

NOTICE OF MEETING

Meeting	Executive Member for Education and Skills Decision Day
Date and Time	Wednesday, 24th February, 2021 at 1.00 pm
Place	Virtual Teams Meeting - Microsoft Teams
Enquiries to	members.services@hants.gov.uk

John Coughlan CBE
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

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

AGENDA

DEPUTATIONS

To receive any deputations notified under Standing Order 12.

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

1. SCHOOL HOLIDAY AND TERM DATES 2022/23 (Pages 3 - 10)

To consider a report of the Director of Children's Services regarding the school term and holiday dates for 2022/23.

2. PROPOSAL TO MOVE TO A SEN BANDING FRAMEWORK FOR EDUCATION, HEALTH AND CARE PLANS' (EHCP) TOP-UP FUNDING (Pages 11 - 118)

To consider a report of the Director of Children's Services seeking approval to move to an SEN Banding Framework for the allocation of Education, Health and Care plan (EHCP) top-up funding to mainstream schools.

3. ENLARGEMENT OF SAMUEL CODY SPECIALIST SPORTS COLLEGE & ICKNIELD SCHOOL (Pages 119 - 124)

To consider a report of the Director of Children's Services providing feedback on two statutory public notice periods in relation to the proposed expansions of Samuel Cody Specialist Sports College, Farnborough and Icknield School, Andover and to seek final approval for both of these projects to proceed.

KEY DECISIONS (NON-EXEMPT/NON-CONFIDENTIAL)

4. EXPANSION OF SAMUEL CODY SPECIALIST SPORTS COLLEGE (Pages 125 - 140)

To consider a report of the Director of Culture, Communities and Business Services seeking spend approval to the project proposals for the expansion of Samuel Cody Specialist Sports College in Farnborough.

KEY DECISIONS (EXEMPT/CONFIDENTIAL)

None

NON KEY DECISIONS (EXEMPT/CONFIDENTIAL)

None

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 MEETING:

The press and public are welcome to observe the public sessions of the meeting via the webcast.

HAMPSHIRE COUNTY COUNCIL

Decision Report

Decision Maker:	Executive Member for Education and Skills
Date:	24 February 2021
Title:	School term and holiday dates for 2022/23
Report From:	Director of Children's Services

Contact name: Martin Goff (Head of Information, Transport and Admissions)

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Purpose of this Report

1. The purpose of this report is to inform the Executive Member for Education and Skills on the need to decide the pattern of school term and holiday dates for school year 2022/23, to note the outcomes of the consultation process that has been followed; and to make decisions on the above.

Recommendation(s)

2. It is recommended that the Executive Member for Education and Skills approves the school term and holiday dates that are supported by representative members of Hampshire County Council's (HCC) Conditions of Service Working Party (CoSWoP) and are set out in Appendix 2 of the report, for the school year 2022/23.

Executive Summary

3. The purpose of this report is to inform the Executive Member for Education and Skills on the need to decide the pattern of school term and holiday dates for school year 2022/23 and to note the outcomes of the consultation process that has been followed.

Contextual Information

4. It is the responsibility of a local authority to schedule a school year which provides the statutory 190 pupil days and 195 teacher days in voluntary controlled and community schools. The structure for delivering this entitlement has been the subject of national and local debate in recent years

5. The Local Government Association (LGA) National Standing Committee on the School Year has, in the past, been active in seeking to establish a National School Year but this process has now ended.
6. Hampshire teachers' professional associations, represented by the Conditions of Service Working Party (CoSWoP), have worked closely with officers of the local authority over several years in order to secure an agreed approach to setting dates for the county's schools.
7. Children benefit from good attendance in school; in particular it supports educational achievement and lays the foundation for a positive contribution to society and economic well-being. Properly structured periods of learning and rest help children to remain healthy, enjoy their school time and achieve more. The publication of dates well in advance enables families to plan holidays and arrange childcare so that school attendance need not be compromised.

Consultation and Equalities

8. **Schools were invited to comment on their preferred pattern of dates via a Schools' Communication dated 23 November 2020, comments being required by 15 January 2021. The comments are provided below in Appendix 1. The concerns raised were from a very small number of schools. These were considered, but on balance the proposed term dates were not adjusted as it was considered they provided the best balance overall.**

Conclusions

9. The proposed pattern, in Appendix 2, is recommended to the Executive Member for Education and Skills as accepted by the schools that the year group applies to and best meets the requirements that are applied to designing the school year for 2022/23.

Appendix 1:

School A

Two weeks at Christmas is nice but there would be a preference to start the Christmas holiday later so that a later return date after Christmas provides families and staff with the opportunity to go away on holiday for the New Year. For those who would like to travel on 27th, a full week away isn't possible with the proposed dates.

The preference would be for the Christmas holiday to be from Wednesday 21st to Wed 4th Jan inclusive. This would then provide staff and families in school with a full week to go on holiday after Christmas and Boxing Day and secure return flights, rather than rushing to return on the 2nd after only 6 days away.

School B

We have the following comments on the school year 2022/2023:

- We believe the start is too early in September
- We believe that the two days is likely to create increased absences (parents taking holidays to ensure cheaper flights etc)
- We believe that the two days force schools to have two inset days or none, limiting choices, as having one would result in even further non-attendance on the Friday
- We believe that the Christmas break is too early, and would alternatively suggest a break up mid-week prior to Christmas day, so that longer can be spent as families after Christmas - parents report that more time in the run up can be challenging, whereas children want time after Christmas to enjoy their presents before the return

School C

Our governors are happy with the proposed dates

School D

Further to the School Communication reference SC018357, please see below comments:

- Propose starting the autumn term on Monday 5 September 2022 (rather than Thursday 1 September 2022).
- Propose finishing the autumn term on either Tuesday 20 or Thursday 22 December 2022.

School E

The feedback is simply that the start date for the Autumn term 2021/2022 at the bottom of the date is stated incorrectly as 1 september 2021, whereas the info published online states that 1st September is the last day of the school holidays.

Appendix 2:

SEPTEMBER 2022							OCTOBER 2022							NOVEMBER 2022							
M		5	12	19	26		M		3	10	17	24	31*		M			7	14	21	28
T		6	13	20	27		T		4	11	18	25			T		1	8	15	22	29
W		7	14	21	28		W		5	12	19	26			W		2	9	16	23	30
T	1*	8	15	22	29		T		6	13	20	27			T		3	10	17	24	
F	2	9	16	23	30		F		7	14	21#	28			F		4	11	18	25	
S	3	10	17	24			S	1	8	15	22	29			S		5	12	19	26	
S	4	11	18	25			S	2	9	16	23	30			S		6	13	20	27	
DECEMBER 2022							JANUARY 2023							FEBRUARY 2023							
M		5	12	19	26		M		2	9	16	23	30		M			6	13	20*	27
T		6	13	20	27		T		3*	10	17	24	31		T			7	14	21	28
W		7	14	21	28		W		4	11	18	25			W		1	8	15	22	
T	1	8	15	22	29		T		5	12	19	26			T		2	9	16	23	
F	2	9	16#	23	30		F		6	13	20	27			F		3	10#	17	24	
S	3	10	17	24	31		S		7	14	21	28			S		4	11	18	25	
S	4	11	18	25			S	1	8	15	22	29			S		5	12	19	26	
MARCH 2023							APRIL 2023							MAY 2023							
M		6	13	20	27		M		3	10	17*	24			M		1	8	15	22	29
T		7	14	21	28		T		4	11	18	25			T		2	9	16	23	30
W	1	8	15	22	29		W		5	12	19	26			W		3	10	17	24	31
T	2	9	16	23	30		T		6	13	20	27			T		4	11	18	25	
F	3	10	17	24	31#		F		7	14	21	28			F		5	12	19	26#	
S	4	11	18	25			S	1	8	15	22	29			S		6	13	20	27	
S	5	12	19	26			S	2	9	16	23	30			S		7	14	21	28	
JUNE 2023							JULY 2023							AUGUST 2023							
M		5*	12	19	26		M		3	10	17	24	31		M			7	14	21	28
T		6	13	20	27		T		4	11	18	25			T		1	8	15	22	29
W		7	14	21	28		W		5	12	19	26			W		2	9	16	23	30
T	1	8	15	22	29		T		6	13	20	27			T		3	10	17	24	31
F	2	9	16	23	30		F		7	14	21#	28			F		4	11	18	25	
S	3	10	17	24			S	1	8	15	22	29			S		5	12	19	26	
S	4	11	18	25			S	2	9	16	23	30			S		6	13	20	27	

Bank and Public Holidays 2021/2022

Christmas Day	25 December 2022	Easter Monday	10 April 2023
Boxing Day	26 December 2022	May Day Holiday	1 May 2023
New Year's Day Holiday	1 January 2023	Spring Bank Holiday	29 May 2023
Good Friday	7 April 2023	Summer Bank Holiday	28 August 2023

* First day after break



School Holidays



Bank Holidays and National Holidays

Last day before break

Autumn Term 2022 starts on Thursday 1 September 2022 and ends on Friday 16 December 2022

(Half term from Monday 24 October to Friday 28 October 2022)

Spring Term 2023 starts on Tuesday 3 January 2023 and ends on Friday 31 March 2023

(Half term from Monday 13 February to Friday 17 February 2023)

Summer Term 2023 starts on Monday 17 April 2023 and ends on Friday 21 July 2023

(Half term from Monday 29 May to Friday 2 June 2023)

Term	Start date	End Date
Autumn 2022	1 September 2022	16 December 2022
	Half term 24 October- 28 October 2022	
Spring 2023	3 January 2023	31 March 2023
	Half term 13 February - 17 February 2023	
Summer 2023	17 April 2023	21 July 2023
	Half term 29 May – 2 June 2023	

Please note that the dates as published are correct.

It has now been agreed and confirmed that 1 September 2021 is the start date for the Autumn Term 2021/22.

Please also note that the first day of the Autumn Term in September 2023 will not be determined until the 2023/24 timetable has been consulted upon and approved in January 2022.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

This proposal does not link to the Strategic Plan but, nevertheless, requires a decision because it is a requirement that the local authority sets the school year for all community and voluntary controlled schools.

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:

The school year will apply to all voluntary controlled and community schools. It will form the basis for the school year in Hampshire academies, foundation and voluntary aided schools (which are able to set their own school year). Also it is utilised by sixth form providers. The setting of the school year has a neutral impact for all the protected characteristic groups and other policy consideration groups.

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HAMPSHIRE COUNTY COUNCIL

Decision Report

Decision Maker:	Executive Member for Education and Skills
Date:	24 February 2021
Title:	Proposal to move to a SEN Banding Framework for Education, Health and Care Plans' (EHCP) top-up funding
Report From:	Director of Children's Services

Contact name: Steve Devlin SEN Service Manager

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Purpose of this Report

1. The purpose of this report is to seek approval from the Executive Member for Education and Skills to move to an SEN Banding Framework for the allocation of Education, Health and Care plan (EHCP) top-up funding to mainstream schools.
2. This report summarises the proposed changes to the current system for top up funding for Education, Health and Care plans (EHCPs) and the public consultation responses. It highlights the areas of concern that were raised and mitigating actions.

Recommendation(s)

3. That the Executive Member for Education and Skills notes that:
 - the proposed Banding Framework, in combination with the separately published guidance about SEN support in mainstream schools, is intended to enhance outcomes for children and young people by enabling access to a broader range of support and promote a young person's independence.
 - this proposal aims to bring the funding in line with best practice that schools have adopted.
 - this system moves away from hours of learning support assistance and assigns funding against a broad range of best practice provisions that matches specific types and levels of need.

- based on the financial modelling completed, the impact of this change on a school's budget would not be significant. Individual mainstream schools would retain the flexibility to pool and draw on their overall budgets and would continue to be legally required to use their best endeavours to provide for all children and young people's SEN including those who are subject to an Education, Health and Care plan. Similarly, the County Council would maintain its ultimate duty to secure the provision in EHC plans. The proposal is not intended, or expected, to lead to a reduction in the High Needs budget used to fund top-funding for EHC plans in mainstream schools.
 - from public consultation, overall, respondents prefer the proposed banding mechanism to the existing funding mechanism and the majority also agree with the proposed bands that could be applied. Perceived strengths of the approach included potential improvements to the range of provision to support children with SEN, the potential to help them become more independent and the greater simplicity for service users' families
4. That the Executive Member for Education and Skills approves the proposal to move to a SEN Banding Framework.

Executive Summary

5. The County Council holds an amount of funding from the High Needs Block budget on behalf of local mainstream schools, which it then allocates upon its production of an Education, Health and Care Plan (EHCP) to a school for the delivery of the provision set out in the EHCP. This is called top-up funding and it is provided as "learning support assistance" from which the provision in the EHCP is to be implemented.
6. Many mainstream schools use a wide repertoire of approaches to meet the needs of children and young people with an EHCP. This proposal brings the funding in line with best practice that schools have adopted.
7. In December 2018, the County Council decided to review its top-up funding for mainstream schools. The 2018 review found that the preferred system for the majority of local authorities is a Banding Framework.
8. This system moves away from hours of learning support assistance and assigns funding against a broad range of best practice provisions that matches specific types and levels of need.
9. An eight week public consultation on the proposal to move to a banding funding model was undertaken to seek views on this approach. The specific details of this can be found at point 7 of this report. A number of parent engagement sessions were also undertaken. Overall, respondents preferred the proposed banding mechanism to the existing funding mechanism and the majority also agreed with the proposed bands that could be applied.

Perceived strengths of the approach included potential improvements to the range of provision to support children with SEN, the potential to help them become more independent and the greater simplicity for service users' families.

10. However, there were concerns raised by parents particularly that a change in funding mechanism may lead to a reduction of funding and support for their children and reduce the accountability of schools to provide support for their children. This report confirms that there is no proposed reduction in funding, in fact, there will be an increased top up budget allocation next financial year.
11. It also notes that schools will continue to be required to provide the support required through an Education, Health and Care plan and considers routes to address the broader issues that parents have raised with regards the accountability of schools.
12. In light of the broad support for the proposal through public consultation and mitigating factors in relation to concerns raised, this report proposes that the Executive Lead Member approves the proposal to move to the SEN Banding Framework.

Contextual information

Top-up funding for Education, Health and Care Plans in mainstream schools

13. The County Council holds an amount of funding from the High Needs Block budget on behalf of local mainstream schools, which it then allocates upon its production of an Education, Health and Care Plan (EHCP) to a school for the delivery of the provision set out in the EHCP. This is known as 'Element 3', or 'top-up' funding. The current amount of funding allocated in the 2020/21 budget is £10.3m.
14. Under the current arrangement, an amount of top-up funding is provided as "learning support assistance" from which the provision in the EHCP is to be implemented. This amount is based on the calculation of an equivalent amount of funding for a number of Teaching Assistant hours. This is often mistakenly interpreted as hours of one to one support for the young person with the EHCP.
15. Many mainstream schools use a wide repertoire of approaches to meet the needs of children and young people with an EHCP. This proposal brings the funding in line with best practice that schools have adopted.

16. Evidence¹ shows that, on its own 1:1 support from a Learning Support Assistant is not the most effective way to support children and young people with SEN as outlined within the research. From a financial perspective, it is also inefficient as there are no opportunities to gain economies of scale, for example, by being able to share staff expertise between children and young people across the class or school.
17. The proposed SEN banding framework is aimed at allocating resources to mainstream schools, in a way that offers them greater flexibility to organise provision and would support children and young people with EHCPs to become more independent and achieve better outcomes.
18. In December 2018, the County Council decided to review its top-up funding for mainstream schools as its arrangement (known in Hampshire as 'hours of learning support assistance') was out of step with other local authorities' practice.
19. The 2018 review found that the preferred system for the majority of local authorities is a Banding Framework. This is where the top-up funding is set into bands of increasing value against an agreed set of criteria. The amount provided to the school is a best fit of the required provision in the EHCP matched against the appropriate criteria in the Banding Framework.
20. Having consulted with the Hampshire Schools Forum, and with its support, the County Council undertook a review of other local authority banding approaches, with a view to developing its own. This identified East Sussex County Council's banding matrix as a model of good practice.
21. The County Council then convened a multi-disciplinary group of educators and related professionals to investigate East Sussex County Council's banding matrix in more detail. The group comprised headteachers, teachers, special educational needs co-ordinators (SENCOs), local authority officers, specialist teacher advisors, educational psychologists, NHS commissioners, NHS therapy managers and parent representatives.
22. The group found it to be a well-considered and established approach that closely matched the ambitions of Hampshire County Council and mainstream school leaders in Hampshire. The group considered that East Sussex County Council's matrix needed only small changes to reflect some aspects of Hampshire's particular context. As such the County Council

¹ *Deployment & Impact of Support Staff project (Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., and Webster R. London: Department for Children, Schools and Families) and Education Endowment Foundation meta-research*

requested, and was granted, permission from East Sussex County Council to adopt its matrix and adapt it for Hampshire's use.

23. Following financial modelling of the banding values, stress-testing research was undertaken with 40 schools across the county in May 2020. The primary purpose of the research was to determine the feasibility of the banding values against current EHCP's. Additionally, the research sought to determine the support and readiness within Hampshire schools should the proposed framework be accepted.
24. The financial stress testing returned 94% support for the proposed framework. Overall, the banding values and the descriptors against the bands were supported.
25. It is suggested that this report is considered alongside the SEN Banding Framework public consultation and technical document – please see Appendix 1.

The proposed SEN Banding Framework

26. Please see Appendix 4 for a visual representation of the proposed framework.
27. The County Council is proposing that an agreed Banding Framework will simplify the process of allocating top-up funding so that schools and parents are clear on what is being provided and why. Allocating top-up funding against an agreed framework is a transparent process where both schools and parents can see how the allocation of top-up funding has been determined.
28. The Banding Framework would not be used to determine the provision that a young person requires. This would still be determined through the EHC Needs Assessment process.
29. The proposal only covers the top-up funding that mainstream schools receive for children with more complex SEN requiring an EHC plan and not the core funding of mainstream schools.
30. The proposal is not intended, or expected, to lead to a reduction in the High Needs budget used to fund top-funding for EHC plans in mainstream schools. The total cost of provision set out within an EHCP would continue to be met jointly from the school and the Local Authority's High Needs budget.
31. It is anticipated that the proposed Banding Framework, in combination with the separately published guidance about SEN support in mainstream schools, would enhance outcomes for children and young people by

enabling access to a broader range of support and promote a young person's independence.

32. All formal routes of appeal relating to EHC plans and provision will continue to be available in their current form.

Finance

33. There is no proposed reduction to the mainstream schools top up element of the High Needs Budget. The proposed budget for 2021/22 is £12.2m, which is an increase of £1.9m from 2020/21.
34. The financial stress testing research undertaken in May 2020 tested the feasibility of the banding values. This research tested the banding values against live EHCP's in 40 mainstream schools. The overall support for the proposed banding framework was at 94%, suggesting the bands were deemed sufficient to meet needs. Concern was raised in the consultation when this level of financial analysis was not possible.
35. The money allocated to a school through their notional SEN budget is not affected by this proposal.
36. The banding proposal will only apply to new EHCPs initially and therefore will not reduce existing funding.
37. There may be a change to the funding for an individual EHCP at the point of annual review, which is the same as the current system, if the evidence suggests it is appropriate to do so.
38. The band for each EHC plan will be determined on a best fit arrangement to the provision described in section F of the EHCP. The value may, therefore, be slightly higher or slightly lower than the current funding level and through the new model, schools will gain extra flexibility in how they use this money to ensure greater efficiency and support better outcomes.
39. Based on the financial modelling completed, the impact of this change on a school's budget would not be significant. Individual mainstream schools would retain the flexibility to pool and draw on their overall budgets and would continue to be legally required to use their best endeavours to provide for all children and young people's SEN including those who are subject to an EHC plan. Similarly, the County Council would maintain its ultimate duty to secure the provision in EHC plans.

Consultation and Equalities

Public consultation methodology

A full analysis of the public consultation can be found in the Findings Report at Appendix 3

40. An eight week public consultation on the proposal ran from 12 October 2020 to 11:59pm on 6 December 2020.
41. The consultation was communicated to residents and stakeholders through a range of channels that included:
 - social media posts drawing attention to the consultation and linking to the consultation web page on the Hampshire County Council website;
 - a press release to media organisations in Hampshire, as well as shared with County Councillors and MPs in Hampshire, Hampshire Parent Carer Network (HPCN) and SENDIASS;
 - via County Council briefing communications to Hampshire's district authority chief executives, which were also circulated to County Councillors and MPs in Hampshire;
 - a school communication sent to head teachers by the Assistant Director, Education and Inclusion, Children's Services;
 - attendance by County Council officers at seven Hampshire Parent Carer Network (HPCN) meetings where the proposed funding mechanism was described, questions were answered, and the group was encouraged to circulate details of the consultation with their membership; 244 people participated across these events;
 - internal communications with County Council employees; and
 - the County Council's newsletter to Hampshire's town and parish councils.
42. A dedicated webpage providing full details of the consultation timeframe, links to the main and Easy Read consultation documents, a summary presentation and the response questionnaire was published for the launch of the consultation.
43. A dedicated in-box was specifically set up during the consultation to deal with particular enquiries which were addressed as they came in and for submissions to the public consultation which were submitted via email.

Findings from the consultation

44. There were 218 responses to the consultation Response Form, all of which were submitted online:
 - 137 were from individuals;
 - 80 were from organisations or groups (of which 71 were from a nursery, school, college, or place of education); and
 - One did not indicate either way.

45. There were also five separate unstructured responses (received via letter or email) that were received within the consultation period; these responses are also included in this report.

Key findings from the formal consultation

46. Overall, respondents preferred the proposed banding mechanism (134 of 218 responses) to the existing funding mechanism (69 responses), and the majority also agreed with the proposed bands that could be applied (143 of 215 responses).

47. Support for the banding mechanism and the bands proposed was highest amongst nurseries, schools, colleges, and places of education, with 60 of the 71 establishments that responded preferring the banding mechanism and 64 agreeing with the proposed bands.

48. Most comments explaining respondents' support for the proposed banding mechanism mentioned the benefits it could deliver (62 of 78 comments), such as that flexibility (41 mentions) and ease of understanding (18 mentions) may improve.

49. Respondents from households that included children or young people with SEN were more likely to prefer the existing funding mechanism (36 of 58 responses). However, they were less likely to disagree with the actual bands proposed (26 of 57 responses disagreed, whilst 24 agreed), suggesting that it is the change in mechanism they oppose, rather than the proposed allocation of support within it.

50. Reasons given for preferring the existing framework mostly referenced anticipated disadvantages of the proposed mechanism (27 of 47 comments), such as views that there is not enough clarity on what support may be provided to support children with SEN (12 mentions), and that parents may lose control over their child's provision (five mentions).

51. Respondents tended to agree with most of the suggested benefits of the proposed mechanism that were referenced in the consultation, recognising the potential improvements to the range of provision to support children with SEN (134 of 217 respondents agreed), the potential to help them become more independent (127 of 217 respondents agreed), and the greater simplicity for service users' families (111 of 216 respondents agreed). Recognition of these suggested benefits was highest amongst responding places of education.

52. Broadly more respondents disagreed (88 of 218) than agreed (84) with the suggestion that the proposed mechanism would deliver the funding necessary to support a child's needs. However, this was not the view of the schools and nurseries (14 of 71) that responded and who are the group that are best placed to determine this.

53. 95 respondents agreed that the proposed approach would simplify the process of undertaking EHC Plan assessments and just over half of that number, 55, disagreed. Schools and nurseries felt most strongly that the process would be simplified.
54. Almost half of the 140 comments that described impacts of the proposals related to impacts on children (67), most commonly (42) that they may not receive the necessary support, 60 comments also described impacts on schools and SEN Coordinators, where 25 mentioned increased flexibility and 22 mentioned negative impacts on school budgets.
55. Most of the further comments provided (82 of 118 comments) related to funding of SEN, where 33 mentioned the need for funding for SEN services to be maintained or increased, 23 mentioned more clarity was needed on the proposed banding system, and 16 mentioned a need to engage with parents on how SEN support is funded.

Parent engagement sessions

56. The public engagement programme consisted of three formal events, which were attended by 81 participants, and four informal events which were attended by 55 participants. In response to the wider issues identified across these events, two further events were arranged which were attended by 108 participants. Each of the events was hosted and facilitated by the Hampshire Parent Carer Network.
57. Between 16-25% of questions and comments raised at the formal events were directly related to the proposed framework. The questions and comments outside of this figure were classified as wider SEN or local issues. The issues raised are summarised below alongside the key themes from the consultation responses.
58. A full equalities impact assessment can be found in Appendix 2.

Other Key Issues

59. There were important wider issues identified as part of the consultation process, in particular the public engagement events.
60. These will be addressed as part of the wider SEN Service strategy.
61. The SEN Service is currently undertaking EHCP quality improvement workstreams as part of the current SEN Service Strategy. This workstream includes improving the content of EHCP's to include more robust quantification and specification.

62. The SEN Service also continues to develop the EHC Hub and work with contributors to the EHC Needs Assessment to improve the quality of advice to inform the content of EHCP's. The Hub development is also integral to the improved management of EHCP annual reviews, which contribute to better monitoring of EHCP implementation.
63. In addition to this, the SEN Service has committed to regular parent-led public sessions with HIAS and SENDIASS where parents can ask questions on SEN matters.
64. Further work will be undertaken between the SEN Service, settings and parents to address the wider issues raised during the consultation process. This will focus on building the understanding and relationship between parents and schools, strengthening co-production so that parents are not left feeling that they need to hold schools to account for the provision their children receive. This work will be undertaken in partnership with the Hampshire Inspection and Advisory Service (HIAS). The development of a comprehensive change management plan will support this activity plus the delivery of a programme of engagement which includes training; engagement with parent groups; and a communication strategy.

Conclusions

65. If agreed, the framework will become effective from 1 April 2021 and will apply to EHCPs agreed for assessment after this date. Existing EHCP's will be reviewed against the framework and a banding value determined over 3 years in academic years 1, 5 and 8.
66. Current funding arrangements would remain in place until then.
67. A training programme will be rolled out for both County Council officers and for settings which informs on the framework and the banding structure.
68. Overall, respondents preferred the proposed banding mechanism (134 of 218 responses) to the existing funding mechanism (69 responses), and the majority also agreed with the proposed bands that could be applied (143 of 215 responses).
69. While the conclusion can reasonably be drawn that the majority support exists to accept the proposed framework, work is also required to address the concerns identified through the consultation process. This work is described in the sections above.

