. These tools provide a clear, robust, and transparent way of assessing how projects, policies and initiatives contribute towards the County Council's climate change targets of being carbon neutral and resilient to the impacts of a 2°C temperature rise by 2050. This process ensures that climate change considerations are built into everything the Authority does.

### **10. Climate Change Adaptation and Mitigation**

- 10.1 Not relevant in regard to the content of this report or decision being sought.

### **11. Carbon Mitigation**

- 11.1 Not relevant in regard to the content of this report or decision being sought.

### **12. Conclusions**



- 12.1 In considering all the responses received, approval is sought to publish statutory public notices for:
- The ASC resourced provision at Guillemont Junior School
  - The change in designation at Morelands RP
  - The relocation of the hearing loss RP from Wallisdean to St Jude's Catholic Primary School
- 12.2 Notices will be published for a period of 4 weeks in March/April 2023 and displayed at the schools, circulated to relevant stakeholders, and published on the Council's Public Notice Portal. A further report following the closure of the public notice periods will be brought to a future Decision Day.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes

**Other Significant Links**

<b>Links to previous Member decisions:</b>	
<u>Title</u> Children’s Services Capital Programme 2022/23 – 2024/25	<u>Date</u> Jan 2022
<b>Direct links to specific legislation or Government Directives</b>	
<u>Title</u> Right Support, Right Place, Right Time – The SEND Review  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/108122/summary-of-the-send-review-right-support-right-place-right-time-2022.pdf">Summary of the SEND review: right support, right place, right time - GOV.UK (www.gov.uk)</a>	<u>Date</u>  May 2022

<b>Section 100 D - Local Government Act 1972 - background documents</b>	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>

## **EQUALITIES IMPACT ASSESSMENT:**

### **1. Equality Duty**

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### **2. Equalities Impact Assessment:**

- (a) The recommendation in this report will have no impact on groups with protected characteristics.

## Appendix 1 – Consultation Letters



*Children's Services Department  
Elizabeth II Court North,  
Winchester  
Hampshire SO23 8UG*

Consultees

Telephone 0300 555 1384  
Fax 01962 842355  
Textphone 0845 603 5625

**Enquiries to** Sara Carey

**My reference**

**Direct Line** 0370 779 4892

**Your reference**

**Date** Monday 16 January 2023

**E-mail** [strategicplanningunit@hants.gov.uk](mailto:strategicplanningunit@hants.gov.uk)

Dear Consultee

### **Guillemont Junior School, Farnborough - Proposal for a New Resourced Provision for Pupils with Autism (ASC)**

I am writing to invite your views in respect of Hampshire County Council's proposal to create a new 8-place resourced provision for pupils with autism at Guillemont Junior School from September 2024 - this would sit alongside their established resourced provision for 12 pupils with speech, language and communication needs.

Children with an autism diagnosis can have difficulties with social interaction, communication and can also have speech and language needs and the school already support a number of children with such needs. It has been identified that there are an increasing number of children in the county who are being diagnosed with this condition and we are working towards expanding our offer of support to these children.

The pupils who would attend this new provision would generally be from the local area. They would be on roll at Guillemont Junior School and the school would receive additional resources to ensure that the children's needs are well supported so that they can successfully access the mainstream environment and curriculum, when appropriate.

The County Council is proposing to build a new classroom, sensory room, group room and associated toilets together with establishing a secure outdoor space to create designated areas for this new resourced provision. These works will allow the school to add a resourced provision which will add an additional up to 8 places over

*Director of Children's Services  
Steve Crocker OBE*



Providing an outstanding service to children and families

2 years starting from September 2022. The proposed cost of the works is in the region of £900,000.

### **The Consultation**

The purpose of this consultation is to ask for your views and consult on the development of a new resourced provision for pupils with autism at Guillemont Junior School from September 2024. It is important to hear your views at this stage so we can consider them as part of the work to be undertaken, should approval be obtained.

This consultation will run from **Monday 16 January to Monday 13 February 2023**. Officers will then take into consideration all the consultation responses received before deciding whether the proposal should continue to the formal publication stage. If so, a statutory Public Notice will be published setting out Hampshire County Council's intent to increase the capacity of the school. It is anticipated that this will be published in April 2023.

After the date of publication, there will be a four week period in which any representations can be made to the local authority. After the conclusion of this period, the County Council will decide whether or not to proceed with the proposal. It is anticipated that a decision will be made in May/June 2023.

### **Further Information**

A drop-in session where you will be able to discuss the proposal with Hampshire County Council officers will take place on **Wednesday 1 February** between 3:30pm and 6pm at Guillemont Junior School.

A website has also been set up with the details of the consultation which includes some 'Frequently Asked Questions' that may address any queries you have. To access this website please go to the online address below:

<http://consultations.hants.gov.uk/active.aspx>

If you are unable to email or visit the above website and wish to make a comment then please write to Sara Carey, Inclusion Commissioning Manager, Children's Services Department, Ell Court North, Winchester, Hampshire SO23 8UG by **Friday 13 February**.

Yours sincerely

*S. Carey*

Sara Carey  
Inclusion Commissioning Manager  
Children's Services Department



*Children's Services Department  
Elizabeth II Court North,  
Winchester  
Hampshire SO23 8UG*

Telephone 0300 555 1384  
Fax 01962 842355  
Textphone 0845 603 5625

Consultees

**Enquiries to** Sara Carey

**My reference**

**Direct Line** 0370 779 4892

**Your reference**

**Date** Monday 16 January 2023

**E-mail** [strategicplanningunit@hants.gov.uk](mailto:strategicplanningunit@hants.gov.uk)

Dear Consultee

**Morelands Primary School, Waterlooville - Resourced Provision – Change of Designation - Consultation**

I am writing to invite your views in respect of Hampshire County Council's proposal to change the designation of the resourced provision at Morelands Primary School. Hampshire's County Council SEND Strategy ensures sufficient school places to meet the needs of all children with special educational needs and disabilities (SEND); ensuring that the provision is developed in the right place, at the right time, with the additional places to address population growth and the identified increase in demands.

The Council is therefore looking to propose a change in designation at the Assessment Resource Provision (ARP) within Moreland's Primary School. It is an expectation of the Council to develop quality specialist provision in schools graded good or above by Ofsted, offering the right support, in the right place at the right time. We are deeply committed to ensure the school will truly benefit our local communities. Therefore, we would like to hear from you and welcome your views regarding our intentions.

Currently the school has two established resource provisions. The Assessment Resource Provision (ARP) for 10 places with children who have a range of needs where an assessment can give accurate information on a child's needs and SEN provision required. This could be at SEN Support within a mainstream, with an EHCP in a mainstream or EHCP in specialist. From September 2023 it is proposed to alter this provision to 8 places for pupils with Autistic Spectrum Condition.

*Director of Children's Services  
Steve Crocker OBE*



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The second provision on site for pupils with Speech Language and Communication needs will be increased from 14 to 16 pupils. The pupils who attend either provision would be from the local area and on roll at Moreland's Primary School. The school will receive additional resources to support successfully access to the mainstream environment and curriculum, when appropriate. The County Council is proposing to refurbish and reconfigure an underutilised area of the school to create a sensory room and therapy space to support this provision. The proposed cost of the works is in the region of £200,000 and will take place in summer 2023.

### **The Consultation**

The purpose of this consultation is to ask for your views and consult on the change of designation of the resourced provision to cater for pupils with autism at Morelands Primary School from September 2023. It is important to hear your views at this stage so we can consider them as part of the work to be undertaken, should approval be obtained.

This consultation will run from **Monday 16 January to Monday 13 February 2023**. Officers will then take into consideration all the consultation responses received before deciding whether the proposal should continue to the formal publication stage. If so, a statutory Public Notice will be published setting out Hampshire County Council's intent to increase the capacity of the school. It is anticipated that this will be published in April 2023.

After the date of publication, there will be a four-week period in which any representations can be made to the local authority. After the conclusion of this period, the County Council will decide whether to proceed with the proposal. It is anticipated that a decision will be made in May/June 2023.

### **Further Information**

A drop-in session where you will be able to discuss the proposal with Hampshire County Council officers will take place on the **Tuesday 31 January 2023 between 3.30 and 6pm at Moreland's Primary School**.

A website has also been set up with the details of the consultation which includes some 'Frequently Asked Questions' that may address any queries you have. To access this website please go to the online address below:  
<http://consultations.hants.gov.uk/active.aspx>

If you are unable to email or visit the above website and wish to make a comment then please write to Sara Carey, Inclusion Commissioning Manager, Children's Services Department, EII Court North, Winchester, Hampshire SO23 8UG by **Monday 13 February 2023**.

Yours sincerely

*S. Carey*

Sara Carey

**Inclusion Commissioning Manager  
Children's Services Department**





*Children's Services Department  
Elizabeth II Court North,  
Winchester  
Hampshire SO23 8UG*

Telephone 0300 555 1384  
Fax 01962 842355  
Textphone 0845 603 5625

Consultees

**Enquiries to** Sara Carey

**My reference**

**Direct Line** 0370 779 4892

**Your reference**

**Date** Monday 16 January 2023

**E-mail** [strategicplanningunit@hants.gov.uk](mailto:strategicplanningunit@hants.gov.uk)

Dear Consultee

**Consultation - Proposal for relocating the Resourced Provision for pupils with a hearing impairment, at Wallisdean Junior School to St Jude's Catholic Primary School, from September 2023.**

I am writing to invite your views in respect of Hampshire County Council's proposal to relocate the Resourced Provision, for pupils with a hearing impairment, from Wallisdean Junior School to St Jude's Catholic Primary School.

The need for this type of provision remains and at the request of the Headteacher and the Chair of Governors of Wallisdean Junior School and, in consultation with the Headteacher and the Chair of Governors of St Jude's Catholic Primary School, we are exploring the possibility of making internal alterations to the school building at St Jude's Catholic Primary School, to accommodate a Resourced Provision.

Careful consideration is always given to the school's suitability for children with a Hearing Impairment in terms of meeting their needs alongside all the other children within the school.

### **The Consultation**

The purpose of this consultation is to ask for your views and consult on the proposed development of a Resourced Provision for children with a hearing impairment. It is important to hear your views at this stage so we can consider them as part of the work to be undertaken should approval be obtained.

This consultation will run from **Monday 16 January to Monday 13 February 2023.**

*Director of Children's Services  
Steve Crocker OBE*



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Officers will then take into consideration all the consultation responses received before deciding whether the proposal should continue to the formal publication stage.

If so, a statutory Public Notice will be published setting out Hampshire County Council's intent to develop the Resourced Provision within the school. It is anticipated that this will be published in April 2023.

After the date of publication there will be a four-week period in which any representations can be made to the Local Authority. After the conclusion of this period the Local Authority will decide whether to proceed with the proposal. It is anticipated that a decision will be made in May/June 2023.

#### **Further Information**

A drop-in session where you will be able to discuss the proposal with Hampshire County Council officers will take place on **Thursday 26 January between 3:30pm and 6pm at St Jude's Catholic Primary School.**

A website has also been set up with the details of the consultation which includes some 'Frequently Asked Questions' that may address any queries you have. To access this website please go to the online address below:

<http://consultations.hants.gov.uk/active.aspx>

If you are unable to visit the above website and wish to make a comment then please write to Sara Carey, Inclusion Commissioning Manager, Children's Services Department, Ell Court North, Winchester, Hampshire SO23 8UG.

