

AGENDA SUPPLEMENT (2)

Meeting: Cabinet

Place: Council Chamber - County Hall, Bythesea Road, Trowbridge, BA14 8JN

Date: Wednesday 22 May 2019

Time: 9.30 am

The Agenda for the above meeting was published on 14 May 2019. Additional documents are now available and are attached to this Agenda Supplement.

Please direct any enquiries on this Agenda to Stuart Figini, of Democratic Services, County Hall, Bythesea Road, Trowbridge, direct line 01225 718221 or email stuart.figini@wiltshire.gov.uk

Press enquiries to Communications on direct lines (01225)713114/713115.

This Agenda and all the documents referred to within it are available on the Council's website at www.wiltshire.gov.uk

5 **Public participation and Questions from Councillors (Pages 3 - 74)**

Statement and questions received from:

- Melissa Loveday
- Duncan Carter
- Tony Free
- Jane Scrivener
- Dr Nicola Grove
- Dr Ursula Green
- Alison Lenton-Jinks
- Clare Carter
- Alyssa Lenton-Jinks
- Teresa Lilley
- Corinna Davidson
- David Stubbs
- Jan Winfield
- Laura Moore
- Mel Pritchard
- Rory Sherwood
- Sarah Fleming

- Claire Urmston

6 **Specials schools consultation** *(Pages 75 - 102)*

- Travel analysis for proposed new special school's
- SEND – Task Group Update

DATE OF PUBLICATION: 21 May 2019

Wiltshire Council

Cabinet

22 May 2019

Aileen Bates – St Nicholas School (Chair of Governors) – Statement regarding agenda item 6

Specials Schools Consultation

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

1. Introduction

- a. It will be clear to you that the Governors (and the overwhelming majority of parents at St. Nicholas were opposed to the proposal to site SEND provision in a new single site at Rowdeford (Proposal) as recommended by the Paper and previously withdrawn from Cabinet consideration. Unfortunately that remains the case following this additional stage of consultation.
- b. Overall we believe that the Paper focuses much too strongly on sufficiency of provision and value for money in creating places rather than improving inclusion and outcomes for pupils.
- c. The claims for quality of provision are focused almost entirely on the proposed new building at Rowdeford and are very light on the practical aspects of how this will be achieved.
- d. We remain concerned about the basis on which this exercise is being conducted. Essentially both the further stage of consultation and the paper appear to us to bolster the arguments for the Proposal whilst at the same time failing to explore fully and acknowledge the arguments for alternative options.
- e. The government guidance on consultation principles encourages public bodies to:-

“Consult about policies or implementation plans when the development of the policies or plans is at a formative stage. Do

not ask questions about issues on which you already have a final view. “ (Principle B)

We believe that the Council has remained fixed in its view that the Proposal should proceed and that the further stage of consultation is little more than window dressing following the adverse ruling against the Council under judicial review in the High Court.

- f. For example the government guidance on consultation principles also encourages public bodies “*to seek collective agreement before publishing a written consultation*” (Principle H). As materially interested parties we were given no opportunity to comment on this paper prior to circulation and the Proposal being taken to Cabinet. To the contrary the proposal in the Paper was not mentioned at the meeting between Council representatives and special school heads on 9 May 2019 even though . Paper was circulated three working days later on 14 May.
- g. There are a significant number of individual points contained within the paper that we would challenge given the time and resource to do so. However the representations in this note concentrate on major themes only.

2. Parental Choice

- a. We would draw your attention to the Department of Education Guidance on Opening and Closing maintained schools (November 2018) which states (at page 4):-

“The decision-maker should not simply take account of the number of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most directly affected by a proposal – especially parents of children at the affected school(s).”

Parental choice should therefore be a paramount consideration.