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:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Other Significant Links

Links to previous Member decisions:	
<u>Title</u> none	<u>Date</u>
Direct links to specific legislation or Government Directives	
<u>Title</u> Children and Families Act 2014	<u>Date</u>

Section 100 D - Local Government Act 1972 - background documents	
<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>
Banding Framework Consultation Proposal	Appendix 1
Equalities Impact Assessment	Appendix 2
Consultation Findings Report	Appendix 3
Banding Framework Infographic	Appendix 4

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 full Equalities Impact Assessment can be found in Appendix 2.

Consultation on Hampshire County Council’s proposed Special Educational Needs (SEN) banding framework for mainstream schools with children and young people who have Education, Health and Care (EHC) plans.

Information Pack

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Introduction

Hampshire County Council is seeking residents' and stakeholders' views on its proposal to change the way that **top-up funding** is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan. The purpose of the proposed change is to improve how the budget is allocated to mainstream schools to support children with an EHC plan in the most effective way possible.

This would mean replacing the current approach to providing top-up funding, known as hours of learning support assistance, with a new SEN banding framework that aims to:

- gives schools greater flexibility to make a wider range of best practice provision¹ to children and young people² with special educational needs (SEN) who are subject to Education, Health and Care (EHC) plans³; and
- helps children and young people with SEN who are subject to an EHC plan to become more independent and achieve good outcomes.

The proposal is not intended, or expected, to lead to a reduction in the budget used to fund EHC plans in mainstream schools. The total cost of provision set out within an EHCP would continue to be met jointly from the school and the Local Authority's high needs budget.

The proposal only covers the top-up funding that mainstream schools receive for children with more complex SEN requiring an EHC plan and not the core funding of mainstream schools.

The consultation is open from **Monday 12 October 2020** and closes at 23:59pm on **Sunday 06 December 2020**.

¹ Provision is a term to describe a large number of ways how children and young people with SEN are supported. Some provision examples are listed on page 9 of this document.

² Young people, for the purpose of this document, means young people who are over 16 years of age and up to 25 years of age. This reflects the age range that is used in the Children & Families Act 2014. However, the proposal would only affect children and young people who attend a mainstream school.

³ An EHC plan is a document that sets-out a child or young person's SEN and the provision that must be made to support them to achieve their education and training outcomes.

Background to the proposal

In December 2018, the County Council decided to review its top-up funding for mainstream schools as its arrangement (known in Hampshire as hours of learning support assistance) was out of step with other local authorities' practices and it was felt that a framework was required that would; :

- enable mainstream schools to organise their resources in the most flexible and effective way;
- promote independence for children and young people and reduce reliance on Learning Support Assistants;
- support the best approaches for enabling children and young people with SEN to become independent and achieve good outcomes⁴.

The review found that banding was now the preferred approach used by most local authorities. Banding is where local authorities allocate top-up funding to schools based on agreed criteria (relating to the level of SEN), using a set of bands that vary in financial value. This simplifies the process of allocating top-up funding and gives schools greater flexibility in the way they provide support.

Having consulted with the Hampshire Schools' Forum, and with its support, the County Council undertook a review of other local authority banding approaches, with a view to developing its own. This identified East Sussex County Council's banding matrix as a model of good practice.

The County Council then convened a multi-disciplinary group of educators and related professionals to investigate East Sussex County Council's banding matrix in more detail. The group comprised headteachers, teachers, special educational needs co-ordinators (SENCOs), local authority officers, specialist teacher advisors, educational psychologists, NHS commissioners, NHS therapy managers and parent representatives.

The group found it to be a well-considered and established approach that closely matched the ambitions of the County Council and mainstream school leaders in Hampshire. The group considered that East Sussex County Council's matrix needed only small changes to reflect some aspects of Hampshire's context. As such the County Council requested, and was granted, permission from East Sussex County Council to adopt its matrix and adapt it for Hampshire's use to introduce a SEN banding framework.

⁴ Deployment & Impact of Support Staff project (Blatchford, P. Bassett, P., Brown, P., Martin, C., Russell, A., and Webster R. London: Department for Children, Schools and Families) and Education Endowment Foundation meta-research.

The County Council is now seeking residents' and stakeholders' views on this proposed change in approach. The remainder of this Information Pack provides more information about the proposal, intended outcomes and potential impacts. It also details how you can have your say and is supported by a detailed technical appendix.

More information about how mainstream schools are funded to support children and young people with SEN is in the technical appendix, from page 17 of this document.

Why your views are important

It is important to the County Council that the views of those who may be affected by the proposal, including children, young people and their parents and carers, are carefully considered - together with feedback from Hampshire residents and other stakeholders, including Hampshire's state-funded mainstream schools and academies.

The findings from this consultation will be published and presented to the County Council's Children's Services Departmental Management Team and Schools Forum later in 2020/21. Feedback will help to inform any decision by the County Council on changes to its funding arrangements for children and young people with SEN in mainstream schools.

Hampshire County Council's consultation policy

The County Council is committed to five principles of consultation:

- to consult on key issues and proposal;
- to consult in good time;
- to be inclusive but with clear and appropriate limits;
- to consult using clear, simple information; and
- to ensure that responses are considered when decisions are made.

How to have your say

Open public consultation

You are invited to give your views on the proposal for a SEN banding framework for children and young people with SEN in Hampshire. You can do this by using the online Response Form at: <https://www.hants.gov.uk/sen-banding>.

The online Response Form is provided in standard and easy read formats. If you require a paper copy of the Information Pack or the Response Form, a copy in other languages or formats (such as large print, audio or Braille) or if you have any queries about the consultation, please contact sen.consultation@hants.gov.uk or call: 0300 555 1384*.

You can also email your response directly to Hampshire County Council using the email address sen.consultation@hants.gov.uk.

The consultation is open from Monday 12 October 2020 and closes at 23:59pm on Sunday 06 December 2020. Please note that responses received after this date will not be included in the findings report.

Proposal: To introduce a SEN banding framework that replaces the current funding model

Details of the proposed SEN banding framework can be found in the Technical Appendix, from page 17 of this document.

Implementing the proposed SEN banding framework

If agreed, the proposed SEN banding framework would be implemented in two ways:

1. From April 1 2021: all new EHC plans finalised on or after this date would be agreed under the proposed framework.
2. From April 1 2021 to March 31 2025 all existing EHC plans, that were agreed before March 31 2021, would be amended in a phased way through the annual review of those EHC plans when children and young people are in year 1, 5 and 8 of education. Any changes in the child or young person's special educational needs, or recommendations about change in provision, would be reported by the mainstream school to the County Council for its consideration, as it is now. Reference to hours of learning support assistance would be removed from amended EHC plans and a band value would be assigned by the County Council's SEN Service.

Purpose of the proposed SEN banding framework

It is anticipated that the proposed SEN banding framework would support a clear understanding of how top up funding is allocated between:

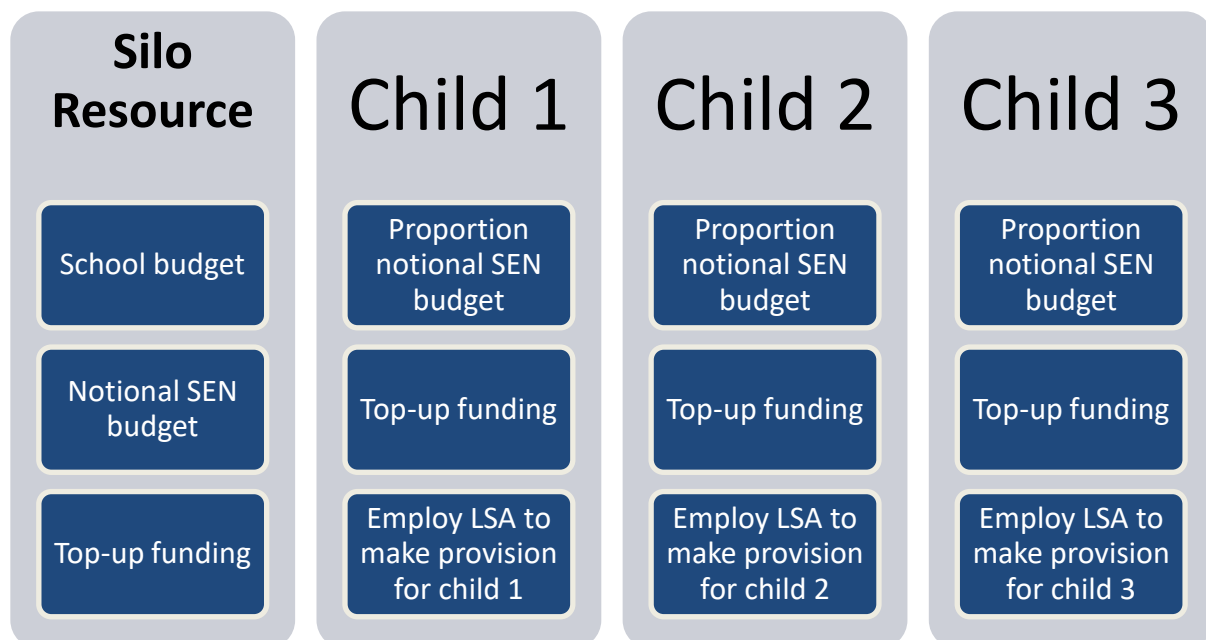
- mainstream schools;
- the County Council (and other local authorities whose children and young people attend Hampshire mainstream schools);
- other education, health and care professionals;
- parents/carers; and
- services such as health and social care.

It would:

- assist in identifying SEN in children and young people including those who may require an EHC assessment or an EHC plan;
- support development of knowledge and understanding about SEN and disabilities;

- provide guidance on provision and resources recommended to meet these needs;
- contribute to the development of good and inclusive SEN practice; and
- support consistent decisions about EHC assessment requests and EHC plans; and
- determine the top-up funding to be paid to mainstream schools to deliver the provision in EHC plans.

Some mainstream schools have historically organised provision for each child or young person with an EHC plan by only looking at the top-up funding that the school receives and using it to employ a Learning Support Assistant (LSA) to be paired to that child or young person. The diagram below shows how, in this approach, funding and, therefore the provision, is organised in silos.



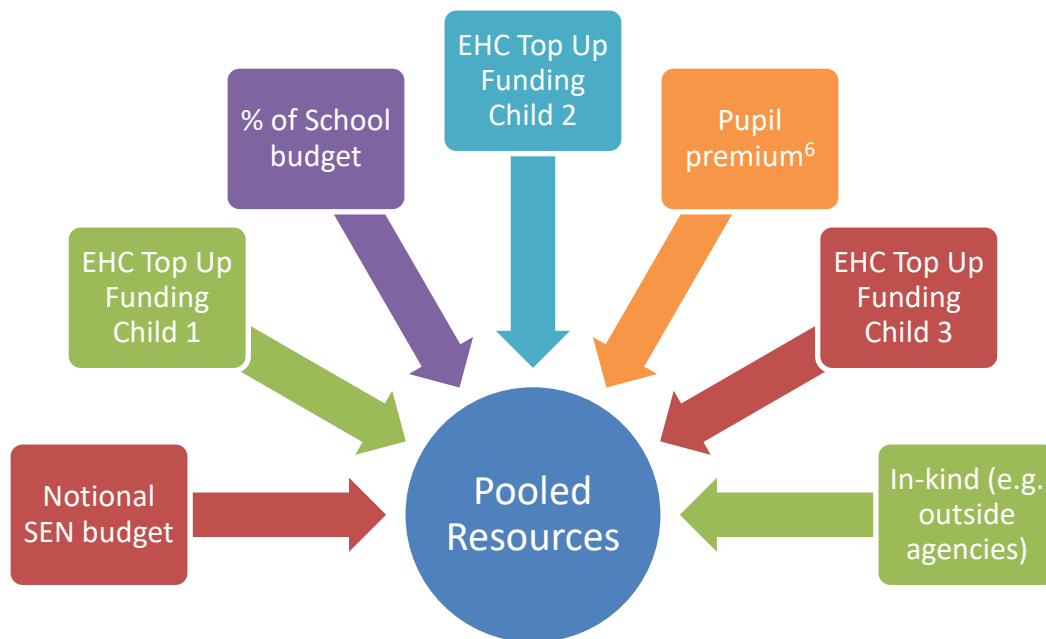
This approach might be convenient to organise but evidence⁵ shows that, on its own, this is not the most effective way to support children and young people with SEN as outlined within the research. From a financial perspective, it is also inefficient as there are no opportunities to gain economies of scale, for example, by being able to share staff expertise between children and young people across the class or school.

The proposed SEN banding framework is aimed at allocating resources to mainstream schools, in a way that offers them greater flexibility to organise provision

⁵ Education Endowment Foundation Meta Research
https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Education_I_Needs_in_Mainstream_Schools_Guidance_Report.pdf
https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf

and would support children and young people with EHC plans to become more independent and achieve better outcomes.

Individual mainstream schools are already allowed to pool their resources. SEN is a whole school business. Everyone, including the governing body, headteacher and senior leadership team, the SENCO, middle leaders, teachers, and support staff all play a role in supporting children and young people with SEN to become independent and achieve good outcomes.

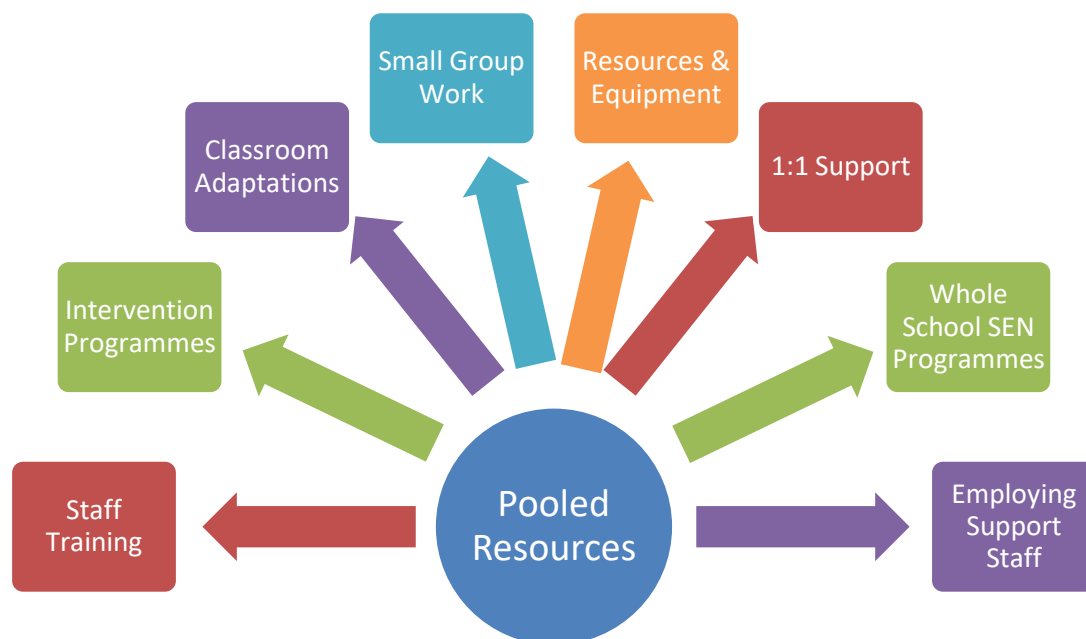


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Schools already working along best practice lines use 'provision mapping' to understand the individual and collective needs of their children and young people with SEN. Provision mapping strategically informs school leaders' decisions about what provision they need to plan for and how to put it into place most effectively. When provision mapping is combined with a pooled resource arrangement, mainstream schools have more flexibility to develop a wider range of provision, to target that provision more effectively, and to adapt it to children's and young people's changing needs as shown in the supporting diagrams. Making a wider range of provision along best practice lines is evidenced as supporting children and young people with SEN to become more independent and achieve better outcomes.

⁶The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

The proposal for a SEN banding framework would support all Hampshire's mainstream schools to be able to take this type of approach.



Pooling resources would not mean that a child or young person with an EHC plan would receive any less provision than that stated in their EHC plan. The band values allocated by the County Council's SEN Service would be sufficient for the mainstream school to make the provision in EHC plans in combination with other funding in the pooled budget.

Mainstream schools must continue to ensure that the specific provision written in section F of EHC plans is delivered to children and young people. But how they go about organising that provision and how they use their funding to support all children and young people with SEN, including those who are subject to EHC plans, would remain up to individual schools to organise.

Outline of the proposed SEN banding framework

The County Council's proposed SEN banding framework would comprise of four sections:

Section 1: Hampshire's SEN pathway

This section would set out the County Council's responsibility in regard to the Special Educational Needs and Disability (SEND) Code of Practice 2015 paragraph 9.16 which states that: *'local authorities may develop criteria as guidelines to help them*

decide when it is necessary to carry out a needs assessment (and following assessment whether it is necessary to issue an EHC Plan)'. The County Council's SEN Support Guidance (Hampshire Inspection & Advisory Service, 2020) and the proposed SEN banding framework would constitute part of those criteria.

Section 2: Typical types and levels of SEN

This section would describe the typical types and levels of SEN in four overarching areas as set out in the SEND Code of Practice 2015:

- **Communication and interaction**
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not use or understand social rules of communication.
- **Cognition and learning**
Children and young people with cognition and learning difficulties might learn at a slower pace than their peers, even when teaching and learning materials have been changed to account for that difference. Learning difficulties cover a wide range of needs from specific or moderate through to severe and profound.
- **Social, emotional and mental health**
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical**
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children and young people may have vision impairment, hearing impairment or a multi-sensory impairment which is a combination of vision and hearing difficulties.

Children and young people with SEN may experience one or more of these needs, and at different levels of complexity (in this context 'complex' means experiencing more than one type of SEN).

Section 3: Typical types and amounts of provision

This section would describe and group typical types and amounts of provision into bands, corresponding to the typical types and levels of SEN in each of the four overarching areas. The amounts proposed for each band are included in the Technical Appendix on page 17:

- **SEN support**
This is where children and young people have SEN of one type or another, but provision can be made by mainstream schools from the resources that are ordinarily available to them.
- **Targeted**
This is where children and young people have SEN and are subject to an EHC plan, meaning they require additional and different provision to that which is available at SEN Support.
- **Enhanced**
This is where children and young people have SEN and are subject to an EHC plan, and they require additional and different provision to that which is available at targeted level.
- **Exceptional**
This is where children and young people have SEN, are subject to an EHC plan, and they require additional and different provision to that which is available at targeted or enhanced levels.

The range of typical provision is wide and varied. It is considered this should be deliverable in almost all mainstream schools⁷ with compliance to their statutory and other duties, and with top-up funding, as necessary.

Typical SEN provision can include (but is not limited to):

- differentiation of teaching and learning materials;
- whole school staff training, such as about social communication;
- classroom adaptations, such as acoustic adaptation or calm colour schemes;
- small group work, for example to develop social skills;
- peer support or mentoring; and
- one-to-one support from an LSA, for example to deliver speech and language programmes.

In addition to the examples of support described above, mainstream schools would also continue to have the flexibility to make provision in other more specific ways that are described in EHC plans, and more innovative ways if they feel that these would be most appropriate.

⁷ It may sometimes not be possible to make some provisions in mainstream schools, for example due to the building's age and design and where it would be a financially *unreasonable adjustment* to address those deficits.

Part 4: Examples of best practice

This section would provide examples and signposts to best practice relevant to both SEN support, targeted and enhanced provision. This is intended to support mainstream schools to develop a wider range of best practice SEN provision which, in turn, would support children and young people to become more independent and achieve good outcomes.

As professionals' understanding of SEN and best practice in SEN is constantly evolving, it is anticipated that this section of the proposed banding framework would be regularly refreshed with national and locally derived examples.

The anticipated impacts of the proposal

Children and young people with EHC plans in mainstream schools – potential impacts

It is anticipated that the proposed banding framework in combination with the separately published guidance about SEN support in mainstream schools⁷ would enhance outcomes for children and young people by enabling access to a broader range of support and promote independence. Although funding would be provided according to a banding framework, the provision within a child and young person's plan still needs to be specific and measurable and delivered so that children and young people achieve the outcomes described in their plan. As such the introduction of the proposed banding framework would not change parents', carers' and young people's rights to appeal.

It would remain the case that these groups would not be able to appeal the band or the band value, just as they cannot now appeal the hours of learning support assistance. This is because hours of learning support assistance or bands are only descriptions about how the Local Authority secures provision from mainstream schools rather than the provision itself and would:

- provide a shared understanding about how and why the County Council makes decisions about carrying out EHC assessments, preparing EHC plans and how it secures provision in mainstream schools;
- help schools and families to have a shared understanding about what should be done for all children and young people with SEN;
- help to identify when an EHC assessment is required;

- make clearer what mainstream schools are expected to provide for children and young people at SEN Support⁸ stage and with EHC plans; and
- enable mainstream schools to organise provision flexibly through good practice examples.

The proposed SEN banding framework would not be used to determine the content of EHC plans or the provision that must be made for children and young people who are subject to them – those would continue to be determined through an EHC assessment, where:

- professionals identify SEN through assessment, and advise provision; and,
- the County Council determines whether the advised provision is above the threshold of SEN support.

All formal routes of appeal relating to EHC plans and provision will continue to be available in their current form.

More information about parent's and young people's rights in relation to EHC plans is included in the technical appendix, from page 17 of this document.

Mainstream schools – potential impacts

The SEN top-up funding received by a mainstream school is dependent on the provision requirements in the EHC plan(s) of the pupil(s) for the period of time that they attend that school.

It is anticipated that introduction of the proposed banding framework would:

- build on, and make clearer, the flexibilities that mainstream schools already have in organising resources to make provision for children and young people with SEN through a range of approaches;
- support the notion that mainstream schools are best placed to make operational decisions about how they will organise support for children and young people with SEN, including those who are subject to EHC plans;
- bring greater flexibility, thereby supporting mainstream schools to make the most suitable provision from within available resources and in the context of the wider schools' staff, pupils, classes and learning. For example, where children and young people with SEN share similar needs or require similar provision, mainstream schools might:

⁷ SEN Support in Mainstream Schools, Hampshire Inspection & Advisory Service (2020)

⁸ SEN Support is part of the *graduated approach* described in the SEND Code of Practice (2015) where schools identify and make provision for children & young people's SEN from the resources that are ordinarily available to them.

- choose to organise their timetables to ensure that they could benefit collectively from that provision through small group work or paired working;
- recognise the need to invest in whole school staff training around a particular type of SEN and provision; and
- invest in adapting a classroom or other areas to attune to children and young people's sensory needs.
- enable schools to continue to balance the operational flexibilities they have with any specific provision requirements in EHC plans – for example, enabling pupils who need it to receive provision for speech and language therapy away from the classroom; and
- over time, change the way mainstream schools are paid top-up funding or organise provision.

Any changes would be phased in incrementally and, therefore, the way in which mainstream schools are paid top-up funding and any changes to the ways that mainstream schools organise provision would not be immediate.

Banding values have been set with regard to a) East Sussex County Council's band values and b) Hampshire County Council's current allocation of hours of learning support assistance. Values have also been subject to stress testing with a sample of Hampshire schools receiving more than a 90% positive response⁹.

Based on these values and assuming a phased transition of plans to the new framework, the actual costs incurred in funding mainstream top up is still forecast to continue to rise in future years. There will be no reduction in the budget allocation.

The overall SEN top-up funding budget held by the County Council on mainstream schools' behalf to allocate to EHC plans would not be reduced by this proposal. More detail may be found below, assigning band values.

Assigning band values

Banding for each EHC plan would be determined on a best fit arrangement, with the County Council's SEN Service allocating a band that best fits the needs and provision required in the child or young person's EHC plan. The proposed banding values are described in the Technical Appendix.

The value for a band is a fixed amount, whereas EHC plans reflect the individual needs and provision requirements of a child or young person. Therefore, the band

⁹ Research was undertaken with an 8% random sample of Hampshire mainstream schools who received a survey together with the proposed banding values for their school based on their current EHC plans. Over 90% of the schools that responded agreed with the proposed change.

value may, at times, be slightly higher or lower than what is needed for the provision described in the EHC Plan. This is a result of the way banding frameworks are structured, being based on typical, rather than specific types and levels of need - and typical types and amounts of provision.

Individual mainstream schools would retain the flexibility to pool and draw on their overall budgets and would continue to be legally required to use their best endeavours to provide for all children and young people's SEN including those who are subject to an EHC plan. Similarly, the County Council would maintain its ultimate duty to secure the provision in EHC plans.

The County Council would also have a continuing duty to demonstrate good financial governance through careful and consistent application of the proposed SEN banding framework, especially when determining a band for each EHC plan. The County Council would retain its duty to make efficient use of resources in managing the top-up funding on schools' behalf.

Options which are not being consulted on at this time

The County Council has considered other top-up funding arrangements and reviewed its own approaches over time. This includes the following options, which are not being consulted on at the present time:

1. The County Council could maintain the current framework.

This is not being proposed as the existing framework is thought to be perpetuating a culture of over-dependence on one-to-one support provided by Learning Support Assistants, which does not reflect SEN best practice. This is because top-up funding for EHC plans is described as hours of learning support assistance, which leads to the expectation among some that children or young people will be supported by a Learning Support Assistant in a one-to-one relationship. This was not what the model intends but nonetheless, the potential for confusion remains.

2. Developing a SEN banding framework with fewer or more bands. This is not being proposed as a balance needs to be struck between developing a framework that offers mainstream schools flexibility and provides the County Council with a reasonable mechanism for financial management that is not overly burdensome to administer. The County Council also believes that the proposed number of bands provides a clear understanding between parents, mainstream schools, and other professionals.

3. **Developing a SEN banding framework where a band value would differ depending on the primary type of SEN.** This is not being proposed because the sophistication and costs of provision for a child with one type of SEN may be no more or less than for a child or young person with another type of SEN.

Conclusion

The County Council is ambitious for all children and young people with SEN in Hampshire to achieve good outcomes, including being able to move on to further education, training, and employment. The strengths in teaching and learning, strong leadership and a committed workforce are recognised in Hampshire's schools. The County Council's proposal aims to provide mainstream schools with the flexibility to develop a wider range of best practice provision for children and young people with SEN, who are subject to an EHC plan. This, in turn, aims to support those children and young people to become more independent and achieve better outcomes.

Thank you for reading through this Information Pack.