All comments must be received by the **Monday 13 February 2023.**

Yours sincerely

*S. Carey*

Sara Carey  
**Inclusion Commissioning Manager**  
**Children's Services Department**

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## HAMPSHIRE COUNTY COUNCIL

### Decision Report

<b>Decision Maker:</b>	Executive Member for Education
<b>Date:</b>	15 March 2023
<b>Title:</b>	Wyvern College, External Works
<b>Report From:</b>	Director of Universal Services

**Contact names:** John Cantwell, Senior Delivery Manager

**Tel:** 0370 779 1723      **Email:** john.cantwell@hants.gov.uk

#### **Purpose of this Report**

1. The purpose of this report is to seek additional spend approval for the project proposals at Wyvern College to enhance the safety and security of the school site.

#### **Recommendations**

2. That the Executive Member for Education, grants spend approval to the project proposals for Wyvern College at the total cost of £794,000.

#### **Executive Summary**

3. Wyvern College currently provides education for up to 1,350 secondary age children, 9 FE (forms of entry).
4. This report seeks spend approval for external works to improve safeguarding and security on site.
5. The project is included in the Children Services Capital Programme, approved at the Executive Lead Member for Children's Services Decision Day 10 January 2020 with a budget of £2,200,000 with a further update to the Capital Programme approved at the Executive Lead Member for Childrens Services Decision Day of the 12 January 2023 increasing the funding by a further £568,000, giving a total budget of £2,768,000.
6. A Planning application was approved in July 2022.

## Background

7. Wyvern College is a coeducational secondary academy school that provides education for children aged between 11 and 16 years old. There are currently 1,301 pupils on roll. The number attending the school is not planned to increase as a result of these proposals. Wyvern College is part of a larger school campus that also includes Fair Oak Infant and Fair Oak Junior Schools
8. The project is included in the Children's Services Capital Programme, approved at the Executive Lead Member for Children's Services decision day on 10 January 2020 with a further approval on 12 January 2023, which outlines the available budget for the project. The project is to be funded by developers' contributions from new housing in the local area, previously secured by the Council.
9. Previous approvals for works to Wyvern College are as follows:
  - ICT Infrastructure: £390,000 – 26 February 2020
  - All weather pitch: £732,000 – 26 February 2020
  - Internal modifications to create 3 additional classrooms: £540,000 - 17 May 2022
  - Security fencing: £73,000 - Delegated officer approval, Autumn 2019

The balance remaining from the original approval of £2,200,000 is £465,000. This project will be funded by the use of the remaining funding from the original approval on 10 January 2020 along with the new approval from 12 January 2023, a total of £1,033,000. Further work will be undertaken with Wyvern College to decide on the best use for the remaining funding following the completion of this project.

10. The existing school frontage, including both car park and hardstanding areas, is largely open to the public throughout the day and construction of the new secure fence and gates, together with the relocation of 9 car park spaces will enhance the security to the site.
11. The number attending the school are not currently planned to increase as a result of these proposals.

## Finance

- 12 Capital Expenditure:

The Capital Expenditure has already been approved in principle; the following table outlines the breakdown of its distribution across the project.

Capital Expenditure	Current Estimate	Capital Programme
---------------------	------------------	-------------------

	£'000	£'000
Buildings	681,545	681,545
Fees	112,455	112,455
<b>Total</b>	<b>794,000</b>	<b>794,000</b>

### 13. Sources of Funding

Financial Provision for Total Scheme	Buildings £'000	Fees £'000	Total Cost £'000
1. From Own Resources			
a) Capital Programme (as above)	0	0	0
2. From Other Resources			
a) Developer Contributions	681,545	112,455	794,000
<b>Total</b>	<b>681,545</b>	<b>112,455</b>	<b>794,000</b>

i. *Building Cost:*

Net Cost = n/a

Gross Cost = n/a all external works

Cost Per Pupil Place = n/a all external works

ii. *Furniture & Equipment:*

Given the nature of the proposed works there is no furniture and equipment allowance.

iii. *School Balances:*

The school has the following level of balances:

*Published revenue balance as at 31 March 2022: N/a – Academy School*

*Devolved capital as at 31 March 2022: N/a – Academy School*

Revenue Issues:

iv. *Overview of Revenue Implications:*

	(a) Employees £'000	(b) Other £'000	(a+b) *Net Current Expenditure £'000	(c) Capital Charges £'000	(a + b + c) Total Net Expenditure £'000
Revenue Implications Additional + / Reductions				0	

### Details of Site and Existing Infrastructure

14. Wyvern College is a secondary school located off Botley Road, Fair Oak and is part of The Wyvern Campus together with Fair Oak Infant and Fair Oak Junior Schools.
15. Wyvern College was originally built in 1966 and is predominantly of single and two storey SCOLA system building accommodation. It has been extended a number of times over the years to provide additional accommodation.
16. The Wyvern College campus has a frontage to the Botley Road to the east with a car park and access road serving the school buildings to the centre of site. To the south, the College shares its campus with Fair Oak Infant and Junior Schools. A public footpath runs from east to west along the College's northern boundary.
17. The existing services infrastructure to the site are sufficient to accommodate the project proposals.

### **Scope of the Project**

18. The proposed project comprises the installation of a secure 1.8m high fence to the school frontage together with both manual and automated security gates. There are 9 car parking spaces to be relocated within the existing school car park. A new access footpath to facilitate drop off and pick up to the adjoining infant and junior school is also to be constructed.

### **External Works**

19. The proposed external works comprise:
  - Automated gates with intercom
  - Secure fencing
  - 9 relocated parking spaces
  - New access paths with external lighting
20. The project will provide relocated car parking on the school site which will be in line with the Hampshire County Council On-Site School Parking. There will be 9 relocated car parking spaces provided for staff and visitors. The accessible parking at the school is not affected by these proposals.

### **Planning**

21. A planning application was approved in July 2022.

### **Construction Management**

22. Wyvern College together with the adjacent Fair Oak Infant and Fair Oak Junior Schools will remain in use during the construction period and local management arrangements will be put in place to manage the health and

safety during the construction period on site. It is proposed that the contractor will access the school site via the existing shared access road. The contractor's working areas will be segregated from the school users.

23. No deliveries or movements of vehicles will take place at the start or end of the school day, in order to avoid traffic conflict when pupils are arriving at or departing from the school.
24. The works will be procured through the County Council's Minor Works Framework and the Landscape Framework and are anticipated to commence on site in May 2023 and complete during the summer of this year

### **Building Management**

25. The existing building management arrangements will remain in place.

### **Professional Resources**

- |                          |                                |
|--------------------------|--------------------------------|
| 26. Architectural –      | Property Services              |
| Landscape –              | Property Services              |
| Mechanical & Electrical- | Property Services              |
| Structural Engineering - | Property Services              |
| Quantity Surveying -     | Property Services              |
| Principal Designer -     | Property Services              |
| Drainage Engineering -   | Hampshire Engineering Services |

### **Consultation and Equalities**

27. The following have been consulted during the development of this project and feedback can be seen in overview in Appendix A:

Headteacher  
School Governors  
Children's Services  
Executive Lead Member for Children's Services  
Local County Councillor  
Local Residents  
Fire Officer  
Access Officer  
Planning Department  
Crime Prevention Officer

### **Risk & Impact Issues**

#### **Fire Risk Assessment**

29. The final proposals have been assessed in line with the agreed Property Services procedures, including submission and approval by the Property Services Fire Safety Review Group.

### **Health and Safety**

30. Design risk assessments, pre-construction health & safety information and Health & Safety File will be produced and initiated in accordance with the Construction Design and Management Regulations for the proposed scheme.

### **Climate Change**

31. The project will incorporate the following features to reduce energy consumption and carbon emissions to help to mitigate the impact of climate change:
  - Energy efficient lighting and controls
  - The use of timber from sustainable sources
  - A site waste management plan will be developed to ensure that during construction the principles of minimising waste are maintained



**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes

**Section 100 D - Local Government Act 1972 - background documents**

**The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)**

Document

Location

None

## **EQUALITIES IMPACT ASSESSMENT:**

### **1. Equality Duty**

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### **2. Equalities Impact Assessment:**

Please see Appendix B

**FEEDBACK FROM CONSULTEES:****OTHER EXECUTIVE MEMBERS:**

<b>Executive Member &amp; Portfolio</b>	<b>Reason for Consultation</b>	<b>Date Consulted</b>	<b>Response:</b>
Councillor Steve Forster Executive Lead Member Education	Portfolio Holder		

**OTHER FORMAL CONSULTEES:**

<b>Member/ Councillor</b>	<b>Reason for Consultation</b>	<b>Date Consulted</b>	<b>Response:</b>
Councillor S Broomfield	Local Member for West End & Horton Heath		No comments received



## Equality Impact Assessment

### What is an Equality Impact Assessment (EIA) and why does the County Council do them?

The [Public Sector Equality Duty](#) (PSED) is an obligation within the [Equality Act 2010](#) ("the Act"), which asks public authorities, like Hampshire County Council, to give 'due regard' to equality considerations, in particular to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

This includes assessing the impact of policies and practices on individuals and communities with a protected characteristic, as defined in the Act and some other specific groups. The County Council uses EIAs to ensure it has paid 'due regard' to equalities considerations when there are changes to a service or policy, a new project or certain decisions.

EIA author	Position & Department	Contact
Amy Chambers	Assistant Strategic Development Officer Children's Services	amy.chambers@hants.gov.uk Tel:03707 798802

Title:	Wyvern College (Academy), Fair Oak
Related EIAs:	None

EIA for Savings Programme:	No
Service affected	Wyvern College (Academy), Fair Oak.
Description of the service/policy/project/project phase	Wyvern College is a secondary school in Fair Oak, Eastleigh providing education for children aged between 11 and 16 years old. The school is part of the Wyvern College Academy Trust and currently provides education for up to 1350 secondary age children. Wyvern College is part of a larger school campus that also includes Fair Oak Infant (Community) and Fair Oak Junior (Community) Schools. The Wyvern Community College campus has a frontage to the Botley Road to the east with a car park and access road serving the school buildings to the centre of site. To the south, the College shares its campus with Fair Oak Infant and Junior Schools. A public footpath runs from east to west along the College's northern boundary. The number of children attending the school is not planned to increase as a result of these proposals.
New/changed service/policy/project	The proposed project comprises of external works to improve safeguarding and security and internal reconfiguration to improve the layout of the school's accommodation. It is proposed that the installation of a secure 1.8m high fence to the school frontage together with both manual and automated security gates. 9 car parking spaces are to be relocated to the wider school car park. A new access footpath to facilitate drop off and pick up to the adjoining infant and junior school is also to be constructed. Internal teaching spaces are to be reconfigured and relocated to suit the school's organisation. The proposed internal alteration works will provide: <ul style="list-style-type: none"> <li>• A new Media suite</li> <li>• A new drama teaching space</li> <li>• Partitioning to provide acoustic separation to circulation routes.</li> <li>• New fixed furniture</li> <li>• New finishes to remodelled spaces</li> </ul> The existing school frontage, including both car park and hardstanding areas, is largely open to the public throughout the day and construction of the new secure fence and gates, together with the relocation of 9 car park spaces will address the current security concerns. The reconfiguration of three internal teaching spaces, both specialist and general teaching, will make a more logical accommodation layout together with the provision of additional lockers throughout the campus.

## Engagement

A consultation ran from 12th June 2019 to 26th July 2019.