- b. The Paper seems to suggest that some parents might be able to mitigate the lack of choice inherent in the Proposal by seeking to educate their children at a school in a neighbouring local authority. However this is contradicted in another section of the Paper which states that an aim to reduce this practice.
- c. The Paper also suggests that one of the reasons for parents choosing Rowdeford as a school is that pupils with Moderate Learning Difficulties cannot be educated in mainstream schools. Exactly the same applies

to St Nicholas and Larkrise.

- d. The Paper relies heavily on the results of the options analysis using the assessment matrix (Matrix) contained in Appendix 14 (discussed in more detail below). This Matrix allocates only 2% of the overall 'votes' to parental choice (factor 13 on page 29).
- e. The Executive Summary to the Paper states that although 55% of respondents to the on-line survey were against the Proposal 45% were in favour. We would suggest that this is an incomplete and significantly misleading statistic.
- f. There is no separate analysis in the Paper of the preferences of the parents of children most directly affected by Proposal (i.e. those at St. Nicholas and at Larkrise). It would appear to us that this group is almost universally opposed to the Proposal.
- g. Conversely the parents of the children least affected, those already at Rowdeford (who are being promised a facility which will be 'world class' and a 'centre of excellence') in their current school's vicinity will inevitably be included in the 45% in favour. It is perhaps not fanciful to suggest that if the proposed single school was to have been located in another locality the results would have been different.
- h. In addition it appears impossible to reconcile the claim made in the Executive Summary of the Paper and repeated regularly throughout that *"45% supported the proposal against 55% who did not in the online survey"* with the table in the report summarising the on-line responses. Adding up the total number of responses this produces a split of 41:59 against the proposal. The only way to get even close to the claim of a 45:55 split appears to be to total the percentages of the various categories and then calculate a percentage of these (which actually round to 44% in support and 56% against). This appears to be a highly dubious methodology on which to base such an important claim. The table states the level of opposition to the proposal for most of the categories as between 58% and 68%, with *"professional[s] with an interest in special school provision"* actually split 45:55 against the Proposal. The only category of respondent reporting support greater than 45% (at 65%) are stated to be those *"representing an organisation with an interest in special school provision"*. This group appears to include a mix of organisations with a commercial interest in the proposed new school (e.g. care providers) together with individuals (e.g. a Rowdeford governor and an ex Rowdeford student). If we are correct in our interpretation of the statistics this methodology would appear to provide this category with a proportionately higher 'say' than the parents of St Nicholas and Larkrise most directly affected by the proposal.

- i. We would also suggest that to comply with the Department of Education guidance very significant weight should have been given to the detailed reasons for opposition to the Proposal as fundamental justification not to proceed with this. Instead the Proposal focuses on plans to mitigate (or at times, to dismiss) those concerns.

3. Community Links

- a. Perhaps the most significant concerns voiced in the consultation were based on the removal of children from education in their own local community to be educated in isolation in a remote rural environment. This theme has implications in a number of areas for children with special needs including community cohesion, preparation for adulthood, access to medical facilities etc.
- b. The Paper appears to give equal weight to the concerns that children from St Nicholas and Larkrise *“would not learn how to live in their own closest town and that the communities without a special school would lose valuable contact with children and young people with SEND”* and the strong support for the proposal from Rowdeford.
- c. Similarly the Paper appears to equate the loss of access to a full and diverse range of *“facilities such as shops, leisure centres and cafes”* provided in the major centres of Chippenham and Trowbridge with *“access to wildlife, village life and a sort [sic] after rural environment”* of the Rowdeford site.

This demonstrates the lack of real understanding or acknowledgement of the importance of social inclusion and learning within the local community. There are vital benefits for SEND pupils of learning and engaging within their local community. This is about building skills and confidence over time in real life situations. The Paper suggests that *‘families themselves are ensuring that any barriers are broken down in their everyday lives by going to the local shops, the pool...’* and that the Council is funding a number of short breaks in the communities where the pupils live. These statements alone demonstrate the complete lack of understanding of the impact of learning and being part of a local community can mean for our pupils and how this can improve outcomes. The Poplar College (St. Nicholas) post 16 project is a significant example of what can be achieved in an urban community based setting (and which simply could not be replicated at Rowdeford).