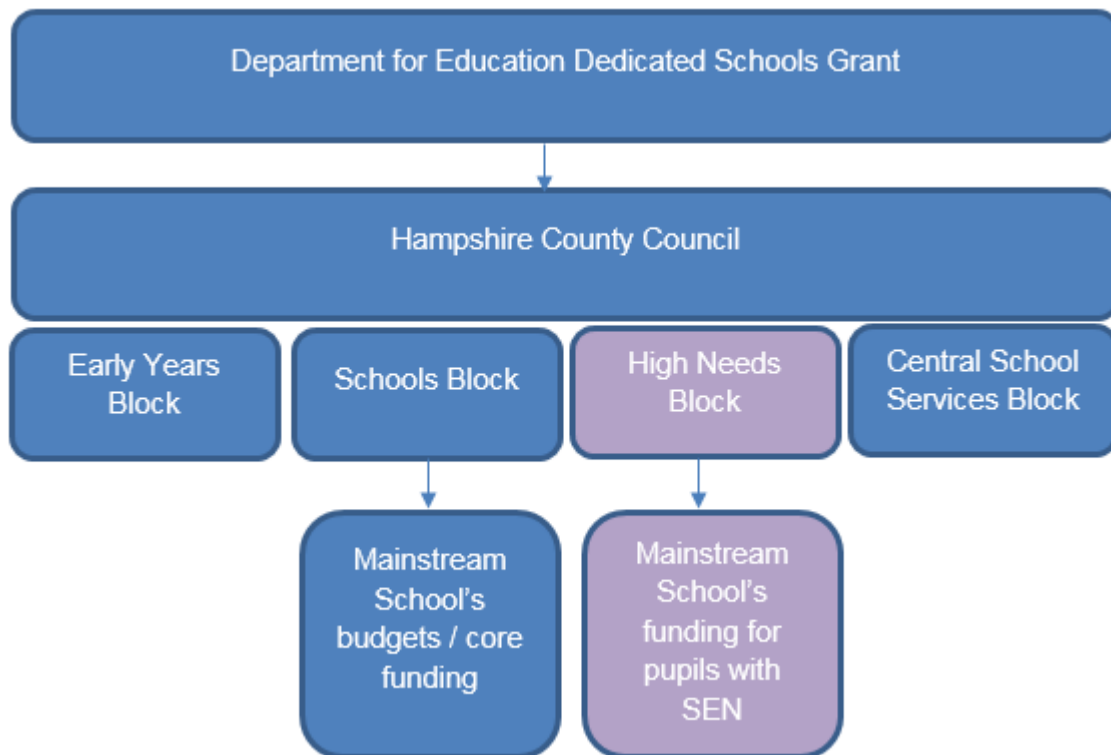
When you have finished with this document, please give it to someone else so that they can respond too.

Appendix - Technical Information

About funding for schools with children and young people who have Special Educational Needs (SEN) and Education, Health and Care (EHC) plans

How are mainstream schools funded for providing all education?

Hampshire County Council receives funding from the Department for Education (DfE) through the Dedicated Schools Grant. This provides funding to deliver the County Council schools' budget and funding is provided in four blocks, as shown in the diagram below. Mainstream schools receive their annual budget share from the funding provided in the schools' block. Additional funding paid to mainstream schools, for children and young people with EHC plans, is paid from the high needs block and is known as **top-up funding**.



In financial year 2019/20, spend on the high needs block was £125.6m of which £12m was used as top-up funding for mainstream schools to make provision for children and young people with EHC plans. This excludes additional funding paid to mainstream schools that have a disproportionate number of pupils with an EHC plan.

How does the County Council fund mainstream schools to make provision for children and young people with SEN and EHC plans now?

Mainstream schools receive an annual budget share based on the County Council's local funding formula for element 1 (high quality teaching) and element 2 (SEN support) to meet the needs of all pupils, including those with SEN. Element 3, top-up funding, is provided for those pupils that have an EHC plan and require provision costing more than the sum of element 1 and 2. This consultation is **only** considering making changes to the mechanism which distributes the top-up funding of element 3.

Element 1 (high quality teaching)

This is the core budget used to provide education and support for **all** pupils in the mainstream school including those with SEN. Schools receive an annual budget share based on the County Council's local funding formula for mainstream schools.

The formula includes a basic entitlement amount per pupil and funding for additional needs based on the characteristics of pupils attending the school (such as deprivation and prior low attainment), as well as a lump sum, funding for premises costs and other exceptional factors.

Element 2 (SEN support)

Mainstream schools must identify and assess children who may have SEN. Mainstream schools must use their best endeavours to make provision for all children and young people with SEN, and review that regularly. This is known as the SEN support stage of the graduated approach described in the Special Educational Needs and Disability (SEND) Code of Practice (2015).

All mainstream schools' budgets include funding for additional needs, which contributes to a notional SEN budget. This is intended to ensure mainstream schools have the resources they need in their core budget to make available the costs of SEN support which could be up to £6,000 per pupil per year.

As this level of funding is available to any child or young person in any mainstream school, this is known as ordinarily available provision.

The County Council retains a small amount of funding that can be made available to mainstream schools that have a disproportionately higher number of children and young people with EHC plans.

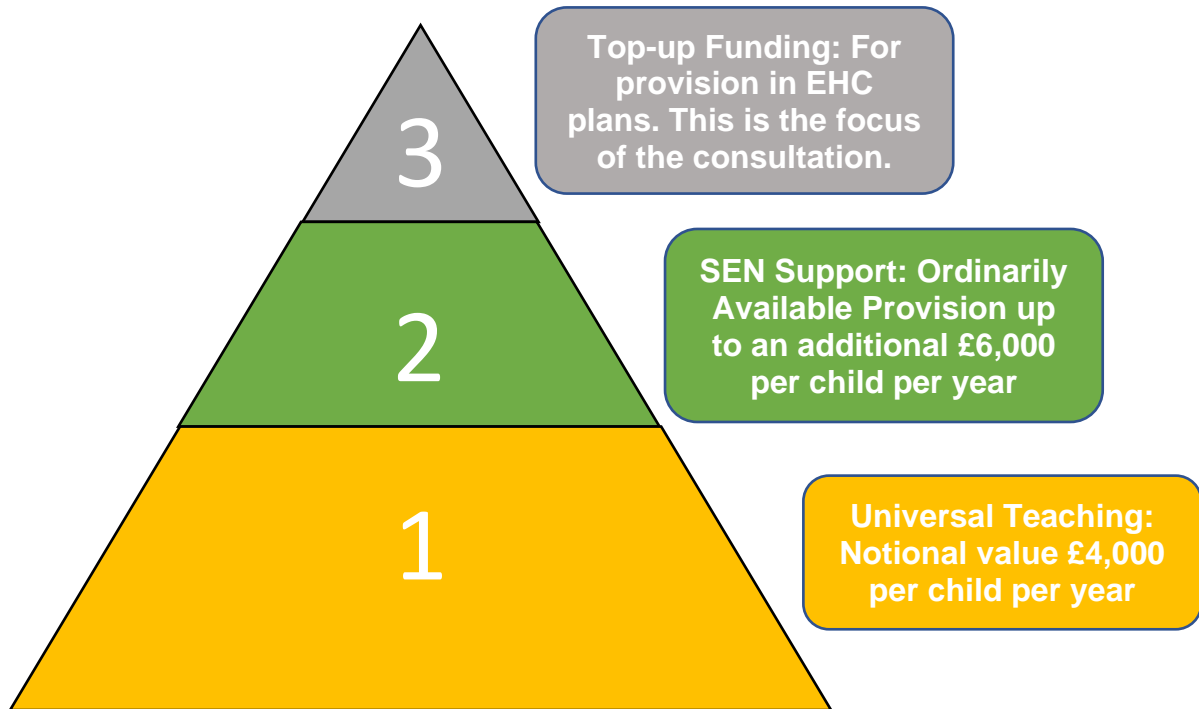
Element 3 (top-up funding for provision in EHC plans)

A small number of children and young people have SEN that are more significant, complex, and/or long-term and cannot be met by ordinarily available provision alone. For these children and young people, the County Council carries out a statutory EHC assessment. This sometimes results in the development of an EHC plan for those

children or young people. The additional and different provision in an EHC plan attracts element 3 funding (top-up funding) for costs over £6,000.

This is summed-up in the diagram below:

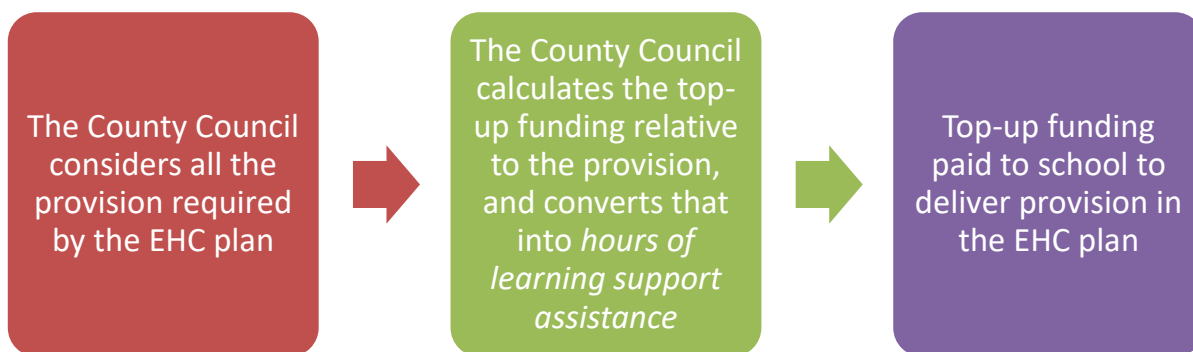
Elements of funding diagram



How does the County Council currently decide how many *hours of learning support assistance* to pay mainstream schools?

The County Council's SEN Service considers the provision required to be made in each EHC plan and calculates the top-up funding needed to make that provision based on the model shown below.

Hours of learning support assistance are calculated at £9.09 per hour multiplied by the total hours per week over 52.143 weeks. These hours of learning support assistance are only a way of describing the top-up funding that the County Council pays mainstream schools to make the provision in EHC plans. It does not mean the number of hours that a learning support assistant (LSA) will work with a child or young person.



How would the County Council’s proposal change how top-up funding is decided?

The proposed SEN banding framework describes typical types and levels of SEN matched against typical types and amounts of provision; these needs and provisions are grouped together in bands. A fixed amount of money called a *band value* is paired to each band, to pay for the typical types and amounts of provision in each band.

The County Council’s SEN Service would consider the provision required to be made in each EHC plan and assign a band that is the *best fit* to those provision requirements.



Would this be a blanket approach to deciding the needs and provision in EHC plans?

Each individual child or young person’s needs would continue to be identified through a detailed EHC assessment with specific provision written into the individual’s EHC plan. The proposed SEN banding framework is only a mechanism for calculating the top-up funding that the County Council will pay to mainstream schools to secure the provision in EHC plans. Therefore, the proposed SEN banding framework would not be a blanket policy response.

Proposed SEN banding framework and values

The proposed SEN banding framework continues the theme of the ‘graduated response’ set out in the SEND Code of Practice (2015) by setting out additional provisions matched to increasing complexity and intensity of need. Each level of need and consequent provision builds on that described within the previous band.

Each of the four overarching areas of SEN has four levels of need linked to a different amount of provision, with corresponding levels of funding to meet the needs and make the provision. These are:

1. **SEN Support:** Children and young people whose SEN can be effectively supported from the resources that are ordinarily available from schools' 'notional SEN budget', (ordinarily available provision of up to £6,000 per year) the totality of schools' budgets and other resources available to it – for example in-kind support from central services provided by the Local Authority or the NHS. Schools have a duty to utilise these resources and where necessary and **'to provide high quality, appropriate support from the whole of its budget,' (SEND Code of Practice 6.95-6.97).**

2. **Targeted Level Funding:** Children require a level of additional or different SEN support at times throughout the day. The level of resourcing may exceed what the school can provide from its budget. This would include two bands:
 - **Targeted A band: £984 per year**
 - **Targeted B band: £2,089 per year**

3. **Enhanced Level Funding:** Children require ongoing strategies, intervention and additional SEN support specifically designed for their needs. The level of resourcing required may exceed what the school can provide from its budget and is at a higher level than that required for provision at the targeted support level. This would include two bands:
 - **Enhanced A band: £3,165 per year**
 - **Enhanced B band £5,244 per year**

4. Consideration of **Exceptional Level Funding** will be given by the Local Authority on **an entirely discretionary basis**, when EHC assessment demonstrates that the child's SEN and the provision to meet those needs goes beyond what might be provided in mainstream school at Enhanced support level. The **minimum** requirement for **consideration** of Exceptional support level will be children who's needs, and subsequent provision requirements are prevalent at Enhanced (b) in at least two of the overarching areas (e.g. cognition and learning *and* social, emotional and mental health needs). Even then, it may still be determined that the band assigned to a child may remain at Enhanced (b), for example that they only occasionally require Exceptional levels of support and can more often than not have their needs met at Enhanced level. This follows the 'best-fit' principles already described.

All considerations for **Exceptional level funding** would be scrutinised by an Exceptional Funding Panel, comprising representatives from schools, the Local Authority, NHS and Social Care, which would advise the Local Authority in its final determination.

- **Exceptional band** **£7,999 per year**

Parent's and young people's rights in relation to EHC plans

If the County Council determines that the child or young person requires provision to be secured through an EHC plan, then SEN is recorded in section B and provision is recorded in section F of EHC plans.

The County Council has a statutory duty to secure provision in section F of EHC plans. Schools named in EHC plans must use their best endeavours to make provision for all children and young people with SEN, including those who are subject to an EHC plan. This includes one-to-one support from a learning support assistant where that is identified. Therefore, one-to-one support would still be provided where it is included in EHC plans.

Parents and young people have formal routes available to them if a school is not making the provision in the EHC plan, for example, they will continue to be able to:

- request a meeting with school staff;
- complain through the school's published complaints process; and
- request a disagreement resolution.

Parents and young people have formal routes available to them if the County Council decides:

- not to carry-out an EHC assessment or re-assessment;
- not to prepare an EHC plan, following an EHC assessment;
- to issue a final EHC plan;
- to amend or decides not to amend an EHC plan following an annual review;
- to cease to maintain an EHC plan.

In these circumstances, they will continue to be able to:

- request a meeting with a Hampshire County Council officer;
- request a disagreement resolution with the school, Hampshire County Council or Clinical Commissioning Group;
- request mediation with Hampshire County Council;

- appeal the decision to the First Tier Tribunal – SEND for disagreements over the following sections of EHC plans:
 - o B (SEN);
 - o F (provision);
 - o I (educational institution);
 - and for the period of the First Tier Tribunal – SEN ‘national trial’ in which parents and young people may additionally seek recommendations in respect of the social care and health aspects of EHC plans (currently April 2018 – August 2021)
 - o C (health needs which relate to SEN);
 - o D (social care needs that relate to SEN);
 - o G (health provision which relates to SEN);
 - o H1 & H2 (social care provision that relates to SEN).

Parents, carers, and young people would not be able to appeal the band or the band value as that only governs how the Local Authority secures provision from mainstream schools. But the proposed SEN banding framework would provide a shared understanding about how and why the County Council makes decisions about carrying out EHC assessments, preparing EHC plans and how it secures provision in mainstream schools.

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Proposal to move to a SEN Banding Framework for Education, Health and Care Plans' (EHCP) top-up funding

Accountable officer: Tracey Sanders

Email address: andrea.webb@hants.gov.uk

Department: Children's Services

Date of assessment: 26/01/2021

Description of current service/policy

The County Council holds an amount of funding from the High Needs Block on behalf of local mainstream schools, which it then allocates upon its production of an Education Health and Care Plan (EHCP) to a school for the delivery of the provision set out in the EHCP. This is known as 'Element 3', or 'top-up' funding.

Under the current arrangement, an amount of top-up funding is provided as "learning support assistance" from which the provision in the EHCP is to be implemented. This amount is based on the calculation of an equivalent amount of funding for a number of Teaching Assistant hours.

Geographical impact: All
Hampshire

Description of proposed change

The County Council is proposing that an agreed Banding Framework will simplify the process of allocating top-up funding so that schools and parents are clear on what is being provided and why. Allocating top-up funding against an agreed framework is a transparent process where both schools and parents can see how the allocation of top-up funding has been determined. The proposal only covers the top-up funding that mainstream schools receive for children with more complex SEN requiring an EHC plan and not

the core funding
of mainstream schools

Impacts of the proposed change

This impact assessment covers Service users

Engagement and consultation

Has engagement or consultation been carried out? Yes

The Council carried out an open consultation designed to give Hampshire residents and wider stakeholders including those living outside Hampshire the opportunity to have their say about proposed changes. In total there were 218 responses to the consultation, including paper and online responses. Some of these were made on behalf of education settings and interested local groups. Overall, respondents preferred the proposed banding mechanism (134 of 218 responses) to the existing funding mechanism (69 responses), and the majority also agreed with the proposed bands that could be applied (143 of 215 responses).

Statutory considerations	Impact	Mitigation
Age: Neutral		

<p>Disability: Medium</p>	<p>The proposal is intended to enable mainstream schools to make a wider range of best practice provision for learners with special educational needs and disabilities available, supporting them to become more independent and achieve better outcomes.</p> <p>There is no proposed reduction to the mainstream school's top up element of the High Needs Budget. The proposed budget for 2021/22 is £12.2m, which is an increase of £1.9m from 2020/21. The money allocated to a school through their notional SEN budget is not affected by this proposal.</p> <p>The banding proposal will only apply to new EHCPs initially and therefore will not reduce existing funding.</p>	<p>Provision secured in an Education Health and Care Plan is determined via an assessment that is not impacted upon by the proposal. The amount of additional funding made available to a school to provide this provision is kept under review at least annually and may be changed if required based on supporting evidence.</p> <ul style="list-style-type: none"> • There would be no negative impact to children or young people in the provision delivered through top-up funding for EHCPs in mainstream schools. • It is anticipated that if agreed, the proposal would enhance outcomes for children and young people by enabling access to a broader range of support and promote a young person's independence. • The Banding Framework would not be used to determine the provision that a young person requires, this would still be determined through the EHC Needs Assessment process. • Provision of an Education, Health and Care plan is a statutory function of the Local Authority as set out in Sections 36 and 37 of the "Children and Families Act 2014" These provisions are not impacted by this proposal.
<p>Sexual orientation: Neutral</p>		
<p>Race: Neutral</p>		

Religion and belief: Neutral		
Gender reassignment: Neutral		
Gender: Neutral		
Marriage and civil partnership: Neutral		
Pregnancy and maternity: Neutral		
Other policy considerations	Impact	Mitigation
Poverty: Neutral		
Rurality: Neutral		

Neutrality statement (if all considerations have a neutral impact)

Any other information

Consultation on Hampshire County Council's proposed Special Educational Needs (SEN) banding mechanism for mainstream schools with children and young people who have Education, Health and Care (EHC) plans

Findings Report

January 2021

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Introduction

Context

Hampshire County Council has sought residents' and stakeholders' views on its proposal to change the way that top-up funding is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan. The purpose of the proposed change is to improve how the budget is allocated to mainstream schools to support children with an EHC plan in the most effective way possible.

The proposal is not intended, or expected, to lead to a reduction in the budget used to fund EHC plans in mainstream schools. The total cost of provision set out within an EHCP would continue to be met jointly from the school and the Local Authority's high needs budget.

The proposal only covers the top-up funding that mainstream schools receive for children with more complex SEN requiring an EHC plan and not the core funding of mainstream schools.

The consultation was open from Monday 12 October 2020 and closed on Sunday 06 December 2020.

Consultation aims

The consultation sought to understand respondents' views about, and the potential impacts of, replacing the current approach to providing top-up funding, known as hours of learning support assistance, with a new SEN banding mechanism that aims to:

- give schools greater flexibility to make a wider range of best practice provision to children and young people with SEN who are subject to EHC plans; and
- help children and young people with SEN who are subject to an EHC plan to become more independent and achieve good outcomes.

Feedback from the 223 responses submitted as part of this consultation will be considered alongside wider evidence to inform the County Council's decision on the proposed changes to the funding mechanism for SEN in mainstream schools. This decision will be taken by the Executive Lead Member for Children's Services and Young People later in 2020/21.

The approach taken in the running and analysis of this consultation is described in Appendices 1 and 2. A copy of the consultation Response Form is provided in Appendix 3.

Summary of Key Findings

Overall, respondents preferred the proposed banding mechanism (134 of 218 responses) to the existing funding mechanism (69 responses), and the majority also agreed with the proposed bands that could be applied (143 of 215 responses).

Support for the banding mechanism and the bands proposed was highest amongst nurseries, schools, colleges, and places of education, with 60 of the 71 establishments that responded preferring the banding mechanism and 64 agreeing with the proposed bands.

Most comments explaining respondents' support for the proposed banding mechanism mentioned the benefits it could deliver (62 of 78 comments), such as that flexibility (41 mentions) and ease of understanding (18 mentions) may improve.

Respondents from households that included children or young people with SEN were more likely to prefer the existing funding mechanism (36 of 58 responses). However, they were less likely to disagree with the actual bands proposed (26 of 57 responses disagreed, whilst 24 agreed), suggesting that it is the change in mechanism they oppose, rather than the proposed allocation of support within it.

Reasons given for preferring the existing framework mostly referenced anticipated disadvantages of the proposed mechanism (27 of 47 comments), such as views that there is not enough clarity on what support may be provided to support children with SEN (12 mentions), and that parents may lose control over their child's provision (five mentions).

Respondents tended to agree with most of the suggested benefits of the proposed mechanism that were referenced in the consultation, recognising the potential improvements to the range of provision to support children with SEN (134 of 217 respondents agreed), the potential to help them become more independent (127 of 217 respondents agreed), and the greater simplicity for service users' families (111 of 216 respondents agreed). Recognition of these suggested benefits was highest amongst responding places of education.

However, more respondents disagreed (88 of 218) than agreed (84) with the suggestion that the proposed mechanism would deliver the funding necessary to support a child's needs and fewer than half felt that the proposed mechanism would simplify the EHC Plan process for the Local Authority (95 of 216 responses agreed, 55 disagreed).

Almost half of the 140 comments that described impacts of the proposals related to impacts on children (67), most commonly (42) that they may not receive the necessary support. 60 comments also described impacts on schools and SEN Coordinators, where 25 mentioned increased flexibility and 22 mentioned negative impacts on school budgets.

Most of the further comments provided (82 of 118 comments) related to funding of SEN, where 33 mentioned the need for funding for SEN services to be maintained or increased, 23 mentioned more clarity was needed on the proposed banding system, and 16 mentioned a need to engage with parents on how SEN support is funded.

Who responded?

The consultation was communicated to residents and stakeholders through a range of channels that included:

- social media posts drawing attention to the consultation and linking to the consultation web page on the Hampshire County Council website;
- a press release to media organisations in Hampshire, as well as County Councillors and MPs in Hampshire;
- briefings to Hampshire's district authority chief executives, which were also circulated to County Councillors and MPs in Hampshire;
- a school communication sent to head teachers by the Head of Hampshire's Education and Inclusion Service;
- attendance by County Council officers at 11 Hampshire Parent Carer Network (HPCN) meetings where the proposed funding mechanism was described, questions were answered, and the group was encouraged to circulate details of the consultation with their membership;
- internal communications with County Council employees; and
- the County Council's newsletter to Hampshire's town and parish councils.

There were 218 responses to the consultation Response Form, all of which were submitted online:

- 137 were from individuals,
- 80 were from organisations or groups (of which 71 were from a nursery, school, college, or place of education), and
- 1 did not indicate either way.

There were also five separate 'unstructured' responses, where the respondent participated via email instead of using the consultation Response Form, which are also included in this report.

A list of the organisations, groups and businesses that took part in the consultation is provided in Appendix 4, and a profile of participants is provided in Appendix 5.

In order to understand the views of users from groups that could be impacted by changes to the way that top-up funding is paid to state-funded mainstream schools to support children and young people with SEN, analyses looked at the views of the following groups as well as the overall response:

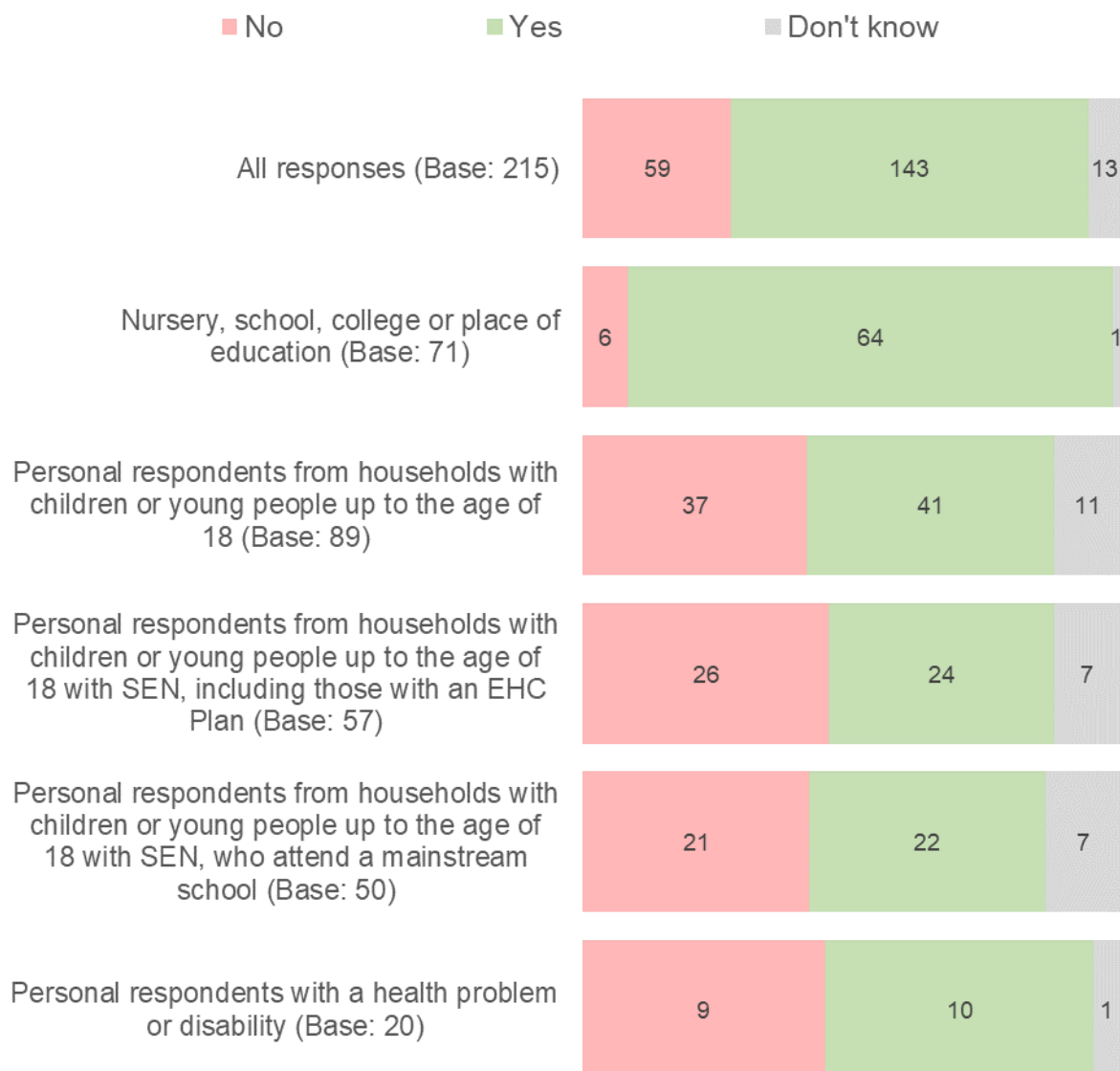
- Responses on behalf of a nursery, school, college, or place of education
- Respondents from households with children
- Respondents from households with children with SEN, including those with an EHC Plan
- Personal respondents from households with children or young people up to the age of 18 with SEN, who attend a mainstream school
- Respondents with a health problem or disability

Findings from the consultation

Views on the proposed funding bands for mainstream schools

Overall, two thirds of respondents (143 of 215) who completed the consultation Response Form agreed with the proposed bands, and just over one in four (59) disagreed:

Question 1: Do you agree with these proposed bands?