The project proposal was also included on the Hampshire County Council's (HCC) consultation website: [Pre-planning Consultation – Wyvern College | About the Council | Hampshire County Council \(hants.gov.uk\)](#)

Letters were sent to; Parents of children at the school (via the school) • Headteacher • Chair of Governors • School staff • Headteachers, Chairs of Governors & parents of children at all schools within 3 miles (via the schools) • Staff union representatives • MP • HCC Elected member • Local District and Parish Council • Early Years Development and Childcare • Other relevant HCC Officers •

A public meeting was held at the school on 10 July 2019 to allow stakeholders to put forward their views on the proposal directly to officers, offer alternate proposals and ask any questions they might have had.

## Equalities considerations - Impact Assessment

### Age

Impact on public	Positive
Impact on staff	Positive
Rationale	<p>Currently parents of Fair Oak Infant and Junior Schools can access the schools via a footpath off of Dean Road, Fair Oak. The footpath leads parents towards Wyvern College main building and takes the parents by classroom windows. This is of a safeguarding and security concern for Wyvern College as the times which parents walk past the windows are when lessons are taking place and therefore the movement of people outside on the school site can be distracting. The new proposed school access path will allow parents to still access the infant and junior school from Dean Road, but will ensure that the children at Wyvern College are not distracted during lessons, and are kept safe and secure.</p> <p>The addition of a 1.8m high secure fence around the frontage of the school will also improve the safety and security of the pupils and staff across the campus. The existing school frontage, including both car park and hardstanding areas, is largely open to the public throughout the day and construction of the new secure fence and gates,</p>

	<p>together with the relocation of 9 car park spaces will address the current security concerns.</p> <p>The proposed internal building alterations will provide a new media suite, a new drama teaching space and will provide acoustic separation to circulation routes. These additions along with new fixed furniture and new finishes to the remodelled spaces will benefit the students currently at the school and future students as it will provide them with a better environment to receive their education in. The new internal alterations will also benefit the staff at the school as it will provide them with a better working environment. This will undoubtedly have a positive impact on the mental health of both staff and students.</p>
Mitigation	

## Disability

Impact on public	Positive
Impact on staff	Neutral
Rationale	<p>The new path that is being installed for parents will be accessible to all which will enable anyone with a physical disability to use it. The new path is no longer than the current route being walked by parents and therefore there is no additional distance they will need to be travelled.</p> <p>The internal improvements that are proposed will provide acoustic separation to circulation routes which will benefit both staff and pupils, especially those with a hearing impairment.</p> <p>The 9 parking spaces that are being relocated to the wider school car park so there will be no loss of availability for staff. There is no impact on the current accessible car parking spaces that the school provides. The project will provide relocated car parking on the school site which will be in line with the Hampshire County Council On-Site School Parking Guidelines: <a href="https://documents.hants.gov.uk/parking/On-siteSchoolParkingGuidelines.pdf">https://documents.hants.gov.uk/parking/On-siteSchoolParkingGuidelines.pdf</a></p>

Mitigation	
------------	--

## Gender Reassignment

Impact on public	Neutral
Impact on staff	Neutral
Rationale	The proposed change is expected to have a neutral impact on people who share gender reassignment as a protected characteristic.
Mitigation	

## Pregnancy and Maternity

Impact on public	Neutral
Impact on staff	Neutral
Rationale	The proposed change is expected to have a neutral impact on people who share pregnancy and maternity as a protected characteristic. As mentioned previously, the new route is no longer than the current route that parents are walking and therefore the journey through Wyvern College to Fair Oak Infant and Junior School will be no longer as a result of the new path being installed.
Mitigation	

## Race

--	--



Impact on public	Neutral
Impact on staff	Neutral
Rationale	The proposed change is expected to have a neutral impact on people who share race as a protected characteristic.
Mitigation	

### Religion or Belief

Impact on public	Neutral
Impact on staff	Neutral
Rationale	The proposed change is expected to have a neutral impact on people who share religion or belief as a protected characteristic.
Mitigation	

### Sex

Impact on public	Neutral
Impact on staff	Neutral
Rationale	The proposed change is expected to have a neutral impact on people who share sex as a protected characteristic.
Mitigation	

Mitigation	
------------	--

**Sexual Orientation**

Impact on public	Neutral
Impact on staff	Neutral
Rationale	The proposed change is expected to have a neutral impact on people who share sexual orientation as a protected characteristic.
Mitigation	

**Marriage and Civil Partnership**

Impact on public	Neutral
Impact on staff	Neutral
Rationale	The proposed change is expected to have a neutral impact on people who share marriage and civil partnership as a protected characteristic.
Mitigation	

**Poverty**

Impact on public	Neutral
Impact on staff	Neutral

Rationale	The proposed change is expected to have a neutral impact on people who share poverty as a protected characteristic. As mentioned before, those who walk to school will still be able to access the campus via the Dean Road footpath.
Mitigation	

## Rurality

Impact on public	Neutral
Impact on staff	Neutral
Rationale	The proposed change is expected to have a neutral impact on people who share rurality as a protected characteristic. Those who use the current footpath accessed via Dean Road either live locally and walk to school, or park and stride. There is no anticipated increase in the number of people using the new footpath.
Mitigation	

## Geographical Impact:Eastleigh

## Equality Statement

### Additional information:

The project is included in the Children's Services Capital Programme, approved at the Executive Lead Member for Children's Services decision day on 10 January 2020, which outlines the available budget for the project.

### Overview Statement:

Assessment to show that due regard has been given and that there is no requirement for a full EIA:

EIA reference number: 00232

Date of production of EIA for publication: 10/05/2022









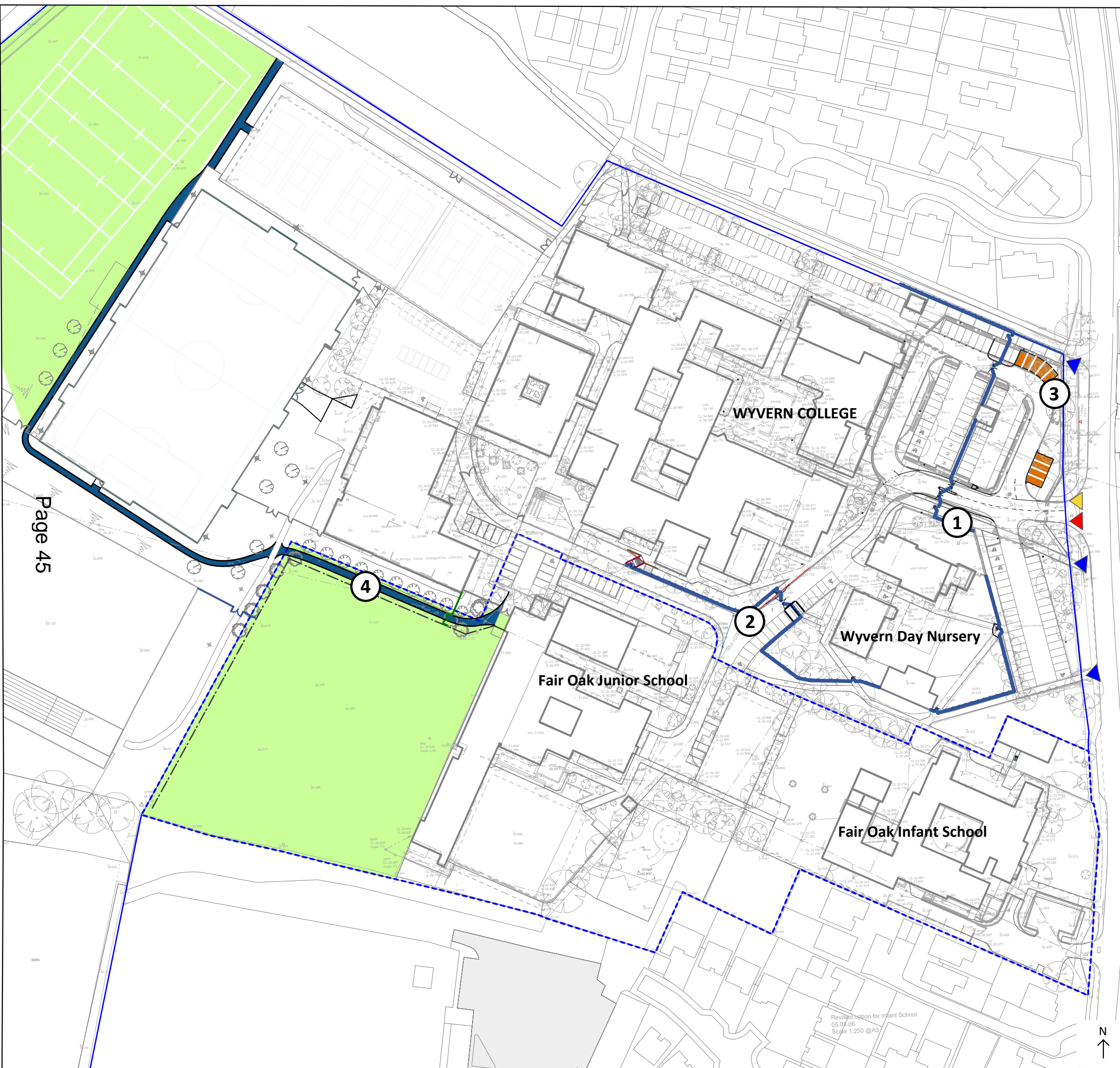
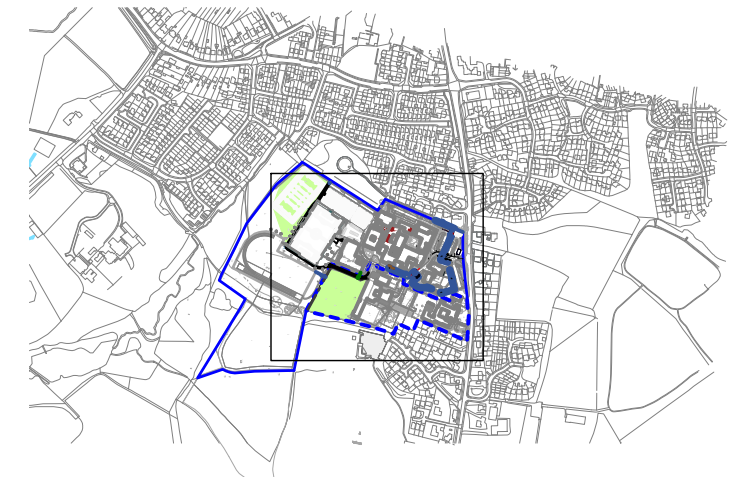
# Wyvern College Proposed Improvements

The aim of the project is to deliver improved safeguarding for the College along with a designated rear access path for the Junior School.


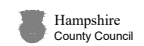
## Key

- ① Front area automated gates and fencing safe-guarding improvements.
- ② Side area automated gates and fencing, plus drainage and highways works.
- ③ Nine car parking spaces relocated to enable installation of automated gates.
- ④ Rear area new access path with lighting and various fencing alterations.