- d. Our understanding is that one of the commitments made by the Council in its 2017-22 Business Plan was to build strong communities. Building one large remote school and closing successful community based special schools produces the exact opposite result.

4. Travel

- a. A major concern was clearly over increased travel times to school for children from St Nicholas and Larkrise. The Paper effectively dismisses this as a marginal factor. This appears to be highly counter-intuitive.
- b. Particular concerns have been raised about the vital health and safety issue of reconciling travel scheduling with individual medical plans (and the Paper acknowledges that this work is outstanding).
- c. The Paper states that this could be achieved by “*using a number of approaches to fleet management, route efficiencies created through one location and a variety of vehicles*” and therefore seems to imply a change from current transport planning practice. The claims are therefore unproven.
- d. It is unclear whether the application of similar techniques could reduce existing journey times to the existing separate sites.
- e. Community access also has travel implications. There is no recognition in the Paper of the additional travel time that will be required for pupils to access the community. Pupils cannot walk or be pushed in their wheel chair from the proposed Rowdeford site and trips out will take longer.
- f. In addition the Paper acknowledges that the future demand for special school places is most likely to grow in the locations where housing is planned to increase, principally Chippenham. So closing St. Nicholas is likely to result in more pupils making travelling further.

5. Parental Access

- a. A related issue is the question of parental access to school. In practice with special needs children this is a highly significant issue and needs to be possible on a flexible and ad-hoc basis. The ability to maintain as close a working partnership as possible between the school and parents is crucial to the achievement of educational and welfare outcomes.
- b. However this concern is effectively dismissed in the Paper which states that for this remote rural location “*travel times should be reasonable for parents; however, the transport assessment also suggests using taxis to bring parents in when required if they do not have access to their own transport*”. It is not clear who will fund this cost. If it is the parents then this places parents without access to their own transport at a particular disadvantage. If it is to be the Council this cost does not appear to have been factored in.

6. Operating Costs / Budgetary Constraints

- a. The Paper makes various claims for improved services and reduced operating costs under the Proposal. There appears to be no explanation of how this will be achieved against the general background of budgetary constraints.
- b. For example at present it is clear that neither St Nicholas (nor the other maintained special schools) receive adequate healthcare support. Speech and language training provision has remained at 2 days a week for years, there has been a reduction in physiotherapy and occupational therapy input. How does the Proposal guarantee funding to recruit and increase this provision?

7. The Matrix

- a. Any methodology that can introduce objectivity into a process should be helpful. However the Matrix has been introduced without consultation or agreement and appears to have been applied inconsistently. So unfortunately this has had the opposite effect.
- b. Notwithstanding that the Paper concedes that options appraisal Matrix in Appendix 14 is not being presented as “*scientific or free from subjectivity*” this nevertheless appears to be the main basis upon which the alternative proposals have been analysed and the Council’s previous preference for the Rowdeford Proposal confirmed.
- c. In the time available and with limited access to information we are not in a position to comment on the methodology in any great detail. However we do have a number of significant concerns on the approach and methodology adopted. It must be emphasised that what appears below are only representative examples of concerns identified to date and that our concern is that with a fuller understanding of the process employed those concerns could multiply exponentially.
- d. In particular the Paper states “*it should be noted that this was not undertaken by the head teachers of Larkrise or St Nicholas although it was sent to them*”. This carries the clear implication that our school has refused to participate in this process. In practice our Head-teacher was given less than 24 hours to complete the Matrix, with no background explanation on the options and no opportunity to comment or question the approach. Even then they were only invited to score options 2-8, which seemed to exclude the option preferred by St. Nicholas. The better analysis would be “that St Nicholas (and Larkrise) were not given a sufficient opportunity to undertake the assessment.
- e. In any event those schools most affected by the Proposal did not participate in the principal assessment relied on as part of this consultation. Without a more detailed understanding of the methodology and underlying results it is impossible to say whether a proper opportunity to participate would have materially altered the

results.