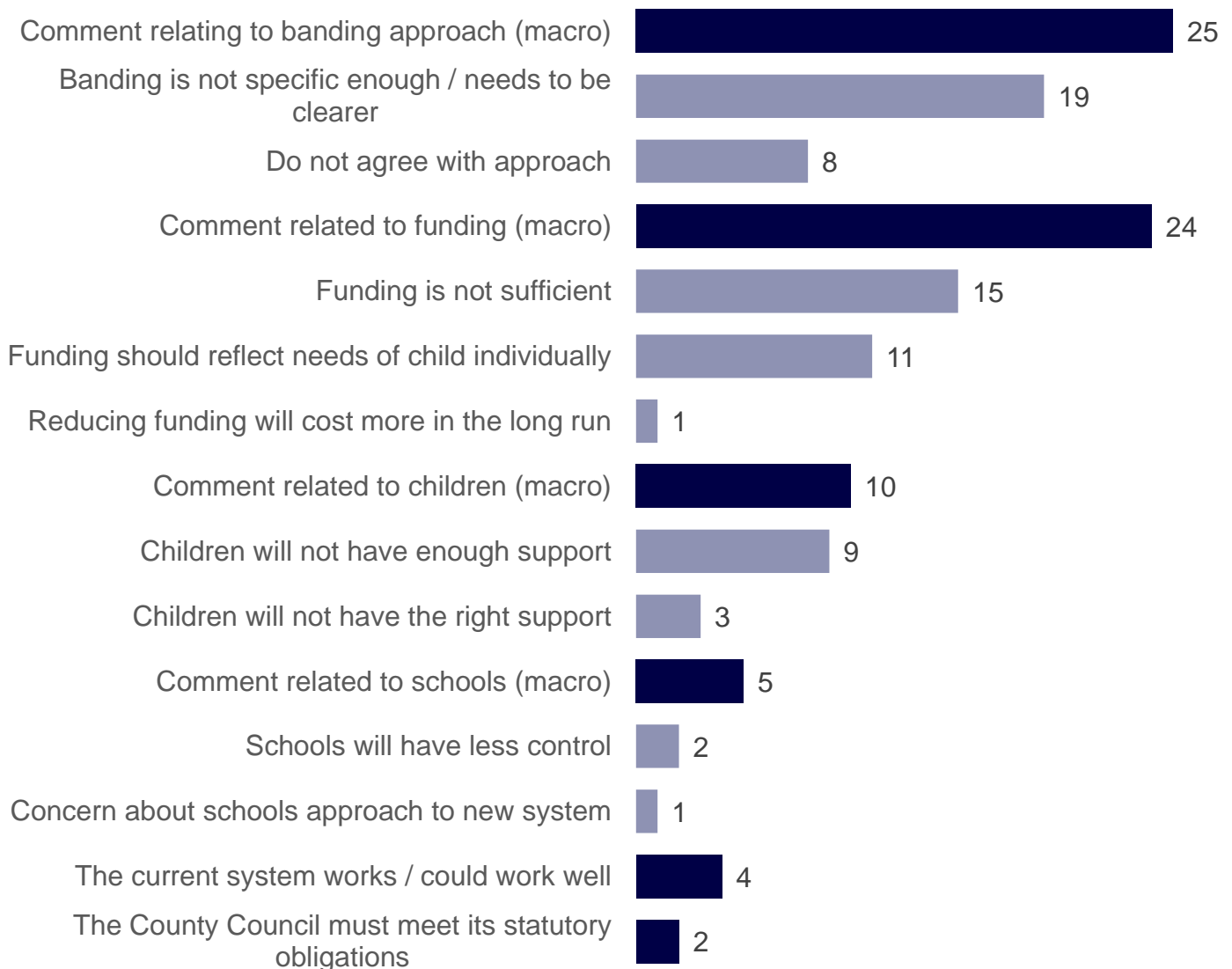
Agreement was highest amongst those responding in a professional capacity on behalf of a nursery, school, college or other places of education (64 of 71)

Those responding from a personal perspective tended to be more divided in their view – particularly where someone in their household had a disability or SEN. For

example, 26 out of the 57 responding parents of children with SEN disagreed with the proposed bands and 24 of the 57 agreed.

Respondents who disagreed with the proposed bands were asked to explain why they felt this way. 55 comments were provided, with 25 related to the banding mechanism, of which 19 mentioned that the proposed bands were unclear and eight noted opposition to the general principle of a banding approach.

**Question 1a: If you would like to explain your reasons for disagreeing with these bands, please do so below
(Base: 55 comments)**



24 comments related to funding, with 15 of these stating that the funding for the bands is insufficient, and 11 that the funding available should relate to the child's individual needs, as opposed to being allocated a band.

"These bands are very vague. And there is no way of specifically allocating the right band to the right child."



In addition, 10 comments related to children, most frequently noting that they would not receive adequate support from a banding mechanism (nine mentions).

“I feel these changes will make it harder for my autistic son to get the help he needs in the classroom. He relies on his LSA to relay what the teacher says into a context he can understand. Without the LSA help he feels he would not be able to keep up.”



This spread of responses was consistent amongst different groups of respondents, although the 21 responses from those living in households with a child or young person with SEN more frequently mentioned either funding and/or the availability of support for children (13 mentions), double the number that commented on the banding mechanism itself (six mentions). This suggests that those who live with children with SEN tend to be more concerned with the provision of resources than the actual framework that delivers support for children with SEN.

“As a parent I need to know that the school have a legal duty to provide what has been agreed, and not use the money flexible to assist all children.”

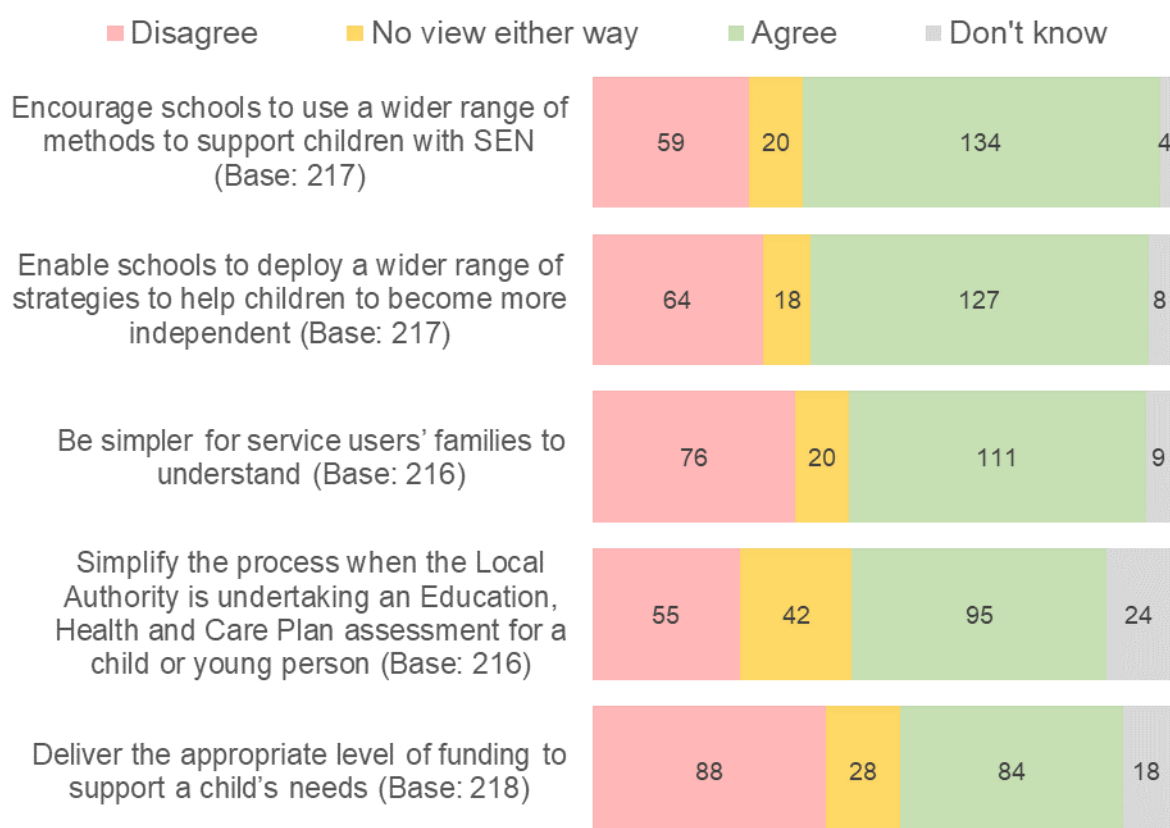


Views on the suggested benefits of the proposed framework

Whilst the majority of respondents felt the proposed framework would improve schools' ability to support children's education and independence through a more diverse range of methods, and be easier to understand, they were less sure if it would be simpler to apply and were almost totally split (with a slight majority disagreement) as to whether the proposed framework would provide the necessary resources for schools to support children's needs.

The suggested benefits, in order of the highest level of agreement, are shown below:

Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would...

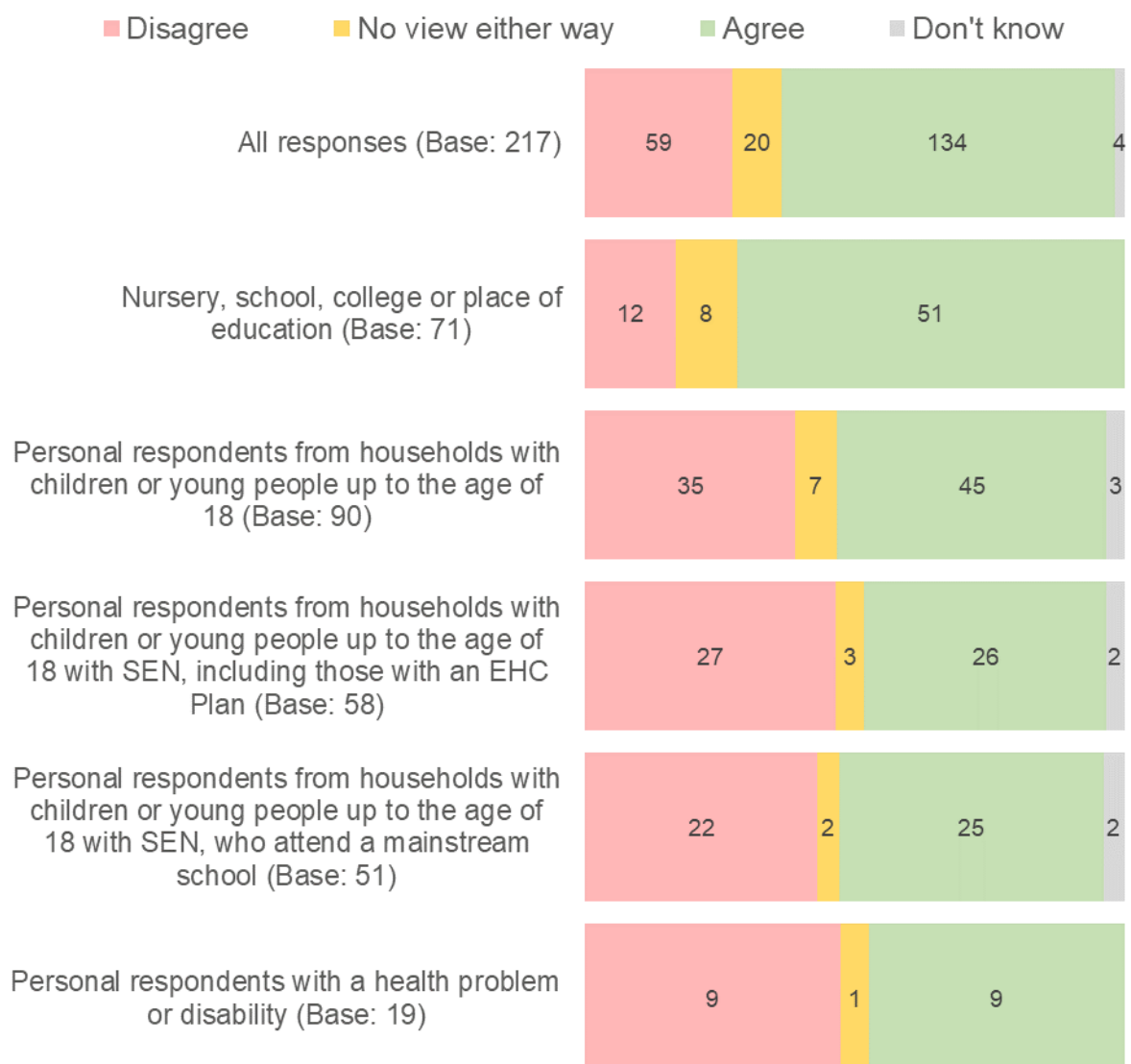


It is also worth noting the level of uncertainty about all of the anticipated benefits, which needs to be further explored to help understand and mitigate any impacts. The views of different groups regarding each of these individual statements are therefore set out over the following pages.

Encouraging schools to use a wider range of methods to support children with SEN

Overall, 134 of 217 respondents (just over six in ten) agreed that the proposed framework would encourage schools to use a wider range of methods to support children with SEN, whilst 59 (fewer than three in ten) disagreed.

Question 2a: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would encourage schools to use a wider range of methods to support children with SEN?



Responses submitted on behalf of places of education tended to agree that the new framework could improve the offer that schools could provide to children with SEN. However, the parents and carers of these children were more divided in their views.

51 out of 71 responding places of education felt that schools would be encouraged to use a wider range of methods to support children with SEN.

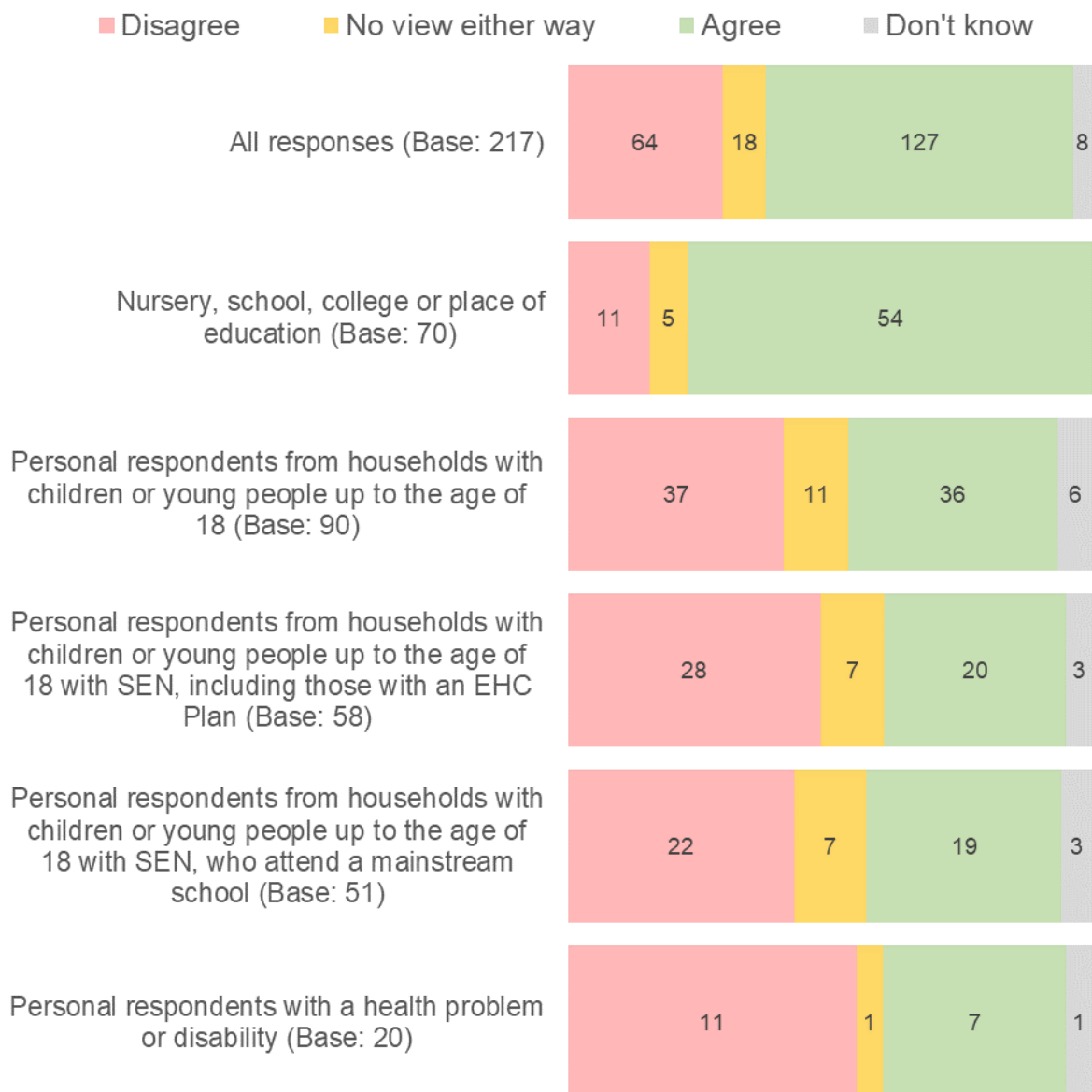
In contrast, respondents from households that included children or young people up to the age of 18 with SEN were split on the issue, with 27 of 58 disagreeing and 26 agreeing. Respondents from households with children or young people with SEN in a mainstream school were also split in their views, with a small preference towards agreement (25 of 51 responses agreed, 22 disagreed).

Respondents with a health problem or disability were just as likely to agree (9 of 19) as disagree with this statement.

Enabling schools to deploy a wider range of strategies to help children to become more independent

Most respondents agreed that the proposed approach would enable schools to deploy a wider range of strategies to help children to become more independent, with respondents almost twice as likely to agree (127 of 217 responses) as disagree (64).

Question 2c: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would enable schools to deploy a wider range of strategies to help children to become more independent?



However, the data suggests a difference of opinion between 'professional' and 'personal' respondents, wherein schools believed the proposed change would support better outcomes for children, whilst those who lived with children and young people with SEN were less optimistic about the proposed change in this regard.

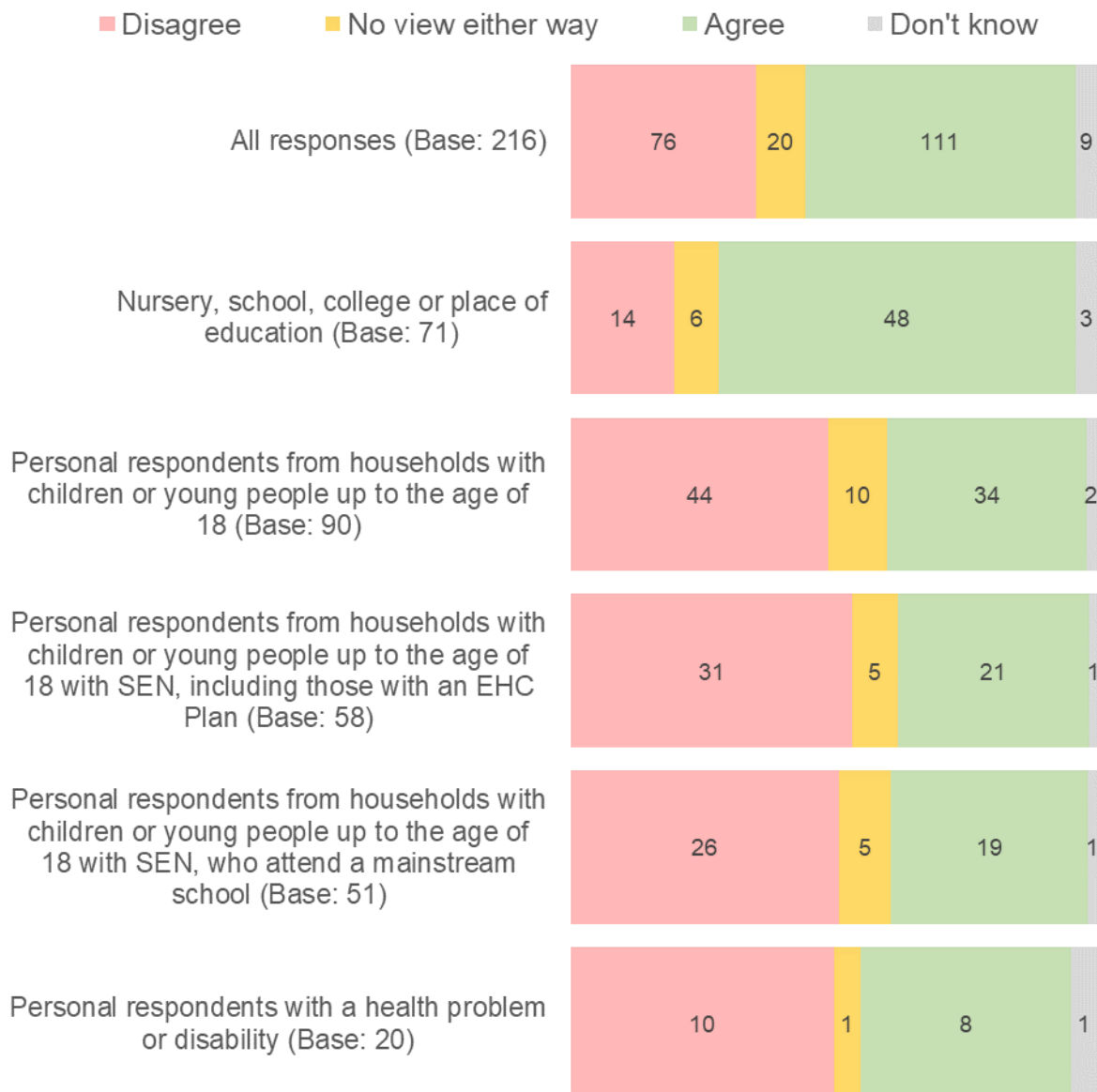
Most nurseries, schools, colleges, and other places of education that responded to the consultation agreed that the proposed framework would help schools to improve children's independence through a wider range of strategies (54 of 70 responses), whilst 11 disagreed.

Respondents from households with children or young people up to the age of 18 were split on this matter, with 37 of 90 respondents disagreeing and 36 agreeing. However, respondents from households with children with SEN were more likely to disagree (28 of 58 responses) than agree (20), as were respondents with a health problem or disability (of whom 11 out of 20 disagreed).

Being simpler for service users' families to understand

Just over half of all respondents (111 of 216 responses) felt that service users' families would find the proposed banding mechanism simpler to understand than the existing framework, compared with 76 who disagreed.

Question 2e: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would be simpler for service users' families to understand?



The feedback suggests that whilst schools believe that families would find the proposed framework easier to understand (48 out of 71 respondents in agreement),

this was not necessarily the view of parents, carers and families of children and young people with SEN in a mainstream school.

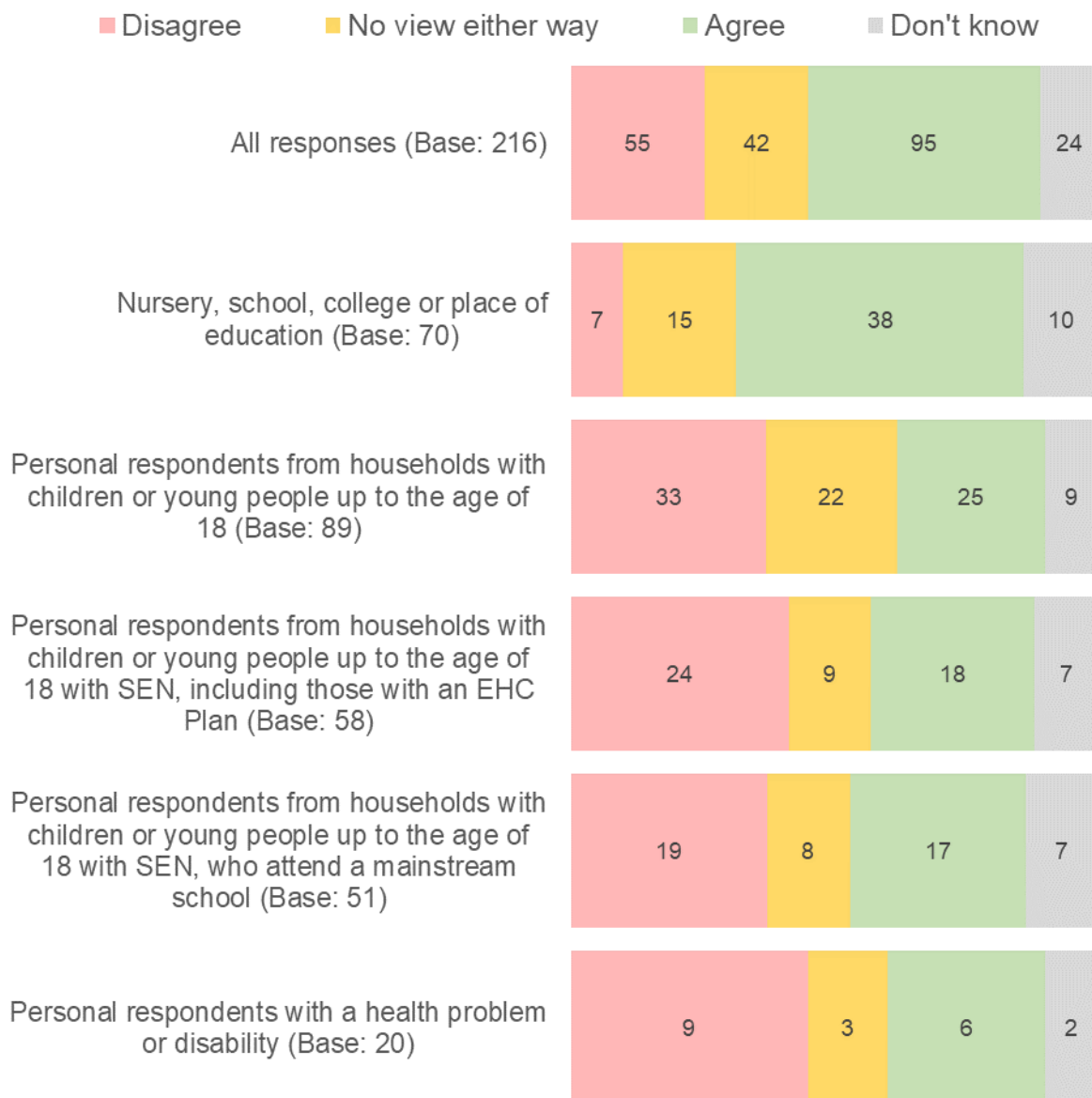
Most notably, responses from those who live with a child or young person with SEN in a mainstream school, to whom the question directly related, showed a slight majority in disagreement (26 of 51 responses). Individuals who lived with children and young people with SEN were also more likely to disagree (31 of 58 responses) than agree (21).