-  Pedestrian Access
-  Vehicular Access
-  Contractor Access
-  Main Entrance
-  Site Boundary
-  North Point



Page 45

Rev	Description	Date	By	Chkd
HCC Property Services, Three Minsters House, 76 High Street, Winchester SO23 8UL tel: (01962) 847801				
				
<b>PROJECT NAME</b>				
Wyvern College Safe Guarding External Works				
<b>GENERAL NOTES</b>				
1. This drawing is © copyright Hampshire County Council 2020. No unauthorised reproduction of any kind is permitted. 2. No dimensions to be scaled from this drawing, other than for Town planning purposes. Verify all dimensions prior to construction. Immediately report any discrepancies on the document to the Architect/Contract Administrator. This document shall be read in conjunction with associated models, specifications and related consultant's documents. 3. Drawing to be read with all relevant Architectural, Interiors, Structural, M&E, Drainage/Public Health, Landscape, Civils and Interiors drawings and specifications. 4. This map is reproduced from Ordnance Survey material with the permission of Ordnance Survey on behalf of the controller of Her Majesty's Stationery Office © Crown copyright. Unauthorised reproduction infringes Crown Copyright & may lead to prosecution or civil proceedings (100019180) 2020.				
<b>SHEET NAME</b>				
Project Report				
<b>SCALE</b>				
1:200 @ A3				
<b>DRAWN</b>				
crl				
<b>CHKD</b>				
LP				
<b>APRV</b>				
version				
<b>DRAWING No.</b>				
P12957-HCC-L-01				
<b>SUITABILITY</b>				
code description				
SO INITIAL STATUS				
				

Revised option for Infant School  
05.07.09  
Scale 1:250 @A3

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## HAMPSHIRE COUNTY COUNCIL

### Decision Report

<b>Decision Maker:</b>	Executive Member for Education
<b>Date:</b>	15 March 2023
<b>Title:</b>	Little Deer's Nursery, Burley
<b>Report From:</b>	Director of Universal Services

**Contact name:** John Cantwell, Senior Delivery Manager

**Tel:** 0370 779 1723      **Email:** john.cantwell@hants.gov.uk

#### **Purpose of this Report**

1. The purpose of this report is to seek spend approval to the project proposals for the demolition and replacement of Little Deer's Nursery, Burley.

#### **Recommendations**

2. That the Executive Member for Education, grants spend approval to the project proposals for the replacement building at Little Deer's Nursery at the total cost of £700,000.

#### **Executive Summary**

3. Little Deer's Nursery currently provides an early years setting for up to 24 children aged between 0 and 5 years old.
4. The project comprises a new 26 place nursery and pre-school to replace the existing building which is to be demolished.
5. The project is included in the Children Services Capital Programme, approved at the Executive Lead Member for Children's Services Decision Day on 12 January 2023 with a budget of £700,000.
6. A Planning application will be submitted to the New Forest National Park Planning Authority in the autumn of 2023.

#### **Background**

7. Little Deer's provides nursery and pre-school sessional education for up to 24 children aged between 0 and 5 years old.

8. The project is included in the Children's Services Capital Programme, approved at the Executive Lead Member for Children's Services decision day on 12 January 2023, which outlines the available budget for the project.
9. The site is located within the New Forest National Park and is owned by Burley Parish Council. It is accessed by an unmade road on private land off the Ringwood Road to the northwest of the village of Burley.
10. The existing nursery building is a timber framed, single glazed building approximately 70 years old and is at the end of its useable life.
11. The proposals will replace the existing building with a new fit for purpose early years building that complies with current legislation and building regulations.
12. The number attending the nursery/pre-school are currently planned to increase by 2 as a result of these proposals, offering a total of 26 places.

## Finance

13. Capital Expenditure:

The Capital Expenditure has already been approved in principle; the following table outline the breakdown of its distribution across the project.

Capital Expenditure	Current Estimate	Capital Programme	
		£'000	£'000
Buildings	601	601	601
Fees	99	99	99
<b>Total</b>	<b>700</b>	<b>700</b>	<b>700</b>

14. Sources of Funding

Financial Provision for Total Scheme	Buildings	Fees	Total Cost
	£'000	£'000	£'000
1. From Own Resources			
a) Capital Programme (as above)	601	99	700
<b>Total</b>	<b>601</b>	<b>99</b>	<b>700</b>

i. *Building Cost:*

Net Cost = N/A

Gross Cost = £4,579/m<sup>2</sup>

Cost Per Pupil Place = £24,654

ii. *Furniture & Equipment:*

Included in the above figures is an allocation of £40,100 for the provision of all loose furniture, fittings, equipment and I.T. (inclusive of fees).



iii. *School Balances:*  
The school has the following level of balances:

*Published revenue balance as at 31 March 2022: n/a – Independent nursery provider*

*Devolved capital as at 31 March 2022: n/a – Independent nursery provider*

Revenue Issues:

iv. *Overview of Revenue Implications:*

	(a) Employee s £'000	(b) r £'000	Othe *Net Current Expenditur e £'000	(a+b) es £'000	(c) Capital Charg es £'000	(a + b + c) Total Net Expenditur e £'000
Revenue Implication s Additional + / Reduction s					14	

### Details of Site and Existing Infrastructure

13. Little Deer's Nursery is located off the Ringwood Road, Burley, New Forest.
14. The existing building is approximately 70 years old and is of timber framed construction with an uninsulated shallow pitched roof, single glazed windows and uninsulated timber infill panels.
15. The site has a number of significant mature trees and is set within the New Forest National Park. Access to the site is via an unmade, single carriageway road lined with leylandii to the south on third party land.
16. Currently, car parking is informal without designated spaces to the south of the existing building and provides approximately 8 spaces.
17. The existing services infrastructure to the site are sufficient to accommodate the project proposals.

### Scope of the Project

18. The proposed project comprises of the demolition of the existing building and the construction of a new 26 place nursery and pre-school building with designated car parking for the new setting.

## **The Proposed Building**

19. The proposed new building will comprise:

- x 1 playroom (under 2s and 2–3-year-olds)
- x 1 playroom (3–5-year-olds)
- Associated storage, cloaks & WC accommodation
- Sleep Room
- Kitchenette
- Entrance Lobby
- Staff WC/Accessible WC
- Cleaners Cupboard
- Plant Room

20. The final design proposals for the building will be developed by the Design and Build contractor and their design team, following their appointment in summer 2023.

## **External Works**

21. The proposed external works comprise:

- x 2 hard play areas
- x 9 formal car parking spaces
- x 1 accessible car parking space

22. The project will provide additional car parking on the site. There will be a total of 10 car parking spaces provided for staff and visitors, 1 of which will be fully accessible.

## **Planning**

24. A planning application will be submitted in the autumn 2023

## **Construction Management**

25. The nursery and pre-school will temporarily relocate during the construction period. The contractor will access the site via the current access road off Ringwood Road.

27. The works will be procured through an open tender for design and construction services at the end of RIBA Stage 1 / feasibility stage through a Design and Build Contract with Property Services acting as Hampshire County Council's Employers Agent. It is anticipated that works will commence on site during the winter 2023/2024 with the new building completing in summer 2024.

## **Building Management**

28. Upon completion of the construction works the existing setting will be required to enter into a full repairing lease with the County Council.

### **Professional Resources**

- |                          |                   |
|--------------------------|-------------------|
| 29. Employers Agent -    | Property Services |
| Architectural –          | Main Contractor   |
| Landscape –              | Main Contractor   |
| Mechanical & Electrical- | Main Contractor   |
| Structural Engineering - | Main Contractor   |
| Quantity Surveying -     | Property Services |
| Principal Designer -     | Main Contractor   |
| Drainage Engineering -   | Main Contractor   |

### **Consultation and Equalities**

30. The following have been consulted during the development of this project and feedback can be seen in overview in Appendix A:

Little Deers, Day Nursery Centre Manager  
Parents of Little Deers Nursery  
Children’s Services  
Executive Member for Education  
Local County Councillor  
Parish Council

### **Risk & Impact Issues**

#### **Fire Risk Assessment**

31. The proposals will meet and be approved through the statutory building regulation process, which includes formal consultation with Hampshire and Isle of Wight Fire Service.
32. The final proposals will be assessed in line with the agreed Property Services procedures, including submission and approval by the Property Services Fire Safety Review Group.

#### **33. Health and Safety**

Design risk assessments, pre-construction health & safety information and Health & Safety File will be produced and initiated in accordance with the Construction Design and Management Regulations for the proposed scheme.

#### **Climate Change**

34. The project has been assessed against the County Council’s climate change targets of being carbon neutral and resilient to the impacts of a global average

2°C temperature rise by 2050. The proposals will be vulnerable to the future extreme heat, rain and wind events that will occur with the climate consequences of a global average 2°C temperature rise by 2050. Such events could cause significant disruption to the use of the building, like many buildings across the estate.

35. The project will incorporate the following features to reduce energy consumption and carbon emissions to help to mitigate the impact of climate change:

- Reduction in energy consumption arising from the replacement of the existing building
- A highly insulated building envelope with high performance windows, doors and roof lights
- Provision of good levels of day lighting to reduce the need for artificial lighting and energy use
- Natural ventilation to main spaces
- Energy efficient lighting and heating controls
- The use of timber from sustainable sources
- Low water-consumption sanitary installations
- A site waste management plan will be developed to ensure that during construction the principles of minimising waste are maintained

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes

**Section 100 D - Local Government Act 1972 - background documents**

**The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)**

Document

Location

None

## **EQUALITIES IMPACT ASSESSMENT:**

### **1. Equality Duty**

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### **2. Equalities Impact Assessment:**

Please see Appendix B

**FEEDBACK FROM CONSULTEES:****OTHER EXECUTIVE MEMBERS:**

<b>Executive Member &amp; Portfolio</b>	<b>Reason for Consultation</b>	<b>Date Consulted</b>	<b>Response:</b>
Councillor Steve Forster Executive Lead Member for Education	Portfolio Holder		

**OTHER FORMAL CONSULTEES:**

<b>Member/ Councillor</b>	<b>Reason for Consultation</b>	<b>Date Consulted</b>	<b>Response:</b>
Councillor Keith Mans,	Local Member for Brockenhurst		No Comments Received



## Equality Impact Assessment

### What is an Equality Impact Assessment (EIA) and why does the County Council do them?

The [Public Sector Equality Duty](#) (PSED) is an obligation within the [Equality Act 2010](#) ("the Act"), which asks public authorities, like Hampshire County Council, to give 'due regard' to equality considerations, in particular to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

This includes assessing the impact of policies and practices on individuals and communities with a protected characteristic, as defined in the Act and some other specific groups. The County Council uses EIAs to ensure it has paid 'due regard' to equalities considerations when there are changes to a service or policy, a new project or certain decisions.