- f. Conversely the assessment was completed by representatives of Rowdeford and by a number of Council officers. Concerns clearly arise over their ability to maintain objectivity in all the circumstances. Without access to the detail of how individual assessments have been completed it is impossible to say whether those concerns would be validated or disproved.
- g. Nevertheless, in a considerable number of areas, it is difficult to understand why some of the alternative options based on existing areas of Chippenham and Trowbridge did not score considerably higher than the proposed Rowdeford. For example Quality item 11 – Community Engagement.
- h. We also have concerns about the relative weighting given to various factors. We referred to item 13 – Choice at 2% above. Item 15 Co-production and support from families at 1% is also relevant.
- i. Also a significant number of factors (particularly in the Outcomes category) appear to be sufficiently vague as to be incapable of sensible assessment for any given option.
- j. In addition we have very significant concerns as to the methodology adopted. It is stated that:- *whilst all four criteria carried the same weight – 25% of the overall score..... each option needed to “unlock” before moving to the next in sequence*. We are concerned that this approach could have ‘locked’ and disqualified potentially viable alternative proposals, that with further exploration, could have presented more attractive and viable alternatives to the Proposal.

8. Claims Evidence and Assumptions

- a. In a considerable number of areas the Paper makes various general claims that the Proposal to build a single large school will create a ‘centre of excellence’ and a ‘world class’ facility. There is absolutely no evidence put forward to justify this. Indeed there are concerns that, for SEND pupils a ‘super school’ could have the opposite effect (thus jeopardising another objective in the Council’s Business Plan – protecting the most vulnerable).
- b. Similarly the Report makes various assumptions. For example that outreach to mainstream schools would automatically be improved whilst ignoring the potential of changing the system and allowing the current special schools to work together with (their local) mainstream schools to achieve this.

9. Alternative Proposals

- a. The Paper examines a wide range of 15 alternative proposals. It is very difficult for us to comment in detail on how this assessment has been carried out. However the Paper leaves many unanswered questions and the impression remains that there is substantial additional work to be undertaken before these alternatives should be disregarded in their entirety and the Proposal passed. For example there appear to be no detailed comparative of either capital or revenue costings included with the Paper.
- b. For example the Paper refers to a proposal to “*Extend St Nicholas and Larkrise onto new sites and maintain Rowdeford Appendix 13 includes the model put forward by the Wiltshire SEND Action group*”. This appears to be Option 14 in Appendix 14.
- c. The main reason for the relatively low scoring of this option under the Appraisal appears to be higher revenue costs associated with operating across 5 sites. St Nicholas (and we understand Larkrise) are by no means wedded to our existing sites. Indeed we would welcome a new state of the art facility being built for us in Chippenham. The Paper concedes that revenue costs would reduce on a three-site model and that under the Matrix the attraction of this option would increase (albeit with an unspecified additional capital cost as a consequence).
- d. As to the other objections to this option as listed in the Paper:-
 - i. *Split site options do not allow for specialist staff and facilities to be concentrated in one location.* This might be so. However we strongly believe that some combination of common leadership, liaison and limited additional travelling for staff and pupils this difficulty can be overcome.
 - ii. *There is potentially an inequality in the condition of buildings with St Nicholas and Larkrise school sites continuing to not meet DfE minimum area recommendations and children still experiencing overcrowding.* However the Paper conceded that ‘*this disadvantage would be addressed if 2 new builds accommodated all pupils in Trowbridge and Chippenham*’
 - iii. *There are concerns that multiple sites reduce continuity of experience and provision for all children.* This seems to be a relatively vague and insubstantial objection. There are greater concerns that committing SEND children to a rural single site school for a significant part of their educational career will isolate