Simplifying the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person

95 respondents agreed that the proposed approach would simplify the process of undertaking EHC Plan assessments, and just over half that number (55) disagreed.

However, this statement was also the most likely to see respondents answering that they had no view either way (42 of 216 respondents) or that they did not know (24), suggesting more uncertainty around this statement than amongst others.

Question 2d: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would simplify the process when the Local Authority is undertaking an EHC Plan assessment for a child or young person?



Given that this question relates to the EHC Plan assessment process, which is not a process with which many people without experience of SEN are familiar, it is perhaps unsurprising that there was a greater proportion of 'no view either way' and 'don't know' responses than seen in other questions.

This is indicated by the fact that respondents with children or young people with SEN were less likely to respond in this way. Instead, they were more likely to disagree (24 of 58 responses) than agree (18).

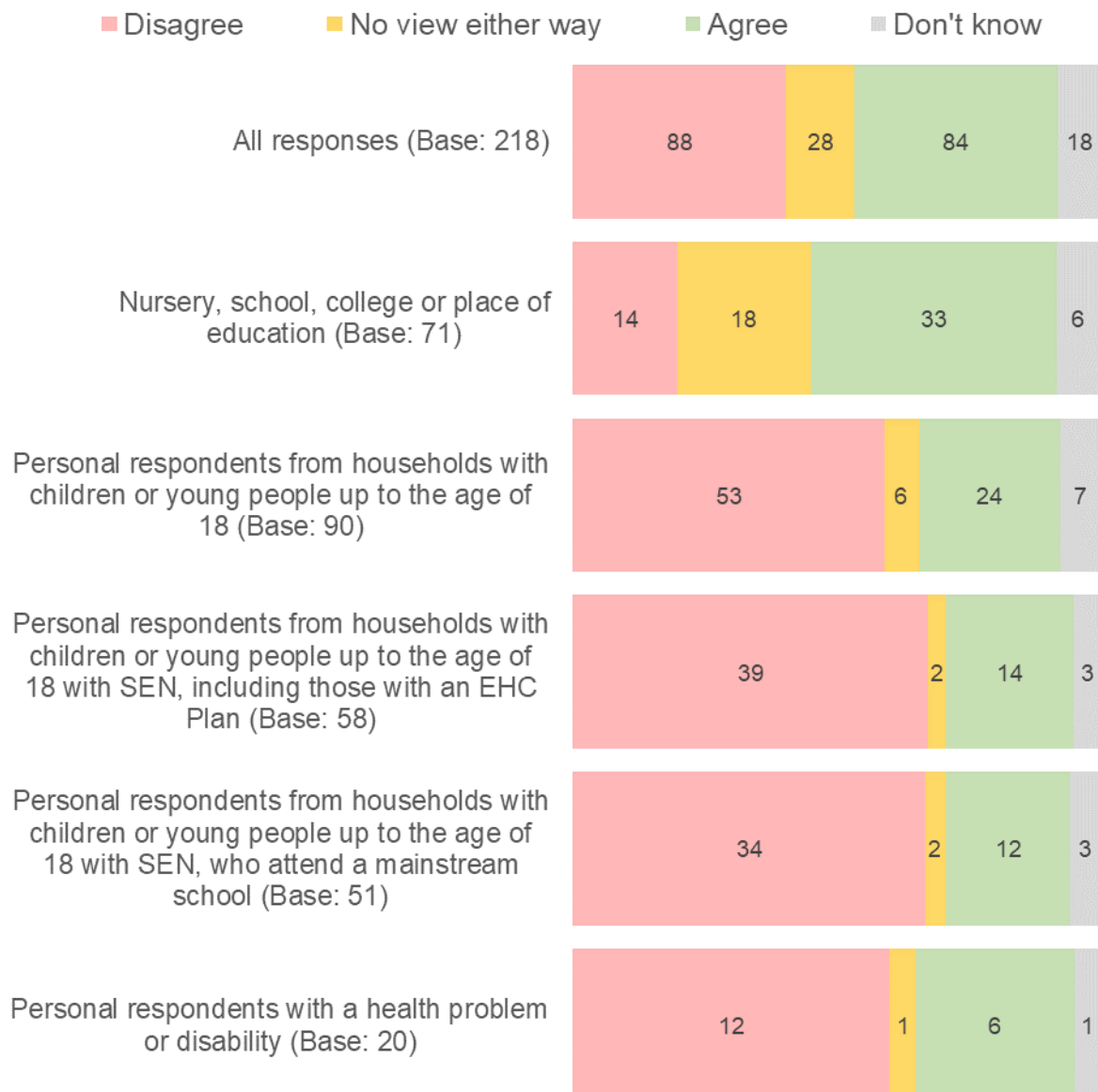
Almost half of respondents with a health problem or disability disagreed that the proposed approach would simplify the process of undertaking EHC Plan assessments (nine of 20 respondents), compared with six who agreed.

Most places of education that responded (38 of 70 responses) agreed, whilst seven disagreed.

Delivering the appropriate level of funding to support a child's needs

88 of 218 respondents disagreed with the suggestion that the proposed approach would deliver the appropriate level of funding to support a child's needs, whilst 84 agreed.

Question 2b: Compared with the existing funding mechanism...do you believe that this proposed approach to allocating resources would deliver the appropriate level of funding to support a child's needs?



This indicates that the views of respondents were divided on this matter, with a clear variance between the views of respondents from households with children or young people – who tended to disagree that the proposed approach would deliver the appropriate level of funding – and the views of respondents who represented places of education – who were more likely to agree than disagree.

Just under half of the places of education that responded (33 of 71) agreed with this statement, and one in four (18) had no view either way. A smaller proportion (14, one fifth) of this group felt that the proposed framework would not provide the resources required by schools.

The majority of respondents who resided with children or young people disagreed that the proposed framework would provide the resources required to support children's needs (53 of 90 respondents), compared to one in four (24) who agreed. The level of disagreement was higher where the household included children or young people with SEN (39 of 58 respondents), and where the child with SEN attended a mainstream school (34 of 51 respondents).

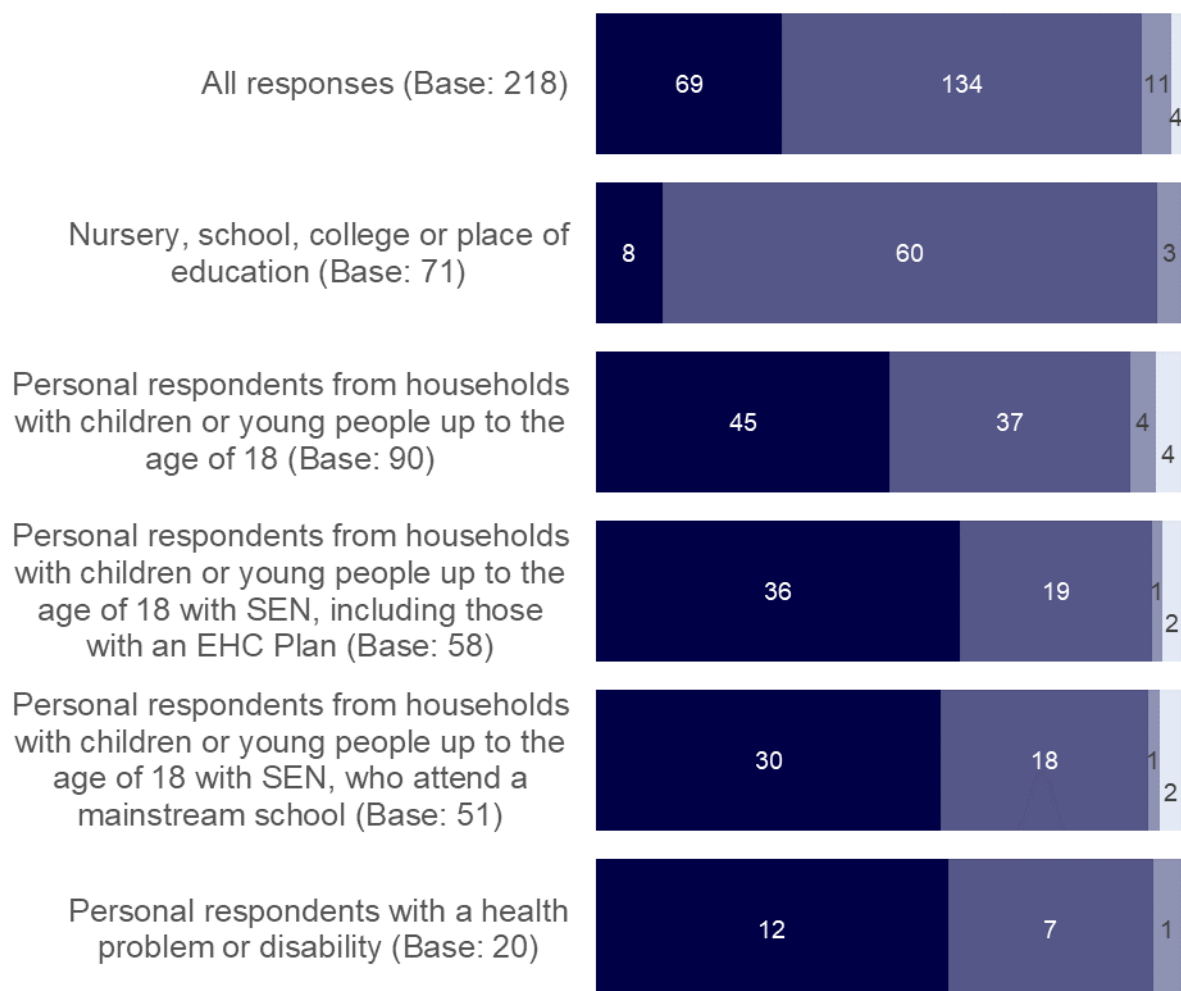
Respondents with a health problem or disability were twice as likely to disagree with this statement than agree, amongst whom 12 of 20 disagreed and 6 agreed.

Respondents' preference for a funding model for mainstream schools

When asked to express a preference for a funding mechanism for mainstream schools with children or young people who have SEN, there was a strong preference for the proposed banding mechanism, with almost twice as many (134 of 218 responses) preferring this to the existing system (69):

Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?

- Current mechanism (based on the equivalent number of hours of learning support assistance)
- Proposed mechanism (bands based on the level of need of the child or young person)
- Don't know
- No preference



Schools, nurseries, colleges, and places of education were most strongly in favour of the proposed framework. Given that these respondents are in the strongest position to understand the potential impact of the proposed framework on schools' operations, this support for the framework is noteworthy.

Contrary to these views, personal respondents with child or young person with SEN in their household were almost twice as likely to prefer the existing framework (36 responses) over the proposed framework (19).

Respondents with a health problem or a disability were also more likely to prefer the existing mechanism (12 responses) over the proposed system (seven responses).

Respondents were asked to explain why they preferred the option they selected, be it the current funding mechanism, or the proposed banding mechanism.

Reasons why respondents preferred the current funding mechanism

The chart on the next page groups the comments that explain a preference for the existing mechanism over the proposed banding mechanism.

Of the 47 comments provided, the majority (27) described disadvantages that the respondent attributed to the proposed banding mechanism. These most frequently related to a lack of clarity on what support would be provided under a banding mechanism, in contrast to expectations around the existing mechanism which quantifies support in relation to hours per week of one-to-one support. In addition, there were five mentions that parents would have less control over the support their child receives, and four mentions that SEN services may no longer be provided in the form of one-to-one support.

"It provides greater transparency on where the money is being spent on support for your child"



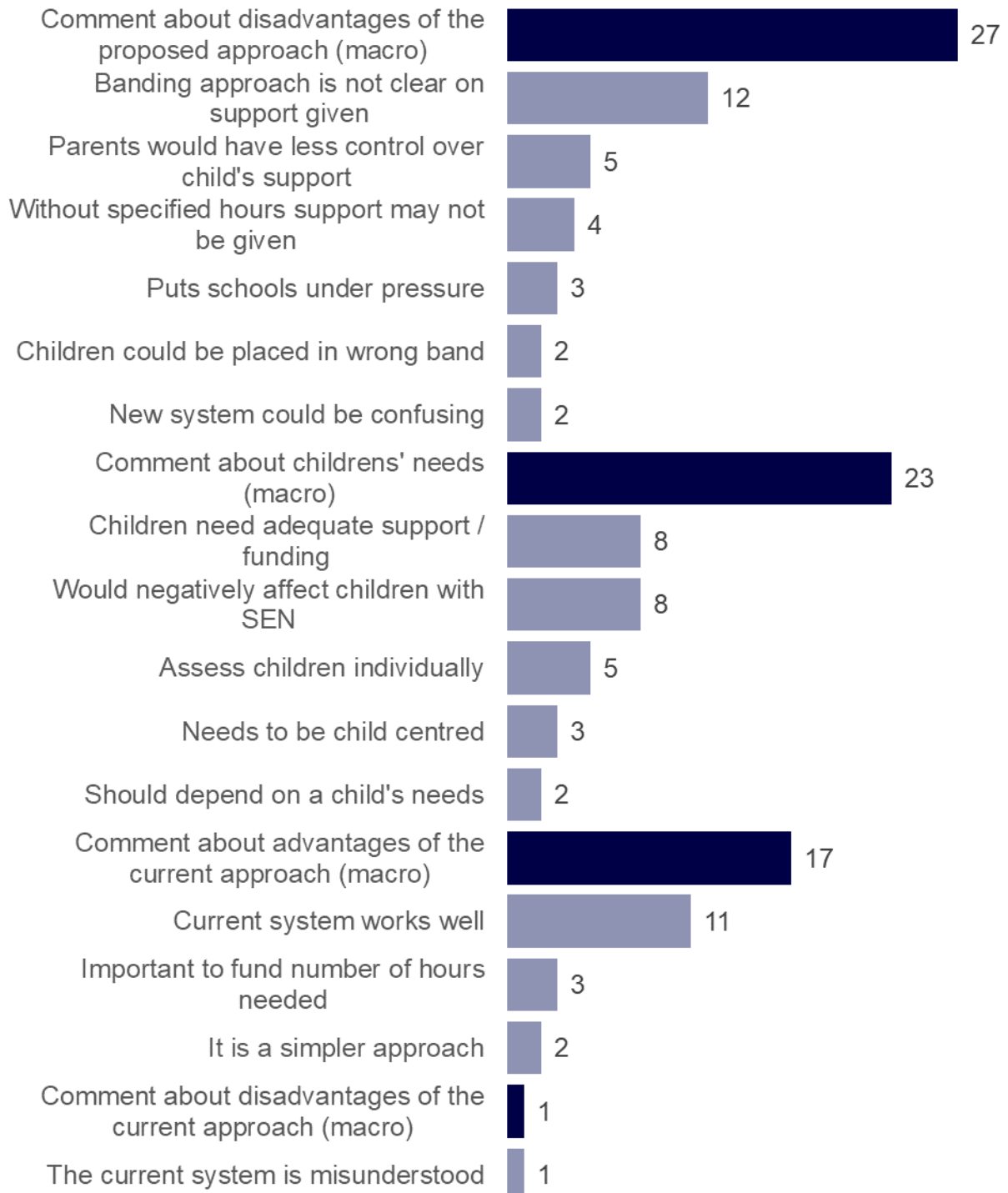
23 comments mentioned the needs of children. A diverse range of comments were provided in relation to this, with eight mentions of a need for adequate support and funding, eight mentions of concerns about impacts on children with SEN, and five mentions that children need individual assessments of their needs.

17 comments described advantages of the existing mechanism. Of these, 11 mentioned that they felt the current system works well, three felt that the link to the number of hours of support was important, and two felt the existing framework is simpler than the proposed alternative.

The comparative number of comments suggests that the respondents who preferred the existing banding mechanism were more likely to do so because of the concerns

about the proposed mechanism, as opposed to advantages of the existing mechanism.

Q3a: If you would like to explain your reasons for your answer, please do so below (Responses of those who preferred the current mechanism, Base: 47 comments)

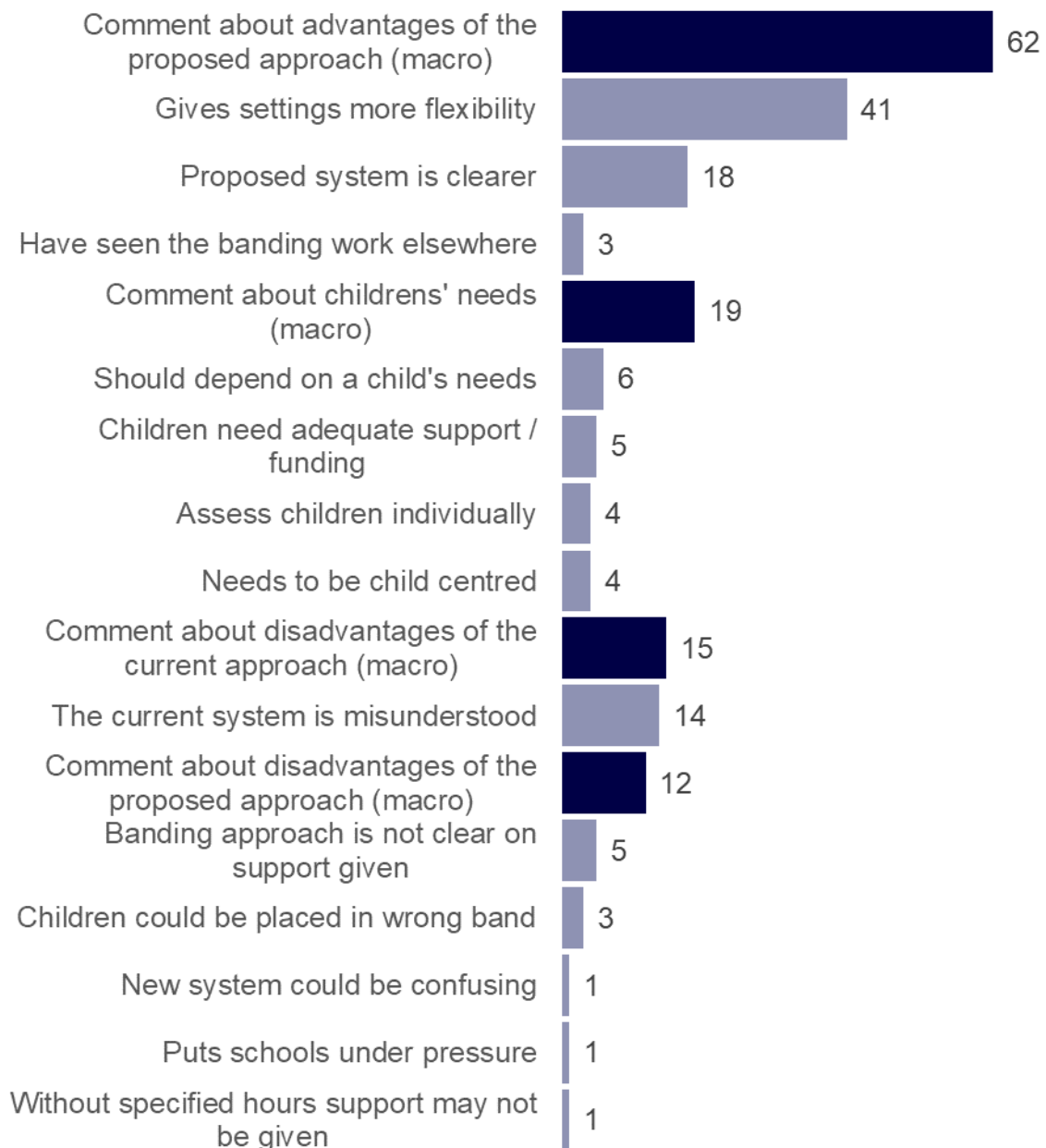


Reasons why respondents preferred the proposed funding mechanism

Of the 78 comments explaining support for the proposed funding mechanism, the majority (62) related to benefits of the proposal. In particular, the flexibility of the proposed mechanism was mentioned by 41 respondents, 18 felt the banding framework would be clearer, and three referred to having seen a similar system successfully employed elsewhere.

This suggests that the respondents who preferred the proposed banding mechanism most frequently did so because of the potential advantages it offers, as opposed to disadvantages of the existing mechanism.

Q3a: If you would like to explain your reasons for your answer, please do so below (Responses of those who preferred the proposed banding mechanism, Base: 78 comments)



“The current system causes confusion for parents who believe their child will receive 1:1 support for the time stated on their EHCP. As a school we allocate funding in a more flexible way than this but are often challenged in this approach by parents.”



“I worry greatly that sticking a child with one person and experiencing limited interventions and one type of pedagogy might not unlock the potential within. The benefits, for example, of peers working together are clear and I appreciate the opportunities that flexibility may provide for a child when carried out properly.”



19 comments related to the needs of children, specifically that there was support for the proposed framework provided that the SEN support be:

- needs-based (six mentions);
- adequately resourced and funded (five mentions);
- with an expectation that every child be assessed individually (four mentions);
- and
- child-focused (four mentions).

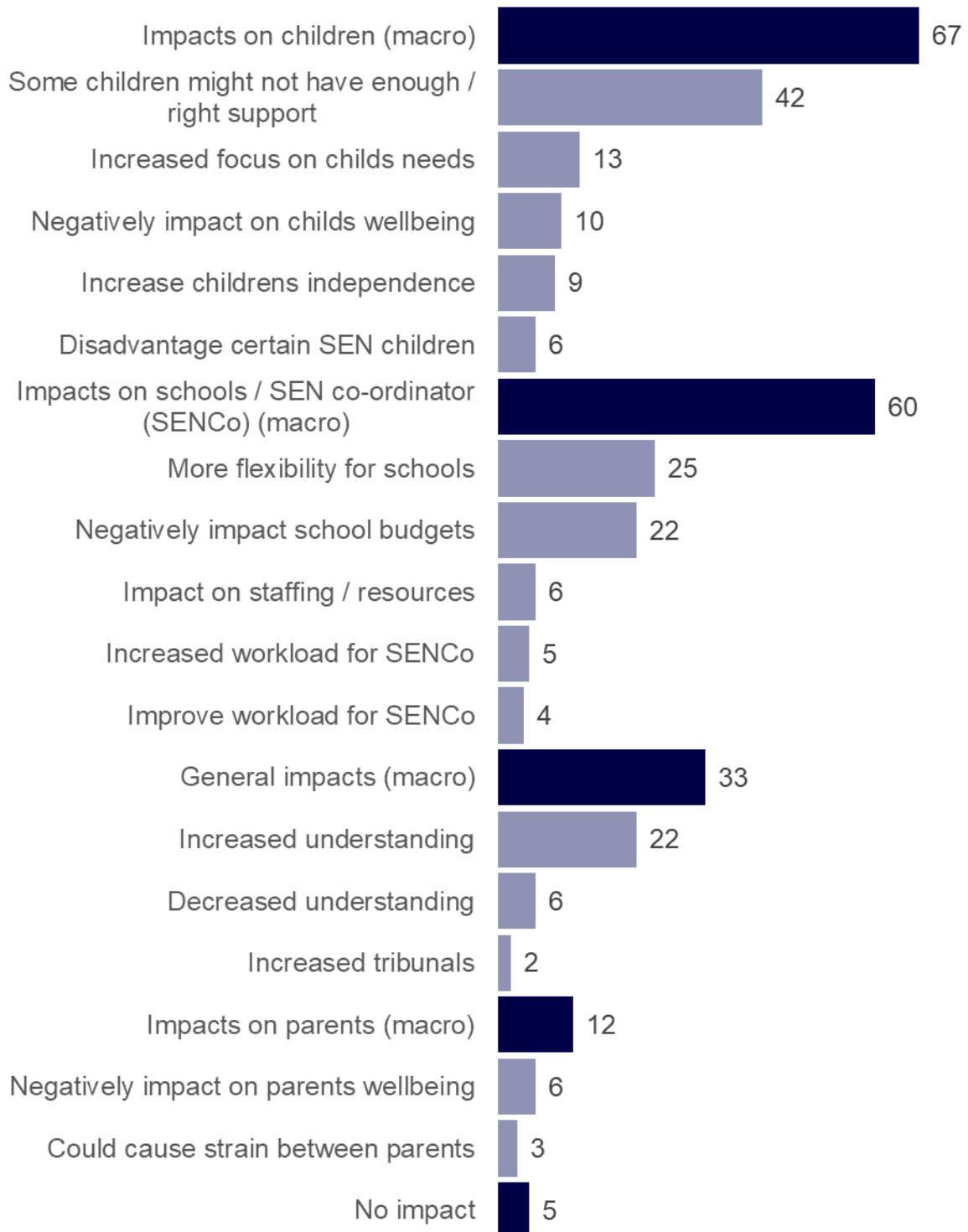
15 comments mentioned that there are problems with the current mechanism, amongst which 14 specified that the current mechanism can be misunderstood.