EIA author	Position & Department	Contact
Amy Chambers	Assistant Strategic Development Officer Children's Services	amy.chambers@hants.gov.uk Tel:03707 798802

Title:	Little Deer's Nursery, Burley
Related EIAs:	None



EIA for Savings Programme:	No
Service affected	Little Deer's Nursery, Burley,
Description of the service/policy/project/project phase	Little Deer's Nursery currently provides an early years setting for up to 24 children aged between 0 and 5 years old. The site is located within the New Forest National Park and is owned by Burley Parish Council. It is accessed by an unmade road on private land off the Ringwood Road to the northwest of the village of Burley. The existing nursery building is a timber framed, single glazed building approximately 70 years old and is at the end of its useable life.
New/changed service/policy/project	The proposals will replace the existing building with a new fit for purpose early years building that complies with current legislation and building regulations. The number attending the nursery/pre-school are currently planned to increase by 2 as a result of these proposals, offering a total of 26 places. The proposed project comprises of the demolition of the existing building and the construction of a new 26 place nursery and pre-school building with designated car parking for the new setting. The project will provide additional car parking on the site. There will be a total of 10 car parking spaces provided for staff and visitors, 1 of which will be fully accessible. The proposed new building will comprise of a playroom (under 2s and 2-3-year-olds), a playroom (3-5-year-olds), associated storage, cloaks & WC accommodation, sleep room, kitchenette, entrance lobby, staff WC/accessible WC and plant room.
Engagement	
<p>The new building will be a replacement of the current provision with improved facilities. It will be located on the same site as it is currently operating from and will be able to accommodate an additional 2 children as a result of the new building work. The nursery is run by a private provider and is located on Parish Council owned land. During the building work, the pre-school and Parish Council have arranged an alternative temporary location from which to operate.</p> <p>A planning application will be submitted in due course where comments and feedback on the proposal can be submitted.</p>	

Equalities considerations - Impact Assessment

Age

Impact on public	Positive
Impact on staff	Positive
Rationale	<p>The existing nursery building is a timber framed, single glazed building approximately 70 years old and is at the end of its useable life. The new building will provide improved facilities for both the children who attend and the adults who work there. The proposals will replace the existing building with a new fit for purpose early years building that complies with current legislation and building regulations. The new building will also enable the nursery to provide an additional two spaces. Typically the due to the rural nature of the provision, the children will come from the local area.</p>
Mitigation	

Disability

Impact on public	Positive
Impact on staff	Positive
Rationale	<p>The final design proposals for the building will be developed by the design and build contractor and their design team, following their appointment in summer 2023. The proposals will replace the existing building with a new fit for purpose early years building that complies with current legislation and building regulations. It has already been decided that the new building will be single storey in nature, and particular attention will be paid to how the new building can be made as accessible as possible for both children and staff.</p>

	The project will provide additional car parking on the site, 1 of which will be fully accessible.
Mitigation	

### Gender Reassignment

Impact on public	Neutral
Impact on staff	Neutral
Rationale	The final design proposals for the building will be developed by the design and build contractor and their design team, following their appointment in summer 2023 however there will be scope to include gender neutral toilets which can be used by all.
Mitigation	

### Pregnancy and Maternity

Impact on public	Positive
Impact on staff	Neutral
Rationale	The replacement of the existing provision will ensure that the nursery places are still available the people who live in Burley and wish to send their children to a local day care provider.

Mitigation	
------------	--

### Race

Impact on public	Neutral
Impact on staff	Neutral
Rationale	There will be no change in benefits to this protected characteristic group, over and above the current circumstances and over other protected characteristics groups, therefore the impact has been assessed as neutral for both staff, children and young people.
Mitigation	

### Religion or Belief

Impact on public	Neutral
Impact on staff	Neutral
Rationale	There will be no change in benefits to this protected characteristic group, over and above the current circumstances and over other protected characteristics groups, therefore the impact has been assessed as neutral for both staff, children and young people.
Mitigation	

### Sex

Impact on public	Neutral

Impact on staff	Neutral
Rationale	There will be no change in benefits to this protected characteristic group, over and above the current circumstances and over other protected characteristics groups, therefore the impact has been assessed as neutral for both staff, children and young people.
Mitigation	

### Sexual Orientation

Impact on public	Neutral
Impact on staff	Neutral
Rationale	There will be no change in benefits to this protected characteristic group, over and above the current circumstances and over other protected characteristics groups, therefore the impact has been assessed as neutral for both staff, children and young people.
Mitigation	

### Marriage and Civil Partnership

Impact on public	Neutral
Impact on staff	Neutral
Rationale	There will be no change in benefits to this protected characteristic group, over and above the current circumstances and over other protected characteristics groups, therefore the impact has been assessed as neutral for both staff, children and young people.

Mitigation

## Poverty

Impact on public	Neutral
Impact on staff	Neutral
Rationale	There will be no change in benefits to this protected characteristic group, over and above the current circumstances and over other protected characteristics groups, therefore the impact has been assessed as neutral for both staff, children and young people.
Mitigation	

## Rurality

Impact on public	Positive
Impact on staff	Positive
Rationale	Retain preschool provision in the rural area of Burley - local provision for local children and families and keeps jobs in the locality.
Mitigation	

Geographical Impact: New Forest

## Equality Statement

Additional information:

---

Hampshire County Council has a statutory duty to provide sufficient nursery and preschool provision. By replacing the existing provision, Hampshire County Council are ensuring that there is no negative impact to the village of Burley.

### Overview Statement:

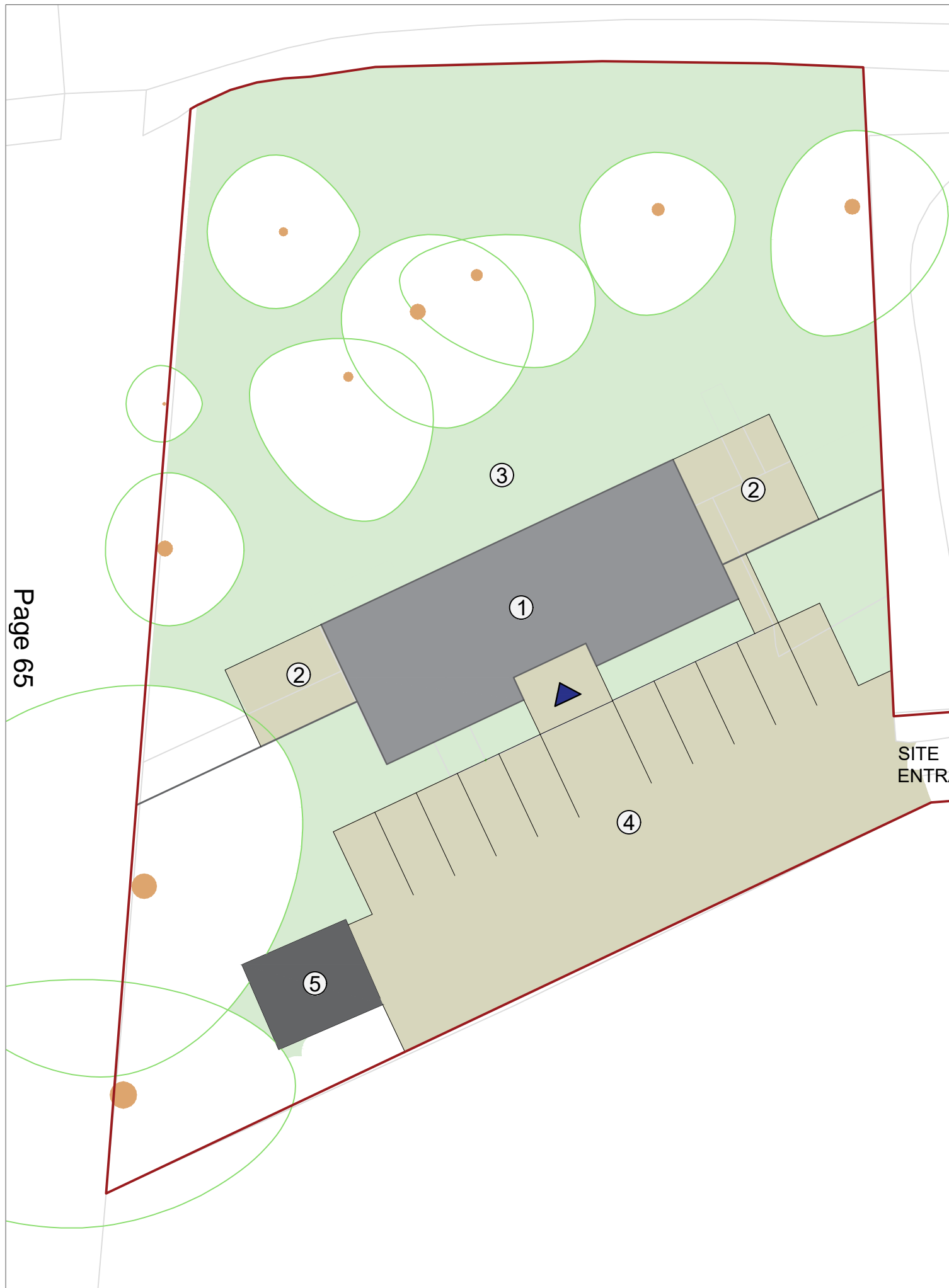
A summary assessment to show that due regard to the Public Sector Equality Duty has been paid, which is undertaken when a full EIA is not needed:

EIA reference number: 00385

Date of production of EIA for publication: 06/03/2023

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Location Plan Scale 1:5000 @A3

Page 65

Site Plan Scale 1:250 @A3

- ① Proposed Nursery Building 140m<sup>2</sup>
- ② Hard Play Area
- ③ Existing Soft Play Area
- ④ Proposed Car Park (10 Spaces)
- ⑤ Existing Parish Store
- ▲ Vehicular Access
- ▲ Pedestrian Access

**General Notes**

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Hampshire County Council

Rev	Description	Date	By	Chkd
P1	SO INITIAL STATUS	2/6/2023	HCC	LP

HCC Property Services,  
Three Ministers House,  
76 High Street, Winchester SO23 8UL  
tel: (01962) 947801

**PROJECT NAME**  
Little Deers Day Nursery

**SHEET NAME**  
Project Appraisal : Site and Location Plan

SCALE	DRAWN	CHKD	APRV
1:250 and 1:5000 @ A3	CLL	LP	LP
<b>DRAWING No.</b>			
project code - originator - volume - level - type - role - number	version		
P12941-HCC-ZZ-A-04	P1 .00		
<b>SUITABILITY</b>			
code description	SO INITIAL STATUS		



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## HAMPSHIRE COUNTY COUNCIL

### Decision Report

<b>Committee:</b>	Executive Member for Education
<b>Date:</b>	15 March 2023
<b>Title:</b>	Standing Advisory Council for Religious Education Annual Review 2021-22
<b>Report From:</b>	Director of Children's Services

**Contact name:** Justine Ball, County Subject Inspector

**Tel:** 02392 441442

**Email:** justine.ball@hants.gov.uk

#### Purpose of this Report

1. The purpose of this report is for the Executive Member for Education to receive the Standing Advisory Council for Religious Education's Annual Review.

#### Recommendation(s)

2. That the Executive Member for Education notes the contents of the Standing Advisory Council for Religious Education's Annual Review 2021-22.

#### Contextual information

3. The Standing Advisory Council on Religious Education's (SACRE) role is to advise the authority on how best to improve the provision of religious education (RE) and collective worship for schools in Hampshire as RE is not part of the National Curriculum. Through SACRE, local communities and teachers can influence and support its provision.
4. SACRE carries out its role by requiring the LA to review its agreed syllabus when thought necessary and by considering applications to modify the 'wholly or mainly of a broadly Christian character' requirement for collective worship, known as a determination.
5. SACRE has a duty to provide a report on its activities each year. This report is provided to the National Association of SACREs, the Department for Education and Ofsted alongside the Children's Services Directorate's management team and the authorities Councillors.
6. The Annual Report detailing SACRE's work in 2021/2022 was agreed by SACRE at its meeting on 1 November 2022 and is attached at Appendix 1.

### **Consultation and Equalities**

7. No consultation has been required.

### **Climate Change Impact Assessment**

8. Hampshire County Council utilises two decision-making tools to assess the carbon emissions and resilience impacts of its projects and decisions. These tools provide a clear, robust, and transparent way of assessing how projects, policies and initiatives contribute towards the County Council's climate change targets of being carbon neutral and resilient to the impacts of a 2°C temperature rise by 2050. This process ensures that climate change considerations are built into everything the Authority does.

### **Climate Change Adaptation and Mitigation**

9. The carbon mitigation tool and climate change adaptation tools were not applicable on this occasion because the decision relates to a programme that is strategic/administrative in nature.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	No
<b>People in Hampshire live safe, healthy and independent lives:</b>	No
<b>People in Hampshire enjoy a rich and diverse environment:</b>	No
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	Yes

**Other Significant Links**

<b>Links to previous Member decisions:</b>	
<u>Title</u> N/A	<u>Date</u>
<b>Direct links to specific legislation or Government Directives</b>	
<u>Title</u> Education Act 1996	<u>Date</u>

<b>Section 100 D - Local Government Act 1972 - background documents</b>	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>
None	

## **EQUALITIES IMPACT ASSESSMENT:**

### **1. Equality Duty**

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### **2. Equalities Impact Assessment:**

This report is not proposing any action that will lead to any impact in this area.