12 comments were supportive of the proposed change, but identified potential disadvantages associated with it, specifically that the mechanism would not specify what support would be provided (five mentions), and that there is a risk of children being allocated to the incorrect band (three mentions). Others mentioned that the new mechanism could be confusing, place schools under pressure, or that support may not be provided as effectively as in the existing mechanism (one mention each).

Impacts of the proposed changes

The anticipated impacts of the proposed changes, both positive and negative, are summarised below:

Q5: Please describe what, if any, impact the proposals in this consultation could have on you or your family, or people you know or work with (Base: 140 comments)



As can be seen, the largest number of impacts reported related to children (67 mentions). Most of these comments (42) referred to the possibility that children would no longer receive the support they require, and 10 comments mentioned possible impacts on child wellbeing. As well as this, six mentioned that there could be an impact on children with specific SEN conditions, with higher levels of SEN, physical disabilities, and Down Syndrome specified. In contrast, 13 respondents suggested a positive impact of the proposed changes could be an increased focus on the child's actual needs, and nine mentioned that children may have more independence as a result of the proposed funding mechanism.

"I feel my son will lose out on crucial help he currently gets. He absolutely needs the current help he gets to keep his anxiety under better control and help him understand and communicate in the classroom."



"I feel it would shift the focus from 'hours with an adult' to the needs of the individual pupil."



60 comments referred to impacts on schools and SEN Coordinator (SENCo) staff. 25 of these described the beneficial impacts of greater flexibility for schools, whilst four mentioned that the workload for SENCos could improve. On the other hand, 22 felt that there would be a negative impact on school budgets, and five that SENCos would see an increased workload. The potential for a negative impact on staffing and other resource-based impacts were also mentioned by six respondents.

"This will make my role as SENCo easier with planning provision and responding to a fixed budget, rather than battling with parents counting hours of provision which may not have the impact of other provisions available"



"As a SENCo, I am worried about the increased workload this might cause me in terms of working out funding given and what support this equates to."



More generalised impacts were mentioned in 33 comments, with the majority of these (22) anticipating an increased understanding of SEN service provision if the proposed mechanism is implemented, whilst six felt that there would be less understanding. Two comments suggested that there could be more challenge for decision making, leading to a rise in the number of tribunals.

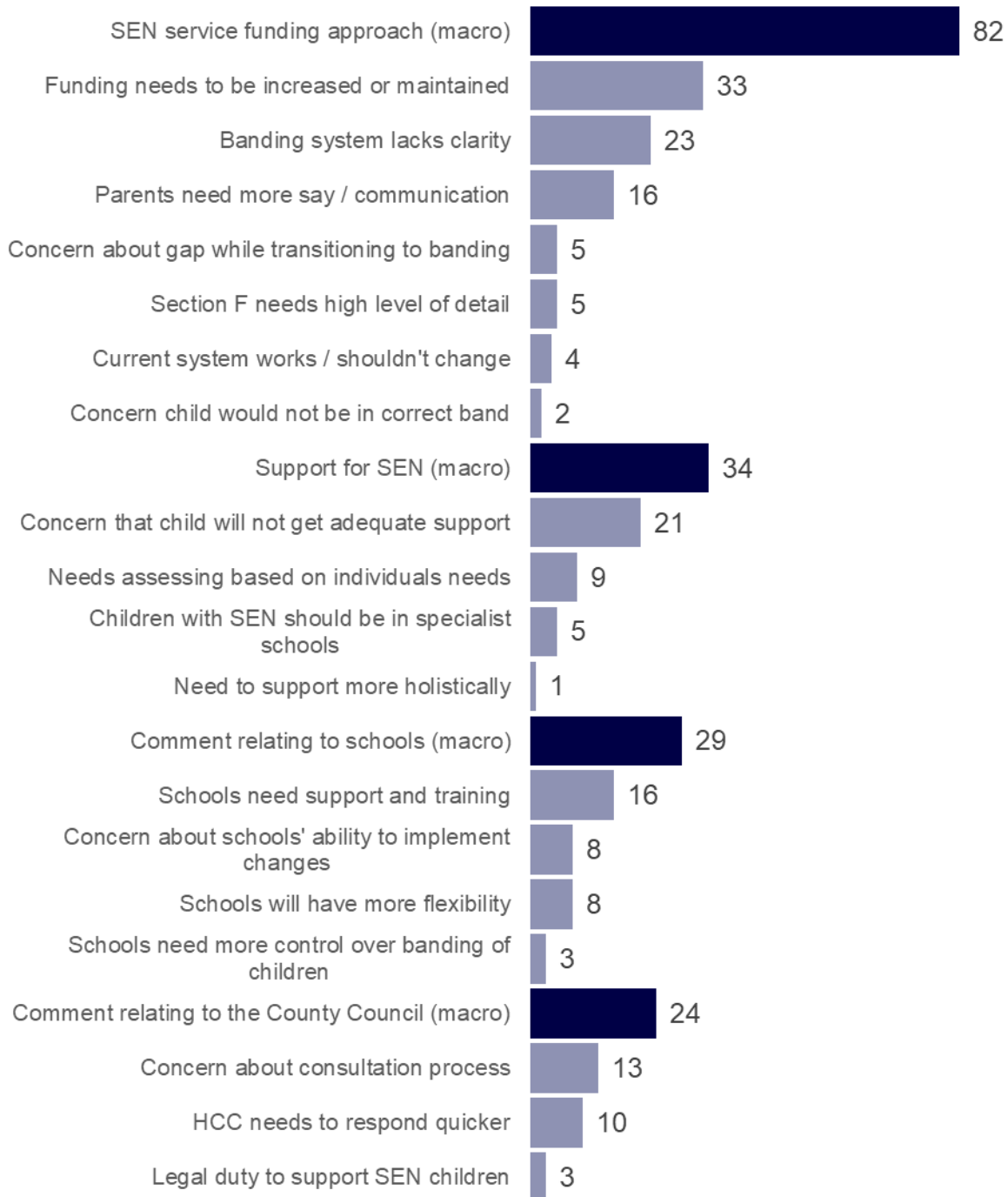
12 of the responses mentioned impacts on parents which, where more information was provided, described impacts on their wellbeing (six mentions) and strain between parents (three mentions).

When broken down by respondent type, places of education were most likely to refer to impacts on schools (28 of the 42 comments provided by this group), whilst personal responses most frequently referred to impacts on children (28 of the 46 comments provided by this group), indicating that different groups provided impacts relevant to their own areas of knowledge.

Further comments and suggestions

Further comments and suggestions provided by respondents to the consultation are summarised below:

Q4: If you have further comments on the proposals in this consultation, or alternative suggestions on how the County Council could improve the funding mechanism for children / young people with SEN with EHC Plans, please include below (Base: 118 comments)



84 of the 118 comments provided referred to issues around funding for SEN. In relation to the approach to funding SEN services (84 mentions), the most common point made was that funding should be maintained or increased. 23 comments mentioned that there should be more detail on the proposed banding mechanism. In addition, 16 felt that there should be more communication and engagement with parents in how SEN support is funded in mainstream schools.

"It is vital that budgets are not reduced in any way and that the current top up funding in place is not affected."



Comments relating to support for SEN (34 mentions), most frequently referred to concerns that children may be unable to receive the support they need under the proposed funding mechanism. Nine comments mentioned that the needs of individual children should be the focus of assessments, and five comments expressed a view that children with SEN should be in specialist education settings as opposed to mainstream schools.

"I believe that taking the number of hours of learning support out of the EHCPs will help to develop a consistent understanding between schools and parents as to how the funding can be used to support their child. This will hopefully prevent an over-reliance on 1:1 support assistants ... However, I am concerned that the funding structure does not have the flexibility to match all children's differing levels of need as there are large funding differences between the bands, especially between Enhanced Band B and the Exceptional Band."



The 29 comments relating to schools largely referred to their need for support, including training for teachers and school staff to be able to offer more flexible SEN support in mainstream education (16 mentions), and concerns about their capacity to implement changes (eight mentions). Expectations that the proposed mechanism would give schools more flexibility in how they support children with SEN (eight mentions) were also described.

"Schools who are well-trained and proactive in being creative in how support children on an individualised basis using the new model are likely to do well working within the new proposed model (if each child's Section F outcomes are well-written). However, schools who are not well-trained or well-informed are likely to find this difficult and I am concerned that the child with the EHCP may miss out."



Of the 24 comments relating to the County Council, 13 mentioned concerns about the consultation approach, such as views that the public (including parents of children with SEN) were not adequately informed of this consultation, that HPCN should have been more involved, that the consultation process should have been given more time, and that the consultation materials and communications did not

answer all of their questions. 10 comments mentioned feelings that the County Council can take too long to respond to queries or to complete EHC Plan assessments. Three comments referred to the Council's need to continue to meet their responsibilities under their legal duty to children and young people with SEN, regardless of any changes that are made.

Unstructured responses

The consultation received five 'unstructured' responses, all of which were submitted via email. These are responses that were made within the consultation period but were not submitted using the consultation Response Form.

One comment mentioned that the respondent was opposed to the introduction of a banding mechanism, due to concerns about the perceived impacts on children with SEN.

The unstructured responses also described the following views and experiences:

- Four respondents commented that the consultation lacked detail, or that more information was required, with two respondents requesting more information on the consultation proposals from the Council. In particular:
 - three mentioned a need for more financial information relating to the banding mechanism;
 - two mentioned a need for more details of impacts on SEN services; and
 - two mentioned that there should be more detail on the modelling used to assess the banding mechanism's efficacy
- Three respondents mentioned concerns about the impacts of the proposed funding mechanism, with two specifying financial impacts on schools, two relating to impacts on SEN provision, and one mentioning that it could make parents' decisions on where to send their child more difficult
- Two respondents mentioned that the County Council should ensure that EHC Plans are processed and assessed more quickly
- There was one mention amongst these responses of each of the following:
 - That the consultation proposals were too complex
 - That there would be a greater role and training need for teachers if the proposed banding mechanism were implemented
 - That it can be hard to find a mainstream school able to cater for child with complex SEN
 - That the County Council has a legal duty to ensure the support specified in a child's EHC Plan is available
 - That the expected benefits of the banding mechanism could be delivered without a change to the funding system
 - That the online information sessions delivered during the consultation were not useful
 - That there should be more consideration of exceptional circumstances in SEN provision
 - Praise from the respondent for the work of the school supporting their child with SEN

Appendices

Appendix 1 – Research approach

The County Council carried out an open consultation from Monday 12 October 2020 until Sunday 06 December 2020. The consultation was designed to give all Hampshire residents and wider stakeholders the opportunity to have their say about the proposal to change the way that top-up funding is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan. The public living outside Hampshire were also able to respond.

Responses could be submitted through an online Response Form, available at www.hants.gov.uk/aboutthecouncil/haveyoursay/consultations/sen-banding or as a paper form, which was made available on request. An easy read version was also produced. Alternative formats were also available on request. Unstructured responses sent through other means, such as via email or as written letters, and received by the consultation's closing date were also accepted. A summary of these findings is included as part of the consultation findings.

Of the 218 responses received to the consultation Response Form, 10 responded using the easy read Response Form and 208 responded using the standard Response Form.

In addition, five 'unstructured' responses were received during the consultation via email.

An Information Pack was produced alongside the consultation, providing information about each of the options presented. The Information Pack was also made available in easy read format.

Appendix 2 – Interpreting the data

The analysis only considers actual responses – where ‘no response’ was provided to a question, this was not included in the analysis. As such, the totals for each question may add up to less than 218 (the total number of respondents who replied to the consultation Response Form). As the consultation was an open exercise, its findings cannot be considered to be a ‘sample’ or representative of the Hampshire population. All consultation questions were optional.

Open-ended responses were analysed by theme, using an inductive approach. This means that the themes were developed from the responses themselves, not pre-determined based on expectations, to avoid any bias in the analysis of these responses. These themes, brought together into code frames, were reviewed by the researchers throughout their analysis of the findings to ensure that they were accurate and comprehensive.

Publication of data

All data is processed according to the General Data Protection Regulations as detailed below:

Hampshire County Council adheres to the requirements of the UK Data Protection legislation. Hampshire County Council is registered on the public register of data controllers which is looked after by the Information Commissioner. The information that was provided through the Response Form will only be used to understand views on the proposals set out for this consultation. All individuals’ responses will be kept confidential and will not be shared with third parties, but responses from organisations may be published in full. Responses will be stored securely and retained for one year following the end of the consultation before being deleted or destroyed.

Where the information provided is personal information, there are certain legal rights. Respondents to the consultation may ask us for the information we hold about them, to rectify inaccurate information the County Council holds about them, to restrict our use of their personal information and to erase their personal data. When the County Council uses personal information on the basis of consent, individuals also have the right to withdraw your consent to our use of their personal information at any time.

Appendix 3 – Consultation Response Form

Consultation on Hampshire County Council’s proposed Special Educational Needs (SEN) banding framework for mainstream schools with children and young people who have Education, Health and Care (EHC) plans



Introduction

Hampshire County Council is seeking residents’ and stakeholders’ views on its proposal to change the way that top-up funding is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan.

The consultation is open from Monday 12 October 2020 and closes at 11:59pm on Sunday 06 December 2020. Please note that any responses received after this date will not be included in the consultation Findings Report.

It is advised that you read the accompanying Information Pack, which can be found at www.hants.gov.uk/sen-banding, before completing this Response Form as it contains important information about the proposals.

If you were provided a return envelope then please use this to return the completed Response Form, or post it to:

**SEN Consultation
Children's Services Department
Hampshire County Council
EII Court North 1st Floor
The Castle
Winchester
SO23 8UJ**

You can also complete this form online. The online Response Form is available at www.hants.gov.uk/sen-banding.

Privacy notice

Hampshire County Council is collecting information about you through this response form in order to understand your views on the proposed Special Educational Needs (SEN) banding framework. We will use the information to inform decision makers of the views and feedback of consultation respondents. If you supply a postcode this may be used with customer segmentation tools to understand different types of respondent. All data will remain within the UK, and will not be shared with any third parties. We will keep your personal information for one year, at which point it will be deleted or destroyed.

You have some legal rights in respect of the personal information we collect from you. Please see our website Data Protection page for further details. You can contact the County Council’s Data Protection Officer at data.protection@hants.gov.uk. If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

Completing this response form

There are five sections to this questionnaire, which are about the following:

Proposed funding bands for mainstream schools

The features of the proposed framework

Your preferred funding model for mainstream schools

Further comments

About you

Proposed funding bands for mainstream schools

The proposed bands are explained on page 11 of the consultation Information Pack, which can be found at <https://www.hants.gov.uk/sen-banding>.

These bands would not be expected to deliver a financial saving to the County Council. They have been developed to support the needs of children with SEN, not to reduce spending.

The proposed bands are:

SEN support. For children and young people with SEN of one type or another, where provision can be made by mainstream schools from the resources that are ordinarily available to them

Targeted Level Funding. For children who require a level of additional or different SEN support at times throughout the day, which may exceed what the school can provide from its budget

Enhanced Level Funding. For children requiring ongoing strategies, intervention and additional SEN support specifically designed for their needs, which may exceed what the school can provide from its budget, and is at a higher level than that required for provision at the targeted support level

Exceptional Level Funding would be given by the Local Authority on an entirely discretionary basis, when EHC assessment demonstrates that the child's SEN and the provision to meet those needs goes beyond what might be provided in mainstream school at Enhanced support level. All considerations for Exceptional level funding would be scrutinised by an Exceptional Funding Panel, comprising representatives from schools, the Local Authority, NHS and Social Care

Question 1: Do you agree with these proposed bands?

Yes

No

Don't know

If you disagree with these proposed bands, and would like to explain your reasons for this, please do so below:

The contents of the proposed framework

This proposal is explained on pages 6 to 12 of the consultation Information Pack, which can be found at <https://www.hants.gov.uk/sen-banding>.

Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would...

	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
Encourage schools to use a wider range of methods to support children with SEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliver the appropriate level of funding to support a child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enable schools to deploy a wider range of strategies to help children to become more independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be simpler for service users' families to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your preferred funding model for mainstream schools

This proposal is explained on pages 6 to 12 of the consultation Information Pack, which can be found at <https://www.hants.gov.uk/sen-banding>.

Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?

- Current mechanism:** One based on the equivalent number of hours of learning support assistance (which does not mean hours of 1:1 support for the child or young person) the funding could provide, although the funding could be used for other types of support that the school felt would be most suitable
- Proposed mechanism:** One based on the level of need of the child or young person, with different levels of need (bands) being allocated different amounts of funding, which the school could allocate to whatever types of support that the school felt would be most suitable in consultation with parents
- Don't know
- No preference

If you would like to explain your reasons for your answer, please do so below:

Further comments

Question 4: If you have any further comments on the proposals in this consultation, or alternative suggestions on how the County Council could improve the funding mechanism for children or young people with Special Educational Needs with Education, Health and Care Plans, then please include these below:

Question 5: Please describe what, if any, impact the proposals in this consultation could have on you or your family, or people you know or work with:

About you

Hampshire County Council has a duty to promote equality and we want to make sure that we include all parts of the community in our analysis, but these questions are optional.

We would be grateful if you could answer the following questions so that we can analyse the results overall and by different groups of people. This will help us understand the impacts of the consultation proposals and the views on them by different groups.

Is this a personal response, or are you responding on behalf of an organisation or group that you represent? (Please choose one option)

- This is a **personal response**
- I am providing the **official response of an organisation, group or business**
- I am responding as a **democratically Elected Representative** of a local area (e.g. district, borough, parish or town council Member or MP)

About you

If you are responding as a democratically Elected Representative of a local area

What is your name?

Which area do you represent?

If you are providing the official response of an organisation, group or business

Please provide details about your organisation or group that you represent:

i The name and details of your organisation, group or business may appear in the final report, and the information you provide may be subject to publication or release to other parties or to disclosure regimes such as the Freedom of Information Act 2000.

The name of the organisation, group or business:

The postcode of the organisation, group or business:

Your name:

Your position in the organisation, group or business:

Which of these best describes the function of your organisation, group or business?

Please choose one option

- Nursery, school, college or place of education
- Local authority (e.g. district, parish, town or borough council)
- Other public sector organisation (e.g. Police, Fire, Health Authority)
- Local business or business representative (e.g. BID)
- Charity, voluntary or local community group
- Other

For 'other' please describe in the box below:

If you are responding as an individual

If you are responding as an individual, what is your home postcode?

i Providing your postcode is optional. It would help us to understand the impact of proposed changes if you could provide at least the first five digits of your postcode. If you do provide your full postcode it is possible that in rural areas this might identify your property. If you supply a postcode this may be used with customer segmentation tools to understand different types of respondent. By providing your postcode you are consenting to the County Council using this information to analyse the response to the consultation from different areas and to understand how views differ by area.

If you are responding as a democratically Elected Representative or on behalf of an organisation, please go to the last page of this form

If you are responding as an individual, please go to the next page

About you

Which of the following best describes your gender?

- Male Prefer to self-describe
 Female Prefer not to say

What is your age?

- Under 16 45-54 85+
 16-24 55-64 Prefer not to say
 25-34 65-74
 35-44 75-84

Are there any children or young people up to the age of 18 living in your household (including yourself)?

Please select all that apply

- Yes - aged 0-4 Yes - aged 12-15 No - none up to the age of 18
 Yes - aged 5-8 Yes- aged 16-18 Prefer not to say
 Yes - aged 9-11

Do any of these children have **Special Educational Needs (SEN)**?

- No Don't know
 Yes Prefer not to say

Do any of these children have an **Education, Health and Care (EHC) Plan**?

- No Don't know
 Yes Prefer not to say

Do any of the children in your household with **SEN** attend any of the following?

Please select all that apply

- Mainstream school Independent Special School Prefer not to say
 Special school Home education None of these

About you

Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?

- Yes limited a lot
 Yes limited a little

- No
 Prefer not to say

What is your ethnic group?

- White
 Mixed/ multiple ethnic groups
 Asian/Asian British
 Black/African/Caribbean/Black British
 Other ethnic group
 Prefer not to say

For 'White', please specify:

- English/Welsh/Scottish/Northern Irish/
British
 Irish
 Gypsy or Irish Traveller
 Any other White background
 Prefer not to say

*For 'Any other White background',
please describe:*

*For 'Mixed/Multiple ethnic groups',
please specify:*

- White and Black Caribbean
 White and Black African
 White and Asian
 Any other Mixed/Multiple ethnic
background
 Prefer not to say

*For 'any other Mixed/Multiple ethnic
background', please describe:*

For 'Asian/Asian British', please specify:

- Indian
 Pakistani
 Bangladeshi
 Chinese
 Any other Asian background
 Prefer not to say

*For 'any other Asian background',
please describe:*

*For 'Black/African/Caribbean/Black
British, please specify:*

- African
 Caribbean
 Any other Black/African/Caribbean
background
 Prefer not to say

*For 'any other Black/ African/Caribbean
background', please describe:*

For 'other ethnic group', please specify:

- Arab
 Any other ethnic group
 Prefer not to say

*For 'any other ethnic group', please
describe:*

About you

Finally, to help us improve access to future consultations, please tell us where you first heard about this consultation

Please choose one option

- | | | | |
|---|--------------------------|--|--------------------------|
| On social media (e.g. Facebook, Twitter, etc) | <input type="checkbox"/> | A letter sent to you..... | <input type="checkbox"/> |
| Via email..... | <input type="checkbox"/> | A residents newsletter | <input type="checkbox"/> |
| On a website (please specify) | <input type="checkbox"/> | Word of mouth..... | <input type="checkbox"/> |
| Through my employer (please specify) ... | <input type="checkbox"/> | A local newspaper or radio station | <input type="checkbox"/> |
| | | Other (please specify) | <input type="checkbox"/> |

Please specify in the box below:

End of questionnaire

Thank you for taking the time to complete this questionnaire.

The findings from this consultation will be published and presented to the Children's Services Department. Feedback will help to inform any decision by the County Council on the proposed changes to the funding mechanism for children or young people with Special Educational Needs.

If you were provided a return envelope then please use this to return the completed Response Form, or post it to:

**SEN Consultation
Children's Services Department
Hampshire County Council
EII Court North 1st Floor
The Castle
Winchester
SO23 8UJ**

Appendix 4 – List of organisations, groups and businesses that responded to the consultation

The consultation Response Form asked whether the respondent was responding on behalf of an organisation, group, or business. There was a total of 80 responses to the consultation on behalf of such bodies.

Most of these responses were from nurseries, schools, colleges and places of education, or federations that manage them. Those that responded and provided their details are listed below:

- Abbotswood Junior School
- Anton Junior School
- Barncroft Primary School
- Bartley C of E Junior School
- Bentley CE Primary School
- Botley Primary School
- Brookfield Community School
- Castle Hill Primary School
- Colden Common Primary School
- Compton All Saints C of E Primary School
- Cove Junior School
- Crookhorn College
- Cupernham Junior School
- Federation of Trosnant Schools
- Fleet Infant School
- Four Marks CE Primary School
- Glenwood School
- Green Oaks Federation
- Hamble Primary School
- Hart Plain Infant School
- Henry Cort Community College
- Holbrook Primary School
- Horndean Technology College
- Hounslow School
- John Hanson Community School
- John Keble CofE Primary School
- Kings Furlong Junior School
- Kingsclere CE Primary School
- Leesland C of E Federation
- Liphook Infant School and Liphook Junior School
- Lockerley Primary School
- Long Sutton Primary School's Board of Governors,
- Merton Junior School
- Newlands Primary School
- Newtown CE Primary
- North Baddesley Infant School
- North Baddesley Junior School
- Oaklands Catholic School
- Old Basing Infant School
- Padnell Infant School
- Park Community School
- Parsonage Farm Nursery and Infant School
- Petersgate Infant School
- Portchester Community School
- Portway Infant School
- Portway Junior School
- Purbrook Park School
- Romsey Abbey Primary School
- Sarisbury CE Junior School
- Scantabout Primary School
- South Farnborough Infant School
- St Bede's Catholic Primary School
- St John's Primary School

- St Mary's Bentworth CE Primary School
- St Michael's Infant School
- St Michael's CE Junior School
- Stanmore Primary School
- Steep CofE VC Primary School
- Swanmore Primary School
- The Cowplain School
- The Henry Beaufort School
- The Key Education Centre-Gosport
- Tower Hill Primary School
- Velmead Junior School
- Waterside Primary School
- Whiteley Primary School
- Wildern School
- Woodlea Primary School

Other organisations that responded who were not affiliated with places of education, and provided details, included:

- Carolyne Oates & Associates Ltd
- Hampshire Parent Carer Network (HPCN)
- Portsmouth Down Syndrome Association

Appendix 5 – Consultation participant profile

The breakdown of the 218 consultation respondents by category is shown below:

Type of consultation response:

- Consultation Response Form: 218
- 'Unstructured' response via email, post, etc: 5

Respondent type of 218 consultation Response Form respondents:

- Individual: 137
- Organisation, group, or business: 80
- *No information given to understand the type of response: 1*

The breakdown of the 137 individuals who responded to the consultation is shown below:

Age:

- Under 16: 1
- 16 to 24: 0
- 25 to 34: 17
- 35 to 44: 45
- 45 to 54: 35
- 55 to 64: 13
- 65 to 74: 3
- 75 or over: 1
- *Prefer not to say/ No response given to this question: 22*

Gender:

- Female: 109
- Male: 16
- Prefer to self-describe: 1
- *Prefer not to say/No response given to this question: 11*

Ethnic group:

- White: 120
- Mixed / multiple ethnic groups: 2
- Asian / Asian British: 0
- Black / African / Caribbean / Black British: 1
- Other ethnic group: 0
- *Prefer not to say / No response given to this question: 14*

Did the respondent have any children or young people up to the age of 18 living in their household at the time of responding to the consultation (including them self)?

- Yes: 90
- No - none up to the age of 18: 30
- *Prefer not to say/No response given to this question: 17*

Of the 90 respondents with a child or young person up to the age of 18 living in their household at the time of responding to the consultation: Did any of these children have SEN at the time of responding to the consultation?

- Yes: 58
- No: 25
- *Prefer not to say/No response given to this question: 7*

Of the 58 respondents with a child or young person up to the age of 18 with SEN living in their household at the time of responding to the consultation: Did any of these children have an EHC Plan at the time of responding to the consultation?

- Yes: 45
- No: 8
- *Prefer not to say/No response given to this question: 5*

Of the 58 respondents with a child or young person up to the age of 18 with SEN living in their household at the time of responding to the consultation: Did any of these children attend a mainstream school at the time of responding to the consultation?

- Yes: 51
- No: 6
- *Prefer not to say/No response given to this question: 1*

Appendix 6 – Data Tables

Please note that the data tables for the easy read and non-easy read Response Forms are presented separately, as different answer options were provided for the two formats to improve accessibility for easy read users.

Where sample sizes are below 10, these figures are suppressed in the results. This is to preserve anonymity, and because of the risks of interpreting small sample sizes as representative. Where figures are suppressed, these are shown as an asterisk (*) in the data tables.

Non-easy read Response Form data tables

	Base	Question 1: Do you agree with these proposed bands?		
		Yes	No	Don't know
Base				
All responses	205	140	52	13
Type of respondent				
Personal response	125	74	39	12
Organisation, group or business	79	66	12	1
Democratically Elected Representative	-	*	*	*
Type of organisation, group or business				
Nursery, school, college or place of education	71	64	6	1
Local authority (e.g. district, parish, town or borough council)	-	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*
Charity, voluntary or local community group	2	*	*	*
Other	1	*	*	*
Gender				
Male	14	11	3	-
Female	100	58	31	11
Prefer to self-describe	1	*	*	*
Prefer not to say	7	*	*	*
Age group				
Under 16	1	*	*	*
16-24	-	*	*	*
25-34	16	10	6	-
35-44	44	23	15	6
45-54	34	23	8	3
55-64	13	11	1	1
65-74	3	*	*	*
75-84	1	*	*	*
85 or over	-	*	*	*
Prefer not to say	7	*	*	*
Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?				
Yes limited a lot	7	*	*	*
Yes limited a little	11	8	2	1
No	96	60	26	10
Prefer not to say	6	*	*	*

	Base	Question 1: Do you agree with these proposed bands?		
		Yes	No	Don't know
Presence of children or young people up to the age of 18 in respondent's household				
Yes - aged 0-4	24	11	12	1
Yes - aged 5-8	48	19	20	9
Yes - aged 9-11	32	17	11	4
Yes - aged 12-15	33	19	10	4
Yes - aged 16-18	12	9	3	-
No - none up to the age of 18	29	28	1	-
Prefer not to say	12	6	5	1
Presence of children or young people with SEN in respondent's household				
No	25	14	7	4
Yes	57	24	26	7
Don't know	-	*	*	*
Prefer not to say	-	*	*	*
Presence of children or young people with EHC Plan in respondent's household				
No	7	*	*	*
Yes	45	14	25	6
Don't know	-	*	*	*
Prefer not to say	1	*	*	*
School(s) attended by children or young people with SEN in respondent's household				
Mainstream school	50	22	21	7
Special school	6	*	*	*
Independent Special School	1	*	*	*
Home education	-	*	*	*
Prefer not to say	1	*	*	*
None of these	3	*	*	*
Ethnic group				
White	109	68	31	10
Mixed/ multiple ethnic groups	2	*	*	*
Asian/Asian British	-	*	*	*
Black/African/Caribbean/Black British	1	*	*	*
Other ethnic group	-	*	*	*
Prefer not to say	9	*	*	*

		Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would encourage schools to use a wider range of methods to support children with SEN?						
Base		Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know	
Base								
	All responses	207	24	32	17	77	53	4
Type of respondent								
	Personal response	127	21	18	9	52	23	4
	Organisation, group or business	79	3	14	8	25	29	-
	Democratically Elected Representative	-	*	*	*	*	*	*
Type of organisation, group or business								
	Nursery, school, college or place of education	71	2	10	8	25	26	-
	Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
	Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
	Local business or business representative (e.g. BID)	2	*	*	*	*	*	*
	Charity, voluntary or local community group	2	*	*	*	*	*	*
	Other	1	*	*	*	*	*	*
Gender								
	Male	15	3	-	-	5	7	-
	Female	101	15	17	9	42	14	4
	Prefer to self-describe	1	*	*	*	*	*	*
	Prefer not to say	7	*	*	*	*	*	*
Age group								
	Under 16	1	*	*	*	*	*	*
	16-24	-	*	*	*	*	*	*
	25-34	17	3	4	1	6	3	-
	35-44	45	8	6	3	20	5	3
	45-54	35	5	3	3	17	7	-
	55-64	12	1	-	1	5	4	1
	65-74	3	*	*	*	*	*	*
	75-84	1	*	*	*	*	*	*
	85 or over	-	*	*	*	*	*	*
	Prefer not to say	7	*	*	*	*	*	*
Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?								
	Yes limited a lot	7	*	*	*	*	*	*
	Yes limited a little	10	-	2	1	5	2	-
	No	98	12	13	8	42	19	4
	Prefer not to say	6	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would encourage schools to use a wider range of methods to support children with SEN?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
Presence of children or young people up to the age of 18 in respondent's household							
Yes - aged 0-4	24	6	6	1	7	4	-
Yes - aged 5-8	49	12	7	1	22	4	3
Yes - aged 9-11	33	6	5	2	16	4	-
Yes - aged 12-15	33	7	4	4	14	3	1
Yes - aged 16-18	12	1	3	-	7	1	-
No - none up to the age of 18	29	-	2	3	12	11	1
Prefer not to say	12	3	1	1	3	4	-
Presence of children or young people with SEN in respondent's household							
No	25	2	3	2	11	6	1
Yes	58	16	11	3	24	2	2
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
Presence of children or young people with EHC Plan in respondent's household							
No	8	*	*	*	*	*	*
Yes	45	15	11	3	14	-	2
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
School(s) attended by children or young people with SEN in respondent's household							
Mainstream school	51	13	9	2	23	2	2
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
Ethnic group							
White	110	15	18	9	46	18	4
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would deliver the appropriate level of funding to support a child's needs?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
Base							
All responses	208	40	42	26	63	21	16
Type of respondent							
Personal response	128	33	28	8	37	12	10
Organisation, group or business	79	7	13	18	26	9	6
Democratically Elected Representative	-	*	*	*	*	*	*
Type of organisation, group or business							
Nursery, school, college or place of education	71	6	8	18	25	8	6
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*	*	*	*
Charity, voluntary or local community group	2	*	*	*	*	*	*
Other	1	*	*	*	*	*	*
Gender							
Male	15	3	1	3	4	3	1
Female	102	25	27	4	31	6	9
Prefer to self-describe	1	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
Age group							
Under 16	1	*	*	*	*	*	*
16-24	-	*	*	*	*	*	*
25-34	17	5	4	-	4	3	1
35-44	45	11	13	5	11	2	3
45-54	35	7	7	-	16	2	3
55-64	13	2	1	1	4	2	3
65-74	3	*	*	*	*	*	*
75-84	1	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?							
Yes limited a lot	7	*	*	*	*	*	*
Yes limited a little	11	2	2	-	4	2	1
No	98	21	22	8	29	9	9
Prefer not to say	6	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would deliver the appropriate level of funding to support a child's needs?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
Presence of children or young people up to the age of 18 in respondent's household							
Yes - aged 0-4	24	7	9	2	4	2	-
Yes - aged 5-8	49	17	13	3	12	2	2
Yes - aged 9-11	33	10	9	2	9	1	2
Yes - aged 12-15	33	9	10	1	9	1	3
Yes - aged 16-18	12	1	3	-	6	-	2
No - none up to the age of 18	29	1	5	2	13	4	4
Prefer not to say	13	5	-	1	3	3	1
Presence of children or young people with SEN in respondent's household							
No	25	4	6	3	8	2	2
Yes	58	22	17	2	12	2	3
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
Presence of children or young people with EHC Plan in respondent's household							
No	8	*	*	*	*	*	*
Yes	45	20	15	-	6	2	2
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
School(s) attended by children or young people with SEN in respondent's household							
Mainstream school	51	19	15	2	11	1	3
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
Ethnic group							
White	111	27	26	8	33	7	10
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would enable schools to deploy a wider range of strategies to help children to become more independent?						
Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know	
Base							
All responses	207	26	32	17	69	56	7
Type of respondent							
Personal response	128	24	17	12	39	29	7
Organisation, group or business	78	2	14	5	30	27	-
Democratically Elected Representative	-	*	*	*	*	*	*
Type of organisation, group or business							
Nursery, school, college or place of education	70	1	10	5	29	25	-
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*	*	*	*
Charity, voluntary or local community group	2	*	*	*	*	*	*
Other	1	*	*	*	*	*	*
Gender							
Male	15	3	-	1	4	7	-
Female	102	18	16	10	30	21	7
Prefer to self-describe	1	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
Age group							
Under 16	1	*	*	*	*	*	*
16-24	-	*	*	*	*	*	*
25-34	17	3	3	1	7	3	-
35-44	45	9	7	4	13	8	4
45-54	35	5	3	4	10	11	2
55-64	13	2	-	2	4	4	1
65-74	3	*	*	*	*	*	*
75-84	1	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?							
Yes limited a lot	7	*	*	*	*	*	*
Yes limited a little	11	1	2	1	4	2	1
No	98	13	13	10	31	25	6
Prefer not to say	6	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would enable schools to deploy a wider range of strategies to help children to become more independent?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
Presence of children or young people up to the age of 18 in respondent's household							
Yes - aged 0-4	24	6	6	2	7	3	-
Yes - aged 5-8	49	14	5	6	16	6	2
Yes - aged 9-11	33	7	5	4	10	6	1
Yes - aged 12-15	33	7	6	4	7	6	3
Yes - aged 16-18	12	1	3	1	3	2	2
No - none up to the age of 18	29	-	2	2	11	13	1
Prefer not to say	13	4	1	-	4	4	-
Presence of children or young people with SEN in respondent's household							
No	25	2	4	3	6	8	2
Yes	58	18	10	7	16	4	3
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
Presence of children or young people with EHC Plan in respondent's household							
No	8	*	*	*	*	*	*
Yes	45	17	10	6	8	2	2
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
School(s) attended by children or young people with SEN in respondent's household							
Mainstream school	51	15	7	7	15	4	3
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
Ethnic group							
White	111	18	17	9	35	25	7
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person?						
Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know	
Base							
All responses	206	28	21	39	61	33	24
Type of respondent							
Personal response	127	25	14	23	34	17	14
Organisation, group or business	78	3	6	16	27	16	10
Democratically Elected Representative	-	*	*	*	*	*	*
Type of organisation, group or business							
Nursery, school, college or place of education	70	3	4	15	24	14	10
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*	*	*	*
Charity, voluntary or local community group	2	*	*	*	*	*	*
Other	1	*	*	*	*	*	*
Gender							
Male	15	3	-	3	4	3	2
Female	101	18	13	20	30	9	11
Prefer to self-describe	1	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
Age group							
Under 16	1	*	*	*	*	*	*
16-24	-	*	*	*	*	*	*
25-34	17	3	2	2	8	1	1
35-44	44	8	6	14	8	3	5
45-54	35	7	1	5	11	6	5
55-64	13	2	2	1	4	2	2
65-74	3	*	*	*	*	*	*
75-84	1	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	7	*	*	*	*	*	*
Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?							
Yes limited a lot	7	*	*	*	*	*	*
Yes limited a little	11	2	1	1	2	3	2
No	97	16	11	21	28	12	9
Prefer not to say	6	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
Presence of children or young people up to the age of 18 in respondent's household							
Yes - aged 0-4	23	5	3	7	7	1	-
Yes - aged 5-8	48	14	4	9	12	3	6
Yes - aged 9-11	33	9	3	8	7	2	4
Yes - aged 12-15	33	7	2	7	9	3	5
Yes - aged 16-18	12	2	2	2	3	1	2
No - none up to the age of 18	29	-	4	3	11	6	5
Prefer not to say	13	4	1	-	4	4	-
Presence of children or young people with SEN in respondent's household							
No	24	2	4	10	4	2	2
Yes	58	19	5	9	14	4	7
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
Presence of children or young people with EHC Plan in respondent's household							
No	8	*	*	*	*	*	*
Yes	45	17	5	5	11	1	6
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
School(s) attended by children or young people with SEN in respondent's household							
Mainstream school	51	15	4	8	13	4	7
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
Ethnic group							
White	110	20	13	21	29	14	13
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*

		Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would be simpler for service users' families to understand?						
Base		Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know	
Base								
	All responses	206	31	40	17	63	46	9
Type of respondent								
	Personal response	126	25	26	9	35	25	6
	Organisation, group or business	79	6	13	8	28	21	3
	Democratically Elected Representative	-	*	*	*	*	*	*
Type of organisation, group or business								
	Nursery, school, college or place of education	71	3	11	6	28	20	3
	Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
	Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
	Local business or business representative (e.g. BID)	2	*	*	*	*	*	*
	Charity, voluntary or local community group	2	*	*	*	*	*	*
	Other	1	*	*	*	*	*	*
Gender								
	Male	15	3	1	2	3	6	-
	Female	100	18	25	7	30	15	5
	Prefer to self-describe	1	*	*	*	*	*	*
	Prefer not to say	7	*	*	*	*	*	*
Age group								
	Under 16	1	*	*	*	*	*	*
	16-24	-	*	*	*	*	*	*
	25-34	16	4	3	-	5	3	1
	35-44	45	8	13	4	14	5	1
	45-54	34	6	6	3	9	9	1
	55-64	13	2	1	1	3	4	2
	65-74	3	*	*	*	*	*	*
	75-84	1	*	*	*	*	*	*
	85 or over	-	*	*	*	*	*	*
	Prefer not to say	7	*	*	*	*	*	*
Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?								
	Yes limited a lot	7	*	*	*	*	*	*
	Yes limited a little	11	1	2	-	2	5	1
	No	96	17	21	6	29	18	5
	Prefer not to say	6	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would be simpler for service users' families to understand?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
Presence of children or young people up to the age of 18 in respondent's household							
Yes - aged 0-4	24	5	8	2	7	2	-
Yes - aged 5-8	49	15	9	3	16	4	2
Yes - aged 9-11	33	8	7	4	10	3	1
Yes - aged 12-15	33	8	7	4	9	4	1
Yes - aged 16-18	12	1	4	3	1	3	-
No - none up to the age of 18	28	-	5	1	9	10	3
Prefer not to say	12	4	-	-	3	4	1
Presence of children or young people with SEN in respondent's household							
No	25	1	9	3	8	3	1
Yes	58	20	11	5	14	7	1
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
Presence of children or young people with EHC Plan in respondent's household							
No	8	*	*	*	*	*	*
Yes	45	18	11	3	8	4	1
Don't know	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
School(s) attended by children or young people with SEN in respondent's household							
Mainstream school	51	17	9	5	14	5	1
Special school	6	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	1	*	*	*	*	*	*
None of these	3	*	*	*	*	*	*
Ethnic group							
White	110	21	23	9	28	23	6
Mixed/ multiple ethnic groups	2	*	*	*	*	*	*
Asian/Asian British	-	*	*	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	9	*	*	*	*	*	*

	Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?				
	Base	Current mechanism	Proposed mechanism	Don't know	No preference
Base					
All responses	208	64	130	10	4
Type of respondent					
Personal response	128	51	67	6	4
Organisation, group or business	79	12	63	4	-
Democratically Elected Representative	-	*	*	*	*
Type of organisation, group or business					
Nursery, school, college or place of education	71	8	60	3	-
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*
Local business or business representative (e.g. BID)	2	*	*	*	*
Charity, voluntary or local community group	2	*	*	*	*
Other	1	*	*	*	*
Gender					
Male	15	5	10	-	-
Female	102	41	52	5	4
Prefer to self-describe	1	*	*	*	*
Prefer not to say	7	*	*	*	*
Age group					
Under 16	1	*	*	*	*
16-24	-	*	*	*	*
25-34	17	5	10	1	1
35-44	45	20	20	3	2
45-54	35	13	21	-	1
55-64	13	4	9	-	-
65-74	3	*	*	*	*
75-84	1	*	*	*	*
85 or over	-	*	*	*	*
Prefer not to say	7	*	*	*	*
Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?					
Yes limited a lot	7	*	*	*	*
Yes limited a little	11	4	6	1	-
No	98	35	54	5	4
Prefer not to say	6	*	*	*	*

	Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?				
	Base	Current mechanism	Proposed mechanism	Don't know	No preference
Presence of children or young people up to the age of 18 in respondent's household					
Yes - aged 0-4	24	13	9	1	1
Yes - aged 5-8	49	25	21	2	1
Yes - aged 9-11	33	18	13	1	1
Yes - aged 12-15	33	17	13	1	2
Yes - aged 16-18	12	4	7	-	1
No - none up to the age of 18	29	2	25	2	-
Prefer not to say	13	6	6	1	-
Presence of children or young people with SEN in respondent's household					
No	25	6	15	2	2
Yes	58	36	19	1	2
Don't know	-	*	*	*	*
Prefer not to say	-	*	*	*	*
Presence of children or young people with EHC Plan in respondent's household					
No	8	*	*	*	*
Yes	45	33	11	-	1
Don't know	-	*	*	*	*
Prefer not to say	1	*	*	*	*
School(s) attended by children or young people with SEN in respondent's household					
Mainstream school	51	30	18	1	2
Special school	6	*	*	*	*
Independent Special School	1	*	*	*	*
Home education	-	*	*	*	*
Prefer not to say	1	*	*	*	*
None of these	3	*	*	*	*
Ethnic group					
White	111	42	60	5	4
Mixed/ multiple ethnic groups	2	*	*	*	*
Asian/Asian British	-	*	*	*	*
Black/African/Caribbean/Black British	1	*	*	*	*
Other ethnic group	-	*	*	*	*
Prefer not to say	9	*	*	*	*

Easy read Response Form data tables

Please note: As there were only ten responses to the Easy Read questionnaire no further break down of data is provided, to protect the confidentiality of respondents.

Question 1: Do you think we should use these bands?

- Yes: 3
- No: 7
- Don't know: 0

Question 2a: Do you think this new way of funding would...

	Agree	Not sure	Disagree	Don't know
...give schools the chance to provide different types of support?	4	3	3	0
...give schools enough funding to support a young person's needs?	0	2	6	2
...help young people to be more independent?	2	1	6	1
...make it easier for the County Council to make better decisions about a young person's special educational needs?	1	3	6	0
...be easier for families to understand?	2	3	5	0

Question 3: How would you prefer schools with young people with additional needs and Education, Health and Care Plans to be funded?

- What happens now funding is based on hours of learning support assistance not one-to-one support: 5
- What is suggested is based on a young person's special educational needs. Support is agreed with parents or carers: 4
- Don't know: 1
- No preference: 0

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How does the SEN Banding Framework work?

- The SEN Banding Framework sets out a range of Special Educational Needs, alongside the provision to meet those needs.
- Generally, additional resources are required by a mainstream school to deliver the provision.
- The framework is a tool to determine how much additional resource is needed.

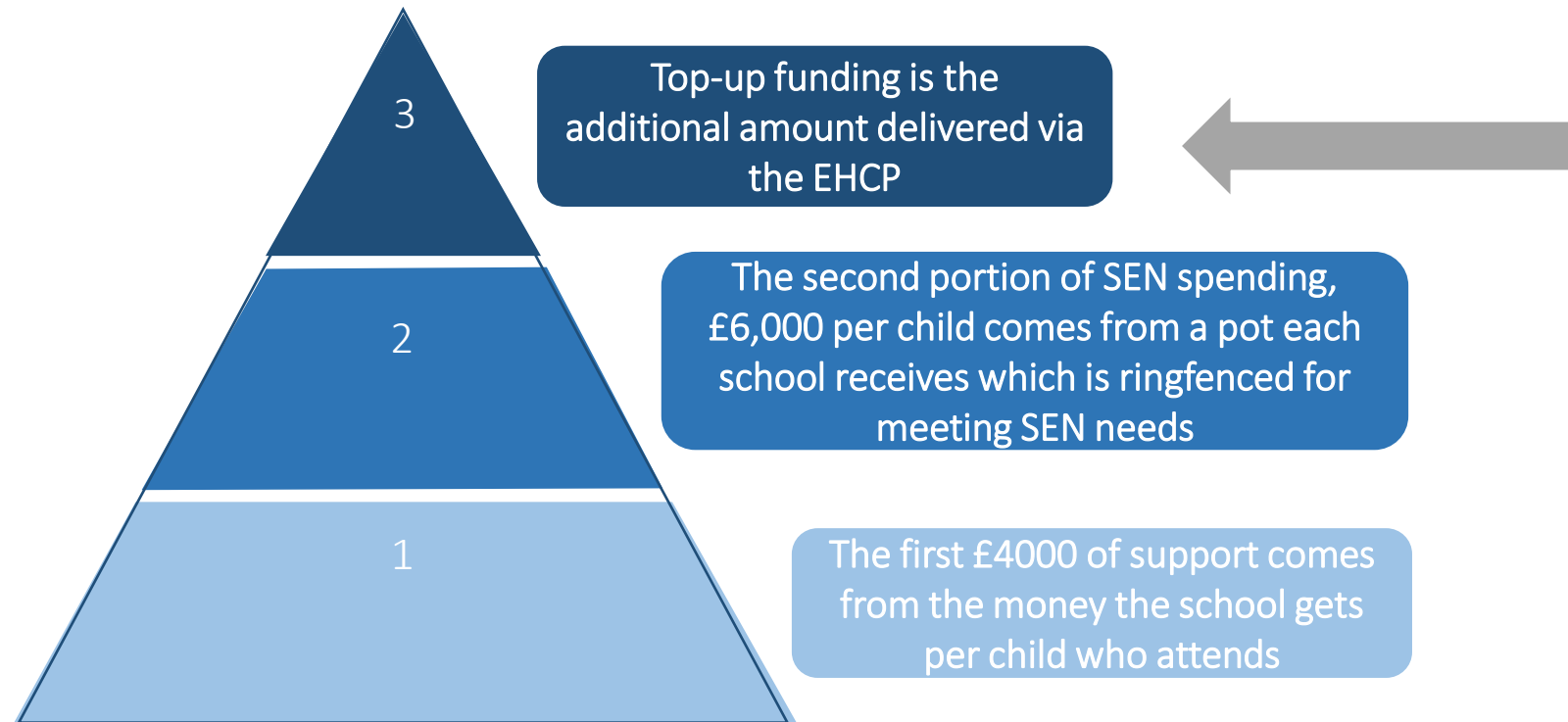
Produce EHCP listing the provision the pupil needs

Compare provision in the EHCP against the descriptions in the SEN Banding Framework

Assess how much additional 'top-up' funding is needed to deliver the provision

How are is support for pupils with SEN funded?

- Pupils with SEN are funded through three funded elements.
- Top-up funding is the amount made available to a mainstream school to deliver the provision in an EHCP, over and above that which the school are expected fund themselves from their general funding.



The Banding Framework

There are 4 levels of SEN Funding within the framework, which means there are 3 top-up bands.

- Pupils will 'best fit' into one of the categories on the right.
- The values for each banding is shown on the next slide.

SEN Support
(no EHCP)

- Young people who are well-supported without the need for an EHCP.

Targetted A & B
(top up band 1)

- Young people who need some support across the day.

Enhanced A & B
(top up band 2)

- Young people who need support most of the day.

Exceptional
(top up band 3)

- Young people who require the highest level of support in a mainstream school.

What are the Banding values?

- The values for each band are set at the shown rates

Band description	Value
Targeted A	£984 p.a.
Targeted B	£2,089 p.a.
Enhanced A	£3,165 p.a.
Enhanced B	£5,244 p.a.
Exceptional	£7,999 p.a.

HAMPSHIRE COUNTY COUNCIL

Decision Report

Decision Maker:	Executive Member for Education and Skills
Date:	24 February 2021
Title:	Enlargement of Samuel Cody Specialist Sports College and Icknield School
Report From:	Director of Children's Services

Contact name: Bernadette Dawes, Inclusion Commissioning Manager

Tel: 01962 845023

Email: bernadette.dawes@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to provide feedback on two statutory public notice periods in relation to the proposed expansions of Samuel Cody Specialist Sports College, Farnborough and Icknield School, Andover and to obtain final approval for both of these projects to proceed.

Recommendations

2. That approval be given to the following proposals; published by Hampshire County Council under Section 19 (1) of the Education and Inspections Act 2006:
 - **To make a prescribed alteration to Samuel Cody Specialist Sports College, Ballantyne Road, Farnborough (category of school: Special) to expand from 205 places to 295 places and to change the designation to include pupils with Social, Emotional and Mental Health Needs with effect from 1 September 2022**
 - **To make a prescribed alteration to Icknield School, River Way, Andover (category of school: Special) to expand from 78 places to 88 places with effect from 1 September 2022**

Executive Summary

Samuel Cody Specialist Sports College, Farnborough

3. Samuel Cody Specialist Sports College is a Moderate Learning Disabilities (MLD) and Autism Spectrum Disorder (ASD) designated school with an Agreed Pupil Number (APN) of 205. Due to the urgent need to provide additional specialist provision for Social Emotional & Mental Health (SEMH)

pupils, it is proposed to expand Samuel Cody Specialist Sports College from 205 to 295 places and change its designation to include SEMH. To achieve this, it is proposed to establish a specialist 90-place co-educational facility on the eastern part of the school site for SEMH pupils aged 10-16 years.

4. The SEMH facility would be separate from the existing MLD/ASD provision but would operate under the governance and leadership of the College as a separate facility on the site. There would also be a dedicated area for drop off and pick up.
5. A public consultation was held from 12 November to 24 December 2020 and a report taken to Children's Services Decision Day on 13 January 2021. Approval was given to enter into the statutory consultation period through the publication of public notices.
6. A public notice outlining the expansion and change of designation to Samuel Cody Specialist Sports College was published on 15 January 2021. The department received no requests for complete proposals and no comments regarding the proposal. No objections were received.
7. A copy of the Public Notice is appended (Appendix 1). The County Council complied with all statutory requirements relating to the publication of the Public Notice.

Icknield School. Andover

8. Icknield School, Andover is a school for pupils aged 5 -19 with Severe Learning Difficulties (SLD). A scheme has been developed to significantly improve and remodel the internal spaces and provide a small extension to provide 10 additional places allowing the APN at Icknield School to increase from 78 to 88 places.
9. A public consultation was held from 12 November to 14 December 2020 and report taken to Children's Services Decision Day on 13 January 2021. Approval was given to enter into the statutory consultation period through the publication of public notices.
10. A public notice outlining the expansion to Icknield School was published on 15 January 2021. The department received no requests for complete proposals and no comments regarding the proposal. No objections were received.
11. A copy of the Public Notice is appended (Appendix 2). The County Council complied with all statutory requirements relating to the publication of the Public Notice.