**HAMPSHIRE  
STANDING ADVISORY COUNCIL FOR  
RELIGIOUS EDUCATION**

**ANNUAL REPORT 2021/22**

# Glossary of Terms

AREIAC.....	Association of Religious Education Inspectors Advisers and Consultants
AULRE.....	Association of University Lecturers in Religious Education
CPD.....	Continuing Professional Development
CoRE.....	Commission on Religious Education
E Bacc .....	English Baccalaureate: Secondary schools in England are measured on the number of young people who are entered for the E Bacc. The E Bacc is a set of GCSE (or other approved qualifications) in subjects as defined by the Department for Education (DfE). The subjects that comprise the EBacc are : English (both literature and language), mathematics, history or geography, two sciences (which could include computing science) and an ancient or modern foreign language
EMTAS.....	Ethnic Minority and Travellers Achievement Services
GCSE.....	General Certificate of Secondary Education
HIAS .....	Hampshire Inspection and Advisory Services
ICT.....	Information and Communication Technology
KS.....	Key Stage
LA.....	Local Authority
NASACRE...	National Association of Standing Advisory Councils for Religious Education
NATRE.....	National Association of Teachers of Religious Education
NQT.....	Newly Qualified Teacher
OFSTED.....	Office for Standards in Education
PGCE.....	Post Graduate Certificate of Education
PPA.....	Planning, Preparation and Assessment
QCDA.....	Qualifications and Curriculum Development Agency
RE.....	Religious Education
REC.....	Religious Education Council
SACRE.....	Standing Advisory Council for Religious Education
SAPERE .....	Society for the Advancement of Philosophical Enquiry and Reflection in Education
SCITT.....	School Centred Initial Teacher Training
SEF.....	Self Evaluation Form
SIP.....	School Improvement Partner
SMSC.....	Spiritual, Moral, Social and Cultural
VLE.....	Virtual Learning Environment
WRAP.....	Workshop to Raise Awareness of Prevent



# **HAMPSHIRE SACRE ANNUAL REPORT 2021/22**

## **Foreword from Chair of SACRE**

I am writing this report in my first full year as Chairman of Hampshire SACRE. I am delighted to present in this annual report the achievements and other activities of SACRE that have taken place in the last year.

The key activity in the last year has been the work alongside three other neighbouring authorities in the adoption and implementation of the Locally Agreed Syllabus, Living Difference IV. I am grateful to all the SACRE members, teachers and our SACRE Advisers who have undertaken this great piece of work.

I am greatly encouraged by the diversity of membership of Hampshire SACRE and the commitment to religious education across the county of Hampshire. Meetings are well attended, and I have been impressed at how all members are focused on ensuring all Hampshire children and young people have access to the best advice and support for religious education possible, regardless of where they go to school.

SACRE Monitoring Group meets once each term some weeks before the full SACRE. This detailed reflection on religious education ensures SACRE is well prepared to make decisions regarding provision of training and other issues. SACRE is well served by an experienced Clerk based in democratic services and HIAS professional advisers ensure SACRE is informed and up to date about all issues concerning religious education locally and nationally. I am grateful for the work and dedication of all colleagues, and how all together we ensure high quality religious education in Hampshire.

Councillor Elaine Still

## **Introduction to the Hampshire Context**

Hampshire SACRE is held in high regard locally, regionally, and nationally for the way it functions to support high quality religious education (RE) in Hampshire Schools. Evidence gathered and presented to the monitoring group during this period, reveals that SACRE's support has been most welcome as well as effective during a period of considerable challenge for schools following the recovery beginning following the impact of COVID-19 pandemic.

During this period the adoption and launch of a new locally agreed syllabus, Living Difference IV (LDIV) has taken place. The launch conferences took place

virtually. Engagement with the national works of RE has ensured that the innovations present in Living Difference IV are contributing to conversations about the future of the subject in the RE community more widely. Hampshire RE maintains respect as a well-researched, educationally strong approach to religious education.

Senior leadership teams and teachers of RE in Hampshire primary, and secondary and special schools have continued to have access to a high level of quality support and guidance through the period of this report. During this reporting period, considerable amount of this support has resumed face to face following the COVID-19 pandemic. However, some of the training and support offered has remained virtual. One positive outcome of the COVID-19 pandemic has been the capacity to choose the mode of operation and select face to face or virtual meetings to ensure the support is appropriate to the context. Hampshire continues to have two inspector/advisers, part time for RE, available to give professional advice to SACRE. Primary support has increased from three to four days per week during this period in recognition of the increased demand for primary support following the adoption of Living Difference IV. The County Inspector Adviser has continuing to oversee both History and RE with a special focus on secondary RE.

Monitoring in various ways continued to show that RE thrives where support from the senior leadership team for RE is strong.

## **Management of SACRE**

LA support to SACRE has remained constant over the past 13 years. SACRE has been consistently well-supported by an experienced clerk located in democratic services. For the last 11 years this has been the same experienced clerk. SACRE has also over many years been provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2021-22 for SACRE monitoring visits to schools.

Standards and quality of provision for Religious Education in Hampshire schools is regularly and systematically monitored by the SACRE Monitoring Group. During 2021/22 findings have been regularly submitted to the full SACRE at its termly meetings.

## **Attendance at SACRE by Committee 2021/22**

### **Group A**

Faiths represented:

Baha'i  
Baptist  
Buddhist  
Church of Jesus Christ of the Latter-Day Saints  
Fellowship of Independent Evangelical Churches  
Hindu  
Jewish

Methodist  
Muslim (2)  
Roman Catholic  
Salvation Army  
Sikh  
Society of Friends  
United Reformed Church

**Group B** Church of England – 4 members + 1 deputy

**Group C** – Teachers Liaison Panel (TLP) - 4 members + 2 deputies

This includes representatives from a Sixth Form College, Secondary, Special and Primary Schools and a Head Teacher.

**Group D** – County Councillors – 4 members + 3 deputies

**Co-opted members** representing:

Higher Education (2)  
Humanist  
Academy  
School Governors

Attendance

Group A

Nov 2021 – 8/13 – 61.5%

March 2022 – 3/12 – 25%

June 2022 – 6/12 – 50%

Group B

Nov 2021 – 4/4 – 100%

March 2022 – 3/4 - 75%

June 2022 – 2/4 – 50%

Group C

Nov 2021 – 4/4 – 100%

March 2022 – 1/4 – 25%

June 2022 – 3/4 - 75%

Group D

Nov 2021 – 4/4 – 100%

March 2022 – 4/4 – 100%

June 2022 – 3/4 – 75%

Co-opted Members

Nov 2021 – 2/5 – 40%

March 2022 – 2/5 – 40%

June 2022 – 3/5 – 60%

For 2 years SACRE has sought representation from URC and Church of Latter-Day Saints. This year, a vacancy has remained unfilled for a Baptist representative.

**Training available to SACRE Members.**

Training is regularly made available to SACRE members by SACRE officers, when there are enough new members to require this. The launch of Living

Difference IV took place during the period covered by this report. SACRE members were encouraged to attend the various launch events in order to gain thorough appreciation of the Locally Agreed Syllabus and to take the opportunity to 'meet' teachers albeit virtually.

## **SACRE Advice to Statutory Bodies**

### **(a) Adoption and implementation of reviewed Locally Agreed Syllabus: Living Difference IV**

The reviewed and revised locally agreed syllabus (Living Difference IV) was adopted at the Agreed Syllabus Conference held in November 2021.

Living Difference IV was launched at a large full day online event in November 2021 attended by subject leaders from over 180 primary and secondary and special schools. Local and national speakers set the syllabus in context and celebrated the research and care that had been undertaken in the revision. A further, replica, launch conference with over 160 delegates took place in January. An additional half day event took place in June and altogether almost 400 schools were able to participate in the launch of Living Difference IV. The conference launch events were designed to ensure teachers were introduced to the essential elements of the new syllabus and were able to begin making the changes to their curriculum for September 2022.

### **(b) Advice to the Local Authority**

SACRE offers advice to the Local Authority regarding religious education. During this period the Agreed Syllabus Conference adopted the revised locally agreed syllabus: Living Difference IV. SACRE Advised the Local Authority that this syllabus would now be the one to be used in all Hampshire Local Authority Schools.

### **(c) Advice given to Schools**

During this period SACRE has been able to ensure that high quality advice is available to schools in a number of ways.

1. SACRE members have been able to resume face to face visits to primary schools during this period. These visits have been made together with the primary RE Adviser, through LA funding for up to 5 days HIAS Adviser time. Other ways of monitoring virtually have continued for secondary schools. Reports are regularly made to the Monitoring Group which has continued to meet virtually during this period.
2. SACRE officers have continued to work 1:1 with heads of department in secondary schools and subject leaders in primary schools through the Hampshire Inspection and Advisory Service management partnership arrangements. This support has largely resumed as face to face in-school support. However, the option to continue with virtual visits has ensured flexibility following the period where SACRE was living with COVID-19

restrictions. Adviser training in-school to whole school staff meetings, with all teachers and support staff, have resumed in this reporting period as face-to-face sessions.

3. SACRE officers have continued to run secondary and primary network meetings virtually through this period. All these groups are also registered with NATRE. Primary network meetings have resumed as face-to-face meetings, however secondary network meetings have continued in a virtual format. Network meetings play a large part in the implementation of the new locally agreed syllabus Living Difference IV and therefore to the raising of standards in RE across Hampshire schools.
4. Joint primary, secondary and special school conferences took place during this period in the form of large launch conferences for the new locally agreed syllabus Living Difference IV.

#### **(d) Advice given to Government or other statutory bodies**

Both HIAS Advisers are active in the national RE arena and, therefore, able to ensure Hampshire RE continues to be in the national/public eye, as well as being part of national discussions regarding religious education. The primary adviser has held the position of co-chair of the Association of RE Inspectors, Advisers and Consultants (AREIAC) during this period. SACRE's professional adviser continues to be an elected member of the board of the Religious Education Council (REC) of England and Wales, sitting on the education committee and also took up the role of vice-chair of the Association of University Lecturers in Religious Education (AULRE) during this period

## **SACRE Monitoring of standards and quality of provision of RE**

### **(a) Public Examinations in 2021**

**GCSE Full Course Religious Studies.** GCSE Religious Studies examinations did not take place in the summer of either 2020 or 2021. Grades were awarded on the basis of teacher assessments and no subject level data was released to local authorities from individual schools during the period covered by this report.

However, in light of data that was available and other conversations with heads of department, SACRE remains concerned about percentage of young people overall across Hampshire who are able to access a GCSE course.

### **(b) Progress and attainment in RE not covered by public examinations**

KS4: SACRE has sought to reemphasise, through the new locally agreed syllabus Living Difference IV, the significance of high-quality core provision for all young people at this stage of their school career.

Several examples of very good practice in non-examination, core RE courses, taught to all students at KS4 across Hampshire are recognised by SACRE. Workshops were run at the LDIV launch conferences to support schools in the development of such courses. Best practice ensures that young people are taught at the same level of challenge as a GCSE course. The end of year expectations for year 10 and 11 as in LDIV should be used to inform the expectations for the core RE courses at KS4.

SACRE is aware that there remain schools where young people are not able to access their entitlement for RE either in part or at all at KS4. SACRE's monitoring and action during the last few years has had some positive impact in this regard.

During the period of this report, through training available to support the implementation of Living Difference IV, SACRE has been able to ensure more head teachers are aware of their responsibilities and are taking action to improve provision.

Regarding RE in Hampshire primary schools, SACRE monitoring visits within KS1 and KS2 reveals that RE leadership is strong in Hampshire and that RE leaders feel supported by their school leaders. RE leaders were aware of the changes to the locally agreed syllabus and had attended training for this to ensure they were up to date. Planning and delivery of RE followed the locally agreed syllabus and key area going forward were updating school websites and having a focus on assessment in 2022-2023. SACRE is ensuring teachers continue to have access to high quality continuing professional education opportunities offered through HIAS going forward.

### **(c) The Quality of RE provision in Hampshire schools**

Monitoring visits undertaken during this period face to face as well as virtually, together with attendance at Inspector/Advisor courses and RE network meetings and steering groups indicates that most schools are developing their curriculum to ensure compliance with the requirements of the Agreed Syllabus at Key Stage 1, 2 and 3.

In the primary phase allocation of time for RE is usually good and RE tends to be blocked to allow for teaching the cycle of enquiry effectively from one step to another. In the secondary phase time allocation for all pupils at KS3 continues to be good in most schools and was still taught during periods of remote teaching.

At KS4, where GCSE is being taught, time allocation for young people undertaking GCSE is usually at least in accordance with the time requirements of the County Agreed Syllabus. SACRE is aware that many of the young people sitting GCSE examinations in 2020 and 2021 will have experienced some disruption of their GCSE teaching in light of COVID-19. However as far as SACRE is aware all schools will have sought to mitigate this disruption and ensure young people have had access to the appropriate additional support in order to achieve the best outcome in public examinations.

SACRE has continued to monitor the teaching of core RE at KS4. Living Difference IV reemphasises the significance of core RE at KS4 and has sought to offer additional advice and guidance on the development of high quality courses appropriate for this age of young person.

#### **(d) Withdrawal from RE**

124 Hampshire schools completed the survey from a range of primary, secondary and special schools. The number of children withdrawn from all or parts of RE and Collective Worship were very low indeed. They were as follows: 0.09% of children from all RE, 0.08% from parts of RE, 0.07% from parts of Collective Worship and 0.2% from all Collective Worship. The reasons were mainly due to parental personal belief.

#### **(e) Complaints about RE**

No complaints have been received about RE under the local statutory complaint's procedure during the period of this report.

#### **(f) Implementation and monitoring of the Agreed Syllabus**

Regular training is offered for primary, secondary, and special school Governors (through governor services). During the period of this report such training for governors has been run as part of the implementation programme of Living Difference IV. This has been both as well as senior leaders in schools through other HIAS channels as part of regular school improvement practice, on how to implement the Agreed Syllabus continues. The locally agreed syllabus continues to be monitored for effectiveness through the Monitoring Group, which meets once each term before the full SACRE and reporting to the SACRE.

#### **(g) SACRE support to schools and school improvement through events and training**

The SACRE officers continue to be responsive to the needs of teachers in Hampshire and a range of training and other support (as discussed elsewhere in this report) through the County Council, Learning Zone and Hampshire Teaching and Leadership College (HTLC) supported by the Hampshire Inspection and Advisory Service (HIAS) advisers and inspectors. A full programme of in-service training courses has been provided.

Around 52 teachers were booked to attend one of 5 regional groups in 2021/22, which has reduced from the previous year as many attended the launch training for Living Difference IV instead. The regional nature of network meetings ensures opportunities are available for religious education subject leaders to be well-prepared by SACRE Advisers to teach Living Difference IV.

Three additional subject knowledge booster webinars on teaching Christianity, Hindu traditions and Islam were run online for primary teachers and run in schools too upon request. Primary and secondary steering groups meet to develop materials and guidance, which is disseminated by the SACRE support officers on the county RE website as well as through publications available for sale from the RE Centre.

The numbers of teachers attending the Secondary RE Networks has reduced in 2021/22 as compared to 2020/21. This is thought to have been due to the additional pressures in schools as teaching has resumed fully face to face and GCSE re-emphasised. These meetings have continued as virtual meetings. During this period.

The Secondary RE Conference that would under other circumstances have taken place in October 2021 was replaced by virtual launch conferences for living Difference IV that took place in November 2021 and January 2022.

<b>21/22</b>	<b>Total delegates attended</b>	
Primary RE Networks - MS TEAMS		
Fareham	11	
Eastleigh	13	
Basingstoke	9	
Winchester	8	
Aldershot	11	
<b>Total</b>	<b>52</b>	
<b>20/21</b>		
	<b>Total delegates attended over 3 sessions</b>	
Secondary Re Network - MS TEAMS 1 session per term	39	
<b>Total</b>	<b>39</b>	
<b>20/21</b>		
	<b>Total delegates attended</b>	
Collective worship	17	
<b>Total</b>	<b>17</b>	
<b>20/21</b>		
	<b>Total delegates attended</b>	
RE and New Ofsted	41	
<b>Total</b>	<b>41</b>	

	<b>Total delegates attended</b>	
Primary RE - Christianity (Webinar)	6	
Primary RE - Hinduism (Webinar)	11	
Primary RE - Islam (Webinar)	6	



Reviewing SMSC Provision - Requirement to Promote Fundamental British Values 20-21 Webinar	21	
Assessment in Religious Education for the Primary Phase 2020-21 (Webinar)	22	
How to Manage RE Effectively in KS1 and KS2 2020-21 (Webinar)	18	
Using Understanding Christianity with Living Difference III 2020-21 (Webinar)	23	
Living Difference IV Launch Conference November 2021	@200 Cross phase	
Living Difference IV Launch Conference January 2022	@200 Cross phase	
Living Difference IV Launch 'Catch-up' Webinar Summer 2022	@50 Cross Phase	

The RE Moodle is offered to schools through Hampshire Inspection and Advisory Service and is an online 'platform' where materials written by SACRE Advisers and the RE steering groups can be made available to teachers. This is in addition to the opportunity teachers have to access materials for teaching Living Difference IV through the Hampshire Website.

**The County RE Curriculum Centre** continues to support the work of teachers across Hampshire and the Isle of Wight. During the academic year 2021/22 there were 377 subscribers to the Centre including some schools from other local authorities. The RE centre is used by teachers and others for viewing and loaning resources. In addition the centre is available for use as a meeting place for planning, consultations, and training and as a source for inspiration and information.

For many years the Centre has been housed in the same building in the Falcon House site and in the same space as the County History Curriculum Centre. Both centres have been able to provide a streamlined service to schools and opportunity for wider dissemination of information between the different users of the centres.

During the period of this report the centers moved into a new shared space on the same Falcon House site. Whilst presenting considerable logistical challenges, the move has also given an opportunity for reviewing the library materials available for teachers to view and has also created some new meeting spaces. The History and RE Curriculum Centers now share a location with the Maths and Rights and Diversity Education (RADE) centres. This has further optimized the possibility of wider collaboration and dissemination across all four centers.

The RE Curriculum centre has continued to be open for business and remain active throughout the period of this report, loaning artefact boxes as well as selling packs.

In light of SACRE adopting Living Difference IV as the locally agreed syllabus, considerable time has had to be given to making adjustments to all packs are available for purchase through the RE Centre. These continue to be very popular with schools and therefore the adjustments have made a great deal of work. The Centre Manager, Lydia Revett, has undertaken a considerable amount of this adjustment whilst continuing to market a wide range of artefact boxes which are loaned to schools. The increased interest in resources for RE that has come about as a result of the launch of Living difference IV has resulted in considerable increase to the RE Centre's income during this period. As a result, there is an opportunity for continued investment and updating of resources.

Lydia Revett continues to be available to offer guidance and to direct teachers the latest materials to ensure the thorough implementation of Living Difference IV, and in other ways support the SACRE in securing high quality RE across Hampshire.

**Separate curriculum updates for Primary and Secondary schools** continue to be made available to schools through subscription, twice each year. These have been an important part of ensuring the important messages regarding implementation of Living Difference IV have been received by schools. In general, these are received electronically into schools, however a hard copy version is available to schools at an additional cost.

In the period covered by this report, SACRE advisers have spent a great deal of time, together with the RE Centre manager, updating materials on the Hampshire RE Moodle and on the HIAS RE website. Matters covered in newsletters in the past year continue to focus on local and national concerns including planning advice to support the teaching of RE according to the Hampshire Agreed Syllabus Living Difference IV as well as other matters in relation to national concerns regarding moving to teaching of religion and worldviews. Teachers continue to express the value of these newsletters during this period.

SACRE professional advisors are closely involved with national RE work including as elected representative on the board of the Religious Education Council (REC) as well as executives of AREIAC (as co-chair) and AULRE (as vice-chair).

### **Links to broader teacher education and other community initiatives in relation to religious education**

During the period of this report, and commencing in September 2021, one Hampshire secondary teacher participated in the Stage 1 and another Hampshire secondary teacher participated in the Stage 2 national RE leadership programme. This project is supported by the Culham St Gabriel's Trust. Both teachers are part of the Hampshire Secondary RE Steering group, have experience of being involved with RE research and have regularly presented at Hampshire RE Conferences and elsewhere. Beginning in September 2022, two further Hampshire teachers have been accepted into the Stage 1 national RE leadership

programme. One is a secondary RE leader and the other is a primary RE leader from a Hampshire Special School.

The County Inspector/Adviser and Primary Adviser maintain good contacts with local and regional initial teacher education providers who are training new specialist RE teachers. Numbers of students on PGCE courses in the region have dipped greatly during this period. The Bursary that has been available for studying RS PGCE was withdrawn. The reduced numbers of new teachers available to join the teaching profession in Hampshire is a cause for grave concern.

Secondary NQT programme has been replaced with a new Initiative called the Early Career Teacher (ECT) programme. This is a two-year programme which involves independent contractors. Hampshire Inspection and Advisory Service is able to offer the subject level education for new teachers. In 2022 there were 7 teachers from a variety of schools who attended the 1 face to face and 2 virtual half day sessions. Time will tell whether this new programme has the desired impact of retaining more teachers. SACRE has always been pleased to ensure there is high quality training for new teachers in the Locally Agreed Syllabus who are then prepared later to teach and take up RE leadership in the county.

**Youth Voice to SACRE:** due the impact of the COVID-19 pandemic on schools SACRE's secondary school Youth Voice group was not able to meet during the period of this report. Youth Voice to SACRE continues to be important to SACRE and prior to the COVID-19 pandemic has been meeting once each term since September 2013. SACRE members have played an active part in sustaining the group, especially working with the teachers who bring the young people to Youth Voice meetings and supporting an annual SACRE Youth Voice conference in July each year. It is hoped this work of SACRE will resume in 2022/23.

SACRE Primary Youth Voice has been active in the period of this report. SACRE's primary adviser has participated in a national Youth Voice project led by AREIAC, capturing the voices of children in a small number of primary schools about the importance of RE.

**South Central SACRE hub:** Hampshire SACRE has offered leadership to chairs and professional advisers of neighbouring SACREs for around 10 years. During the period of this report the hub has continued to meet virtually with around 10 SACREs attending regularly, discussing key national issues for RE and their implication for the local SACREs in addition to giving support on particular local issues. During this period several SACREs have either been reviewing their locally agreed syllabus or making plans to do so. This forum has offered an important place to discuss shared issues. Other matters discussed have been the Ofsted Research review published in May 2021 and diversity in RE.