Conclusion

12. The County Council believes that the enlargement and change of designation of Samuel Cody Specialist Sports College and the enlargement of Icknield School as detailed above are necessary in order to meet the County Council's statutory duty for children with SEND.

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:	Yes
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

Other Significant Links

Links to previous Member decisions:		
<u>Title</u>	<u>Reference</u>	<u>Date</u>
Children's Services Capital Programme update		11 November 2020
Enlargement of Icknield School and Samuel Cody School		13 January 2021
Children's Services Capital Programme Report		13 January 2021
Direct links to specific legislation or Government Directives		
<u>Title</u>		<u>Date</u>

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>
None	

EQUALITIES IMPACT ASSESSMENT:

- 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.

- Equalities Impact Assessment:

Equality and diversity objectives will be considered on an individual project basis by conducting Equality Impact Assessments and are not considered at this stage or within this report.



SAMUEL CODY SPECIALIST SPORTS COLLEGE, FARNBOROUGH – CAPACITY INCREASE AND CHANGE OF DESIGNATION

1. **Notice is hereby given**, in accordance with Section 19(1) of the Education and Inspections Act 2006, that Hampshire County Council intends to make a prescribed alteration to SAMUEL CODY SPECIALIST SPORTS COLLEGE, Ballantyne Road, Farnborough, GU14 8SS (category of school – special) by increasing the physical capacity and altering the designation of the school with effect from 1 September 2022.
2. Hampshire County Council is aware that over recent years there has been an unprecedented increase in the number of requests for Education, Health and Care Plans (EHCPs). Due to the urgent need to provide additional specialist provision for pupils with Social Emotional Mental Health (SEMH) needs, it is proposed to change the designation of the school to also include pupils with SEMH needs. It is therefore proposed to establish a specialist 90-place co-educational facility on the eastern part of the school site for SEMH pupils aged 10-16 years.
3. The current capacity of Samuel Cody Sports College, Farnborough is for 205 pupils aged 4-16 years with Moderate Learning Difficulties (MLD) and Autistic Spectrum Disorder (ASD). The increase in capacity of an additional 90 pupils with Social, Emotional and Mental Health needs (SEMH) will take effect from 1 September 2022, with the expansion phased over 3 years.
4. This Notice is an extract from the complete proposal. Copies of the complete proposal may be obtained from Claire Campling, SEN Service Manager, Children's Services Department, EII Court North, Winchester, Hampshire SO23 8UG; e-mail: strategicplanningunit@hants.gov.uk
5. Within four weeks from the date of publication of this proposal, any person may object or make comments on the proposal by sending them to Claire Campling, SEN Service Manager, Children's Services Department, EII Court North, Winchester, Hampshire SO23 8UG; e-mail: strategicplanningunit@hants.gov.uk

Dated: 15 January 2021

John Coughlan CBE
Chief Executive



ICKNIELD SCHOOL, ANDOVER – CAPACITY INCREASE

1. Notice is hereby given, in accordance with Section 19(1) of the Education and Inspections Act 2006, that Hampshire County Council intends to make a prescribed alteration to ICKNIELD SCHOOL, River Way, Andover, SP11 6LT (category of schools – Special) by increasing the capacity of the school, with effect from 1 September 2022.
2. Icknield School currently has an Agreed Pupil Number (APN) of 78. It is proposed to increase the capacity of the school by adding an additional 10 places. This will give a final overall capacity of 88 places at Icknield School currently.
3. To accommodate the increased number of places, it is proposed that remodelling and refurbishment works, including a small expansion, will be undertaken on site at Icknield School. The works will provide additional internal teaching accommodation to enable more children to attend the school. The total estimated capital cost of the proposal is £2,500,000.
4. This Notice is an extract from the complete proposal. Copies of the complete proposal may be obtained from Christine Jones, SEN Service Manager, Children's Services Department, EII Court North, Winchester, Hampshire SO23 8UG; 03707 795312; e-mail: strategicplanningunit@hants.gov.uk
5. Within four weeks from the date of publication of these proposals, any person may object or make comments on the proposal by sending them to Christine Jones, SEN Service Manager, Children's Services Department, EII Court North, Winchester, Hampshire SO23 8UG; 03707 795312; e-mail: strategicplanningunit@hants.gov.uk

Dated: 15 January 2021

John Coughlan CBE
Chief Executive

HAMPSHIRE COUNTY COUNCIL

Decision Report

Decision Maker:	Executive Member for Education and Skills
Date:	24 February 2021
Title:	Expansion of Samuel Cody Specialist Sports College
Report From:	Director of Culture, Communities and Business Services

Contact names:	Steve Clow and Bob Wallbridge		
Tel:	0370342307 03707794084	Email:	steve.clow@hants.gov.uk bob.wallbridge@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to seek spend approval to the project proposals for the expansion of Samuel Cody Specialist Sports College in Farnborough.

Recommendations

2. That the Executive Member for Education and Skills, grants spend approval to the project proposals for the expansion of Samuel Cody Specialist Sports College at a cost of £13,500,000.

Executive Summary

3. The Samuel Cody Specialist Sports College is a special needs school that currently provides education for up to 205 children with Autism Spectrum Disorder (ASD) and Moderate Learning Difficulties (MLD) aged 4-16 years.
4. This proposal expands the current provision with a new facility for 90 children aged 10-16 years with social, emotional and mental health (SEMH) needs, as an integral part of the Samuel Cody campus. The new facility is required to meet the future demand for places for pupils with SEMH needs and will reduce the need to place pupils in independent and out-of-county provisions. It will also reduce transport costs by providing the school places closer to the area of need.
5. The proposed new SEMH facility is a 2-storey building with external play, teaching and therapy areas, sports pitches, access road, parking and drop off.

6. A planning application was submitted in January 2021 and the new facility is planned to open in phases from September 2022.
7. The design for the proposed new school building is based on the layout of the successful Austen Academy, Basingstoke, a special needs school recently completed by the County Council's Property Services team. This will deliver significant time efficiencies required to deliver the school as quickly as possible by adopting a similar design approach and working with the same contractor procured through the Department for Education (DfE) Construction Framework. Knowledge and learning from the Austen Academy project will be transferred onto this construction to deliver the project in a shorter timescale than is usual.
8. An Enabling Works contract is proposed to address the particular drainage and ground works conditions on this site ahead of the main works. This will ensure an early start of the construction works on site to enable the new facility to open in phases from September 2022.

Background

9. The project is included in the Children's Services Capital Programme, approved at the Executive Lead Member for Children's Services Decision Day on 13th January 2021 with a combined budget total of £13,500,000. This comprises £0.6m for a Pre-Contract (Design Services) Agreement required in the 2020/21 financial year for the early appointment of a contractor to work with the design team and a further maximum of £12.9m for construction in the 2021/22 financial year.
10. The Samuel Cody Specialist Sports College is a special needs school that currently provides education for up to 205 children with Autism Spectrum Disorder and Moderate Learning Difficulties aged 4-16 years.
11. The expansion will provide a specialist facility for a further 90 pupils with social, emotional and mental health needs. Approximately 24 of these places will be for primary school children in years 5 & 6 aged 10-11 years, with the remaining 66 places for secondary pupils aged 11-16 years.

Finance

12. Capital Expenditure:

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

Capital Expenditure	Current Estimate £'000	Capital Programme £'000
Buildings	11,588	11,588
Fees	1,912	1,912
Total	13,500	13,500

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)	11,588	1,912	13,500
Total	11,588	1,912	13,500

i. *Building Cost:*

Net Cost = £2,608 per m²

Gross Cost = £3,956 per m²

Cost Per Pupil Place = £150,000 The cost of special school places is significantly higher than main stream due to lower number and higher proportion of specialist spaces.

ii. *Furniture & Equipment:*

Included in the above figures is an allocation of £536,000 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 2020: -£569,326.

Devolved capital as at 31 March 2020: -£50,092.64

Revenue Issues:

iv. *Overview of Revenue Implications*

	(a) Employees £'000	(b) £'000	Other £'000	(a+b) *Net Current Expenditure £'000	(c) Capital Charges £'000	(a + b + c) Total Net Expenditure £'000
Revenue Implications Additional + / Reductions	0	0	0	0	743	743

Details of Site and Existing Infrastructure

14. The new building will be located on the Samuel Cody Specialist Sports College campus, accessed via Ballantyne Road, Farnborough. Owned by Hampshire County Council, the site proposed for the new facilities is an unused grassed area of approximately 2.25 hectares surplus to the needs of the college.
15. The proposed site for the new facilities lies to the east of the college campus, adjacent to an existing fenced synthetic turf pitch and the new facilities will be accessed through the existing site entrance and car park. The site is flat and grassed, with a line of mature trees to the north, east and southern boundaries providing screening from the adjacent residential areas and the public playing fields to the south.
16. The existing educational campus was built in 1973. A below-ground high-pressure water main traverses the site diagonally north west to south east, creating some constraint on the potential for construction on the site.
17. The existing services infrastructure will be upgraded to provide sufficient capacity for the proposed new facilities.

Scope of the Project

18. The proposed project comprises of the construction of a new two-storey education building, external play areas, new access drive, car parking and drop-off area.

The Proposed Building

19. The proposed new building will comprise:
 - 16 general teaching classrooms
 - 6 specialist and practical teaching classrooms
 - Therapy and small group rooms
 - Learning resource areas
 - Main hall
 - Dining hall and adjacent kitchen
 - Staff and administration rooms
 - Parent meeting room
 - Pupil and staff toilets

20. The proposed school building is a rectangular compact form with the accommodation arranged over two storeys. The larger double height volumes of the main hall and dining hall are located at one end.

The building is to be constructed of a steel frame and concrete floor construction with brick cladding, aluminium windows, doors and rooflights. The roof is constructed with a high-performance covering, with parapet walls in brick to match that of the external wall cladding.

External Works

21. The proposed external works comprise:
- Hard paved social and play areas
 - A grassed play area
 - A series of outdoor gym equipment
 - A multi-use games court
 - A sensory garden and a habitat area
 - Soft landscaping
 - New access drive with drop-off/pick up loop with parking for taxis and minibuses, together with a footpath to the existing school campus
 - Staff car park and school mini-bus parking.
 - Cycle storage for staff and pupils
22. The project will provide parking for the new SEMH facilities on the Samuel Cody college site in accordance with the Hampshire County Council On-Site School Parking standards as follows.
- 18 standard and 2 accessible parking bays
 - Use of 20 standard existing parking bays not required for other purposes
 - 2 minibus and 2 motor bike bays
 - Covered and secure cycle shelter for 12 bikes.

Planning

23. A planning application was submitted in January 2021 and the new provision is planned to open in September 2022.

Construction Management

24. The existing Samuel Cody college site will remain in use during the construction period and local management arrangements will be put in place to manage the health and safety impact for all school and community users. The contractor will access the site via Ballantyne Road and the existing access drive.

25. Contractor access and working areas will be segregated from the school and community users.
26. 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.
27. Subject to planning approval, enabling works are anticipated to commence on site during Spring 2021 with the main works following on during Summer 2021 and the new building completing in Summer 2022.

Building Management

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

Professional Resources

29. The County Council's Property Services will oversee the design and delivery of the new facility. The contractor has been appointed for pre-construction services through the DfE Construction Framework.. As such, the contractor has a consultant team who are developing detailed proposals for the design by the County Council's Property Services team.

Consultation and Equalities

- 30.. A public consultation on the principle of expansion and changing the designation of Samuel Cody Specialist Sports College was undertaken by Children's Services from 12 November to 24 December 2020. Initial design proposals were included in the information circulated to all stakeholders which included printed letters to local residents.
31. Due to Covid-19 restrictions and in lieu of a public drop-in event at the school stakeholders were invited to respond by email or telephone. Hampshire County Council officers were also available for virtual meetings if requested.
32. Equality impacts have been identified in the Equality Statement in Appendix B.
33. The following have been consulted during the development of this project. Refer also Appendix A:
 - Headteacher
 - School Governors
 - Parents and carers of all current pupils
 - All maintained and special schools within 2 miles
 - Community groups / hirers who currently access the school site
 - Children's Services
 - Executive Lead Member for Children's Services & Young People

- Local County Councillor
- Rushmoor Borough Council
- Local Residents living within 50m radius of the school boundary
- Farnborough Rugby Club
- Rushmoor Public Health Officer
- Fire Officer
- Access Officer
- Hampshire County Council Planning Officer
- Hampshire County Council Highways Officer
- Hampshire County Council Ecology Team
- Hampshire County Council County Archaeologist
- Hampshire County Council County Flood water management Engineer
- Sport England

Risk & Impact Issues

Fire Risk Assessment

34. Sprinkler systems shall be installed in new and refurbished buildings where appropriate, based upon a risk assessment methodology.
35. With respect to fire safety and property protection, the proposals have been risk assessed in line with the agreed Property Services procedures and confirmed that the provision of sprinklers will be required in this instance.
36. The proposals will meet the requirements of the Building Regulations and BB100 Fire Safety in Schools, including enhancements beyond minimum provision, and are consistent with current fire safety legislation, the partnership arrangement with Hampshire Fire and Rescue Services, and are in line with the County Council's policy to manage corporate risk.
37. The project proposals include the following fire and safety and enhanced features.
 - Hampshire Asset Protection Sprinkler System (HAPSS)
 - Additional automatic fire protection, with full (24/7) remote monitoring.
 - External finishes specified as fire resistant.
 - Reduced fire compartment sizes.
 - Consideration of secure by design principles including specific site security, bin storage away from building, external lighting etc.
 - The building does not include the use of any aluminium composite materials.

Health and Safety

38. 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

39. The project will incorporate the following sustainability features:
- The Building is targeting a BREEAM 'Very Good' rating for new construction and an 'Excellent' rating for Water consumption.
 - A roof mounted Photovoltaic Solar Panel array will be installed.
 - A highly insulated building envelope including high performance windows, doors and rooflights to reduce energy consumption.
 - Provision of good levels of day lighting to teaching areas to reduce the need for artificial lighting and energy use.
 - Energy efficient lighting and heating controls
 - Natural ventilation with heat recovery to teaching spaces with a night-time cooling strategy.
 - The use of timber from sustainable sources.
 - A site waste management plan to ensure the principles of minimising waste are maintained during construction
 - Low water consumption sanitary installations

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:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Other Significant Links

Links to previous Member decisions:	
<u>Title</u>	<u>Date</u>
Children Services Capital Programme, Executive Lead Member for Children’s Services Decision Day on 24 th January 2021	24 th January 2021

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>
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:**

Executive Member & Portfolio	Reason for Consultation	Date Consulted	Response:
Councillor Patricia Stallard, Executive Lead Member for Children's Services and Young People	Portfolio Holder		

OTHER FORMAL CONSULTEES:

Member/ Councillor	Reason for Consultation	Date Consulted	Response:
Councillor Roz Chadd Executive Members for Education and Skills	Local Member for Farnborough North	12 November 2020 as part of Children's Services public consultation. Also individual briefing as part of Committee Decision Day papers.	No official response received to consultation.

Your reference number is EIA301058987.

Thank you for submitting Equality Impact Assessment

Name of project or proposal (required): Increase the capacity and change the designation of Samuel Cody Specialist Sports College, Farnborough

Is this project a Transformation project? (required): Neither

Name of accountable officer (required): Claire Campling

Email (required): nathaniel.l.forrest@hants.gov.uk

Department (required): Children's Services

Date of assessment (required): 27/01/2021

Is this a detailed or overview EIA? (required): Overview

Describe the current service or policy. This question has a limit of 700 characters; approximately 100 words (required): Samuel Cody Specialist Sports College is currently a 205 place special school for 4-16 year old pupils with Moderate Learning Disabilities (MLD) and Autism Spectrum Disorder (ASD).

Geographical impact (required): Rushmoor

Describe the proposed change. This question has a limit of 700 characters; approximately 100 words (required): The County Council is proposing to increase the capacity of the school by adding a new unit catering for 90 pupils aged 10-16 years with social, emotional and mental health (SEMH) needs. This will, if approved, give a final overall capacity of 295 places at Samuel Cody Specialist Sports College and its designation as a special school catering for pupils with MLD, ASD & SEMH needs. The new unit is planned to open in phases from September 2022.

Who does this impact assessment cover? (required): Service users

Has engagement or consultation been carried out? (required): Yes

Describe the consultation or engagement you have performed or are intending to perform. This question has a limit of 700 characters; approximately 100 words (required): Formal consultation took place between 13 November and 24 December 2020. A letter was sent to consultees. The proposal was also included on the County Council's consultation website.

Letters were sent to;
Parents of children at the school (via the school)
Local residents
Headteacher
Chair of Governors
School staff
Headteachers, Chairs of Governors at all schools within 2 miles.
Local Councillors at Rushmoor Borough Council
Local dioceses
Staff union representatives
MP – Leo Docherty MP
HCC Elected member – Cllr Roz Chadd

Ten responses were received during the consultation period. Eight of these were in support of the proposal. Two responses highlighted local traffic concerns

Age (required): Neutral

Disability (required): Positive

Impact (required): Allows more pupils with a disability to attend.

Sexual orientation (required): Neutral

Race (required): Neutral

Religion or belief (required): Neutral

Gender reassignment (required): Neutral

Gender (required): Neutral

Marriage or civil partnership (required): Neutral

Pregnancy and maternity (required): Neutral

Poverty (required): Neutral

Rurality (required): Neutral

Any other brief information which you feel is pertinent to this assessment (optional):

Please confirm that the accountable officer has agreed the contents of this form (required): Yes

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**Samuel Cody Specialist Sports College
Farnborough**
**Proposed Expansion of college campus and
provision of a new SEMH block**

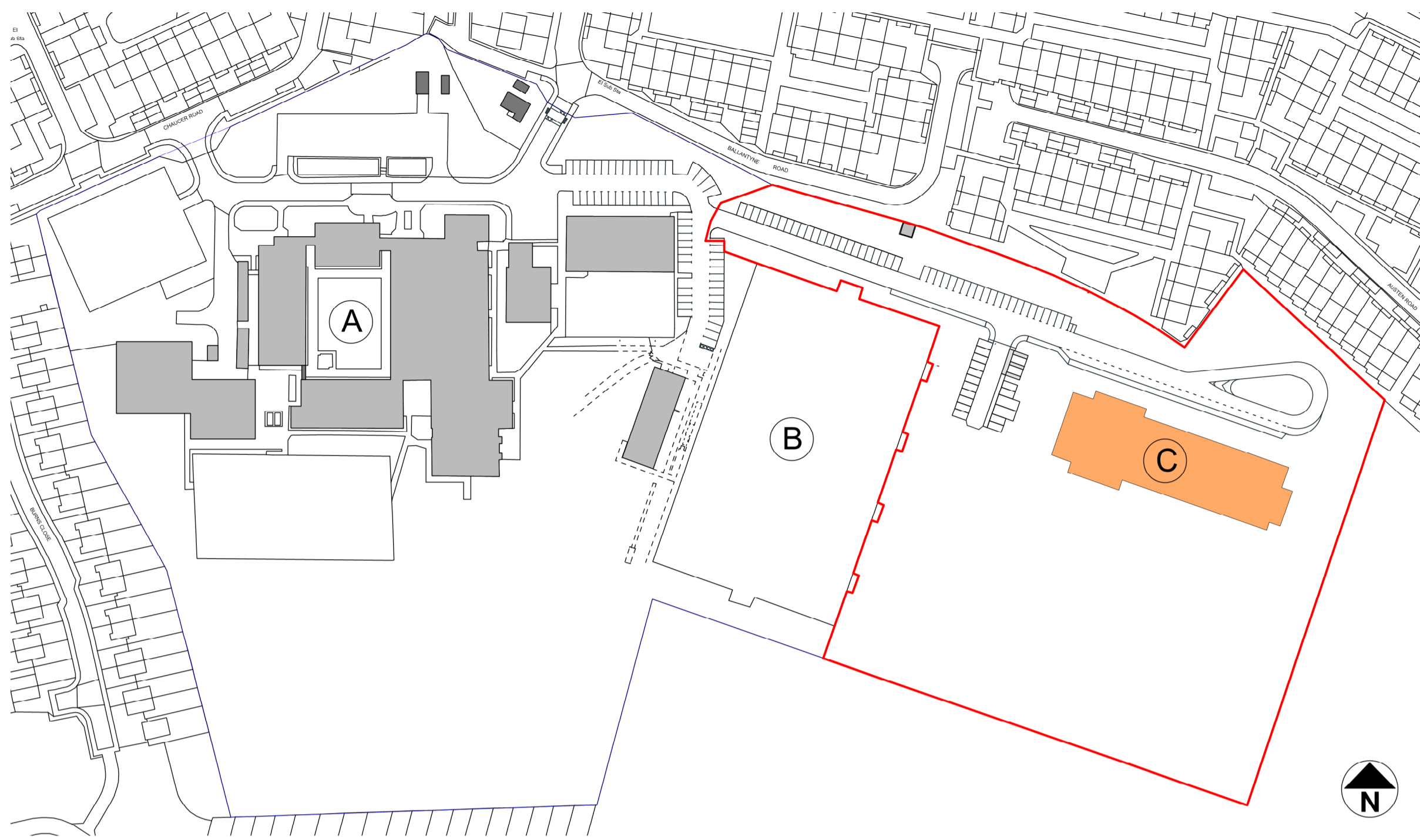
Key - Proposals:

- A Existing Samuel Cody Specialist Sports College
- B Existing Synthetic Turf Pitch
- C Proposed Samuel Cody SEMH Expansion

1. Proposed Car Park
2. Bin Store, Bike Store & Sprinkler System
3. Transformer
4. Drop Off/Pick Up Area
5. Main Entrance
6. Secondary Entrance
7. Eden Room Sensory External Court
8. MUGA
9. Outdoor Terrace
10. Seating Area
11. Hard Play Area
12. Soft Play Area
13. Trim Trail & Play/Exercise Equipment
14. Habitat Area
15. Plant Room
16. Kitchen
17. Main Hall
18. Dining Hall
19. Reception & Admin
20. Staff Room
21. General Teaching Classroom
22. Food Technology Classroom (Primary)
23. Learning Resources Area
24. Textiles & DT Workshop
25. Science Classroom
26. Art Classroom
27. Food Technology Classroom (Secondary)
28. Music Classroom, Recording Studio & Practice Room
29. Therapy Spaces

- Site Boundary
- Other land owned by the Applicant (Samuel Cody College existing campus)
- Proposed Building
- ▶ Vehicular Access
- ▶ Pedestrian Access
- Teaching - New Build
- Non-teaching - New Build
- Circulation

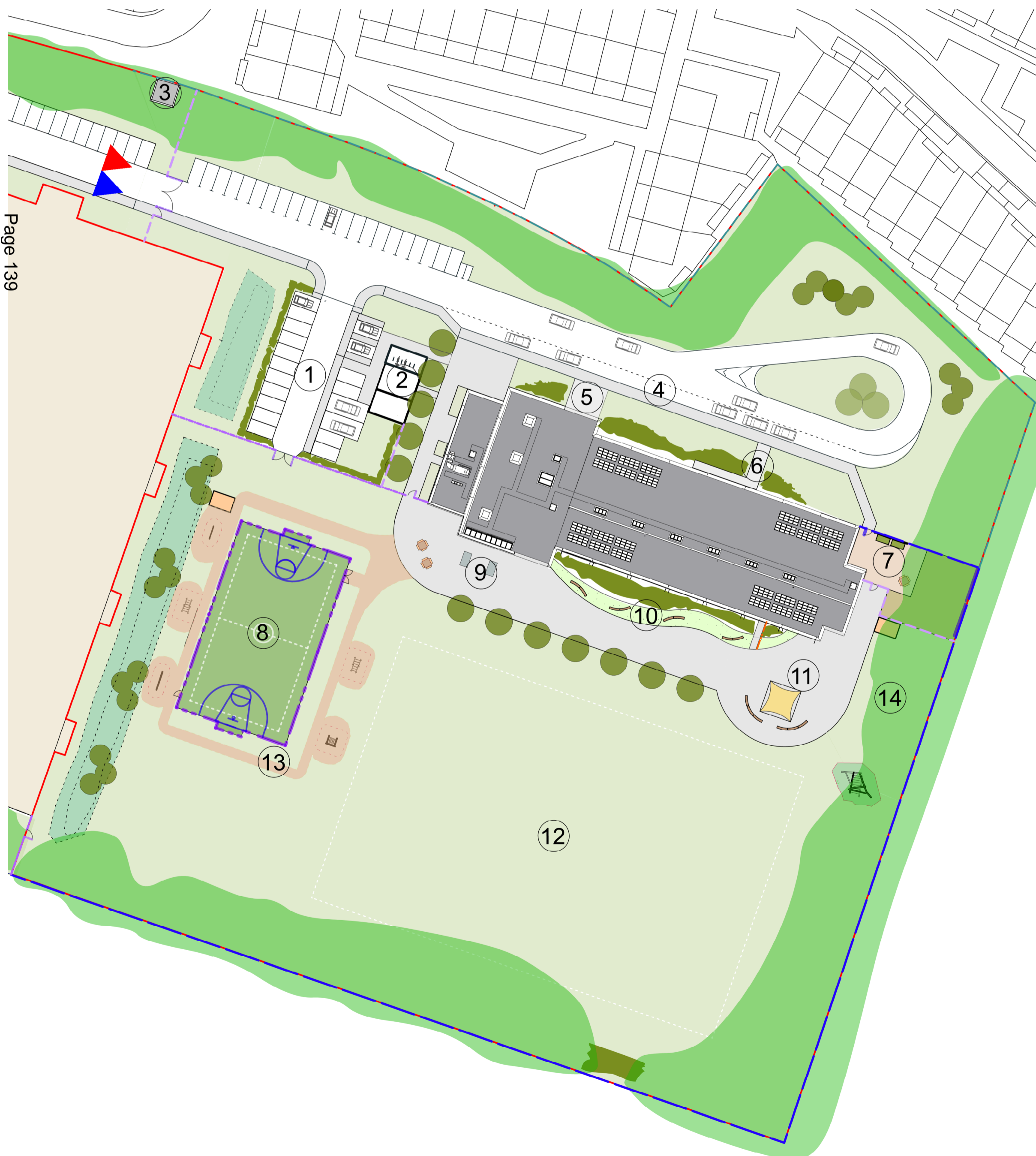
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No dimensions are to be scaled from this drawing



Location Plan



Proposed Ground Floor Plan



Proposed Site Plan



Proposed First Floor Plan



Proposed Site Massing

Project Appraisal

Not to Scale
P12411-HCC-XX-ZZ-DR-A-SK110-Rev P4
January 2021

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