## **SACRE Monitoring of standards and quality of provision of Collective worship**

### **(a) Compliance with statutory requirement and the quality of collective worship**

SACRE gathers evidence about collective worship in Hampshire from various sources including: -

- work with secondary and primary development groups (ongoing)
- collective worship professional education course for teachers
- reports provided by the county RE Inspectors in relation to their work with schools
- GCSE data (when available)
- reports from Ofsted secondary school visits mentioning RE

SACRE's monitoring of Collective Worship reveals that compliance with legal requirements in primary schools continues to be good. However, constraints on space in secondary schools is frequently cited as a reason for poor compliance with legal requirements in secondary schools. An action point to support Collective Worship in Secondary schools has been included in SACRE's 3-Year Action Plan: 2021-2024.

SACRE has the capacity to respond to schools' needs in understanding their responsibilities for collective worship. Recently schools have become more alert to their responsibilities because of the requirement to teach fundamental British Values and prepare children for life in modern Britain through promoting Spiritual, Moral, Social and Cultural (SMSC) development. However, there continues to be demand for the collective worship pack available from the County Religious Education Curriculum Centre.

#### **(b) Complaints about Collective Worship**

No complaints have been received about collective worship under the local statutory complaints' procedure during the period of this report.

#### **(c) Applications for Determinations regarding the character of Collective Worship**

One application for a Determination regarding the character of Collective Worship was received during this period.

## **Contribution of SACRE to the wider Local Authority agenda**

### **SACRE's contribution to other agendas**

In the period of this report SACRE's professional advisers have been active in responding to the climate crisis through interdisciplinary projects. In addition, some materials have been developed to enable children and young people explore issues through the lens of those of faith. SACRE Inspector/Advisers continue to be involved in the training of teachers, senior leaders, and governors in relation to raising awareness of extremism. SACRE's advisers have also been able to run training for governors in relation to the contribution of religious education to the promotion of children and young people's spiritual moral and social development (SMSC). All of this is contextualised into the Hampshire local context. Further all these matters are explored in such a way as to be appreciated in

relation to the UN Convention on the Rights of the Child. Training that has been run for head teachers in relation to Living Difference IV has also ensured that the place of RE in the whole school curriculum is well understood by school leaders.

All training for school leaders and school governors gives an opportunity to make sure ensure school leaders and managers of Hampshire schools are aware of what RE, through the approach in Living Difference IV, can bring to these complex areas.

### **SACRE's Contribution to the LA's public sector equality duty**

Hampshire SACRE takes seriously its contribution to the LA's public sector equality duty. For example, it seeks, by taking care that SACRE membership reflects the diversity of the local community and, where possible, by developing close links with faith communities represented on SACRE.

Through the work of SACRE's professional advisers (HIAS Inspector/Advisers), communication is maintained between SACRE and Hampshire's Ethnic Minority and Travellers Achievement Service (EMTAS) as well as those developing the Rights Respecting Education work across the county. SACRE is able to be aware of issues arising in the county and ensure religious education is relevant and responsive and a range of school contexts.

## **Conclusion**

SACRE's three-year development plan for 2021-2024 has been regularly considered at SACRE Monitoring group meetings as well as by full SACRE (attached to this report: see Appendix 1). The development plan aims to ensure that SACRE is able to continue to meet its responsibilities. The focus of the year covered by this report has been to ensure SACRE is able to monitor the implementation as well as the effectiveness of the locally agreed syllabus *Living Difference IV*.

Hampshire SACRE is fortunate to have the continued support of the Local Authority, and this is a key part of ensuring an effective SACRE. This is evidenced in a number of practical ways, including funding Monitoring visits and in ensuring two RE Inspector /Advisors with specialist expertise in primary and secondary RE are in post.

## Hampshire SACRE 3 year Action Plan for academic years 2021/22, 2022/23 & 2023/24

## Appendix 1

The purpose of this Action Plan is to support SACRE in fulfilling its statutory duties.

Action plan agreed at full SACRE meeting in November 2022. Developed by SACRE members together with the County RE Inspector Advisers indicating key actions that Hampshire SACRE wishes to undertake during this period

No.	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
<b>1.</b>	<b>Maintaining SACRE Effectiveness and leadership</b>				
1.1	SACRE to meet once each term and be quorate	County Inspector Adviser and SACRE Clerk	Once each term	For Hampshire SACRE to be effective	
1.2	Representative appointments to all four Groups of SACRE to be in place	County Inspector Adviser and SACRE Clerk	In line with County Council Cycle and when otherwise necessary	For Hampshire SACRE to be effective	
1.3	Regular training offered to new SACRE members	County Inspector Adviser(s)	Once each year	For Hampshire SACRE to be effective	
1.4	Training regularly offered to all SACRE members, especially regarding new national initiatives relevant to RE	County Inspector Adviser(s)	When necessary	For Hampshire SACRE to be effective	
1.5	SACRE Support South Central SACRE RE Hub	County Inspector/Adviser (s)	Two - three meetings each year	For Hampshire SACRE to be effective and offer	

		and SACRE Chair and Vice Chair and other interested SACRE members		leadership to other SACREs in the region.	
1.6	SACRE should review its constitution in the life of this Action Plan together with Hampshire Legal Services		2022	For the constitutional review to have been completed	
<b>2.</b>	<b>Implementation of Locally Agreed Syllabus: Living Difference IV</b>				
2.1	Agreed Syllabus conference to adopt Living Difference IV in November 2021	Professional Advisers to SACRE	November 2021	For living difference IV to have been adopted	
2.2	Formulate joint SACRE communication strategy across all 4 local authorities regarding key messages in Living Difference IV	SACREs of the 4 owning authorities via the South Central RE Hub meetings	November 2021	Implementation strategy to have been agreed	
2.3	Training in Living Difference IV to take place for Secondary and Primary Governing body training sessions	SACRE Advisers together with Hampshire Governor Services	Completed February 2022	Training to have taken place	
2.4	Training in Living Difference IV to take place for Secondary and Primary head teachers at regular briefing sessions	SACRE Advisers	February 2022 and thereafter as part of a rolling programme	Training to be taking place	
2.5	Working together with Adviser to London Boroughs who have adopted Living Difference IV with a	SACRE Advisers	Spring 2022 and ongoing	For this to be taking place	

	view to readoption				
2.6	Research/ collate data in relation to implementation of LDIV, including religions studied and KS2/3 transition	SACRE Advisers	Spring 2022 and ongoing	For research data in relation to implementation to be consistently being gathered	
<b>3.</b>	<b>Monitoring the effectiveness of Locally Agreed Syllabus: Living Difference IV</b>				
3.1	Monitoring Group to meet once each term and reporting to full SACRE through SACRE reports through:	SACRE Monitoring group and RE Inspector Advisers	Once each term	For Hampshire SACRE to be effective	
3.1.2	Monitoring visits (virtual and face to face) to take place in schools. Relevant findings to be applied to future visits and professional education	SACRE Monitoring group and RE Inspector Advisers	Once each term	Monitoring visits take place each financial year, anonymised findings presented to SACRE	
3.1.3	Monitoring and reporting of GCSE results	SACRE Monitoring group and Secondary RE Inspector Adviser	Once each year	Data considered by Monitoring Group once each year and findings presented to SACRE	
3.1.4	Monitoring and reporting on non-examination core RE taught at KS4 in LA secondary schools	SACRE Monitoring group and Secondary RE Inspector Adviser	Once each year	Findings considered by monitoring group and presented to SACRE	



3.1.5	Monitoring group reporting on other HIAS visits made to schools in relation to RE	SACRE and RE Advisers	Once each term	Findings considered by monitoring group and presented to SACRE	
3.1.6	Monitoring group reporting on Ofsted visits to Hampshire schools mentioning or inferring messages about Religious Education	SACRE Monitoring group + RE Inspector Adviser(s)	Once each term	Analysis of data from Ofsted reports considered by monitoring group and presented to SACRE	
3.2	SACRE liaise with Governor Services regarding training for school governors on GB responsibility for RE at all key stages	SACRE Monitoring group and RE Inspector Advisers	Once each term	Analysis of information from HIAS school visits to Hampshire Schools	
<b>No.</b>	<b>Actions</b>	<b>who</b>	<b>Target completion date</b>	<b>Intended outcomes</b>	<b>Status and RAG rating</b>
<b>4.</b>	<b>Meeting Training Needs of Hampshire teachers and school leaders</b>				
4.1	Review training offer in light of Living Difference IV	Hampshire RE Inspector/Advisers	July 2021	Identify gaps in current training provision	
4.2	Audit current training provision across partner SACREs	Hampshire RE Inspector/Advisers	Ongoing	Identify gaps in current training provision	
4.3	Ensure training in place for Living Difference IV that will enable	Hampshire RE Inspector/Advisers	Ongoing	Ensure induction training in Living Difference IV is in	

	contact with heads of department and subject leaders in all Local Authority Schools and beyond			place	
4.4	Adapt and augment existing pattern of professional education 'offer' in Hampshire to ensure thorough implementation of <i>Living Difference IV</i> across Authorities using <i>Living Difference III</i> e.g. in London)	Hampshire RE Inspector/Advisers	Ongoing	CPD available to ensure effective implementation of <i>Living Difference III</i> across authorities using it and for those leading and managing RE.	
4.5	Ensure a rolling programme of briefings for head is in place regarding <i>Living Difference IV</i> across the Local Authorities	Hampshire RE Inspector/Advisers + HIAS School Improvement leaders	Ongoing	For this to be taking place	
4.6	Ensure a rolling programme of briefings for school governors is in place regarding <i>Living Difference IV</i> across the 4 main Local Authorities	Hampshire RE Inspector/Advisers + Other school improvement colleagues in the respective authorities	Ongoing	For this to be taking place	
4.7	Adapt training offer to ensure thorough implementation of Living Difference IV across Authorities using Living Difference IV (e.g. in London)	Hampshire RE Advisers	During academic year 2023/24	For this to be taking place	
4.8	Encourage Academies in Hampshire to use the syllabus and access training to make sure the integrity of Living Difference is not compromised	Hampshire RE Advisers	Ongoing	For constructive conversations to be taking place with Multi Academy Chains operational within the area of Hampshire and	

				other authorities using LDIV	
No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
<b>5.</b>	<b>Resourcing Living Difference IV</b>				
5.1	Audit existing publications identifying need for new publications	Hampshire RE Inspector/Advisers together with Hampshire RE Curriculum Centre manager and SACRE members where appropriate	ongoing	Relevant publications available for teachers using Living Difference IV	
<b>6.</b>	<b>SACRE Youth Voice</b>				
6.1	Meet once each term	County Inspector Adviser	Once each term	For the meetings to take place	
6.2	Annual Summer Youth Voice Conference	County Inspector Adviser	July each year	For the conference to happen and be reviewed/evaluated	
6.3	Link more secondary schools with	HIAS RE Advisers	Ongoing	For this to be taking place	

	their primary clusters for listening to Young People's views on religious education in particular localities			in several areas of the authority in the lifetime of the syllabus	
<b>7.</b>	<b>Collective Worship</b>				
7.1	For monitoring of the provision for Collective Worship to be taking place in secondary schools	HIAS RE Advisers	Ongoing	During the three-year period for information to be gathered to inform SACRE of the picture for Collective workshop across Hampshire Secondary Schools.	
7.2	For monitoring of the provision for Collective Worship to be taking place in primary schools	HIAS RE Advisers	Ongoing	During the three-year period for information to be gathered to inform SACRE of the picture for Collective workshop across Hampshire Primary Schools.	
7.3	For training to be provided for both primary and secondary school leaders on Collective Worship	HIAS RE Advisers	Ongoing	For training to be offered and for uptake to be good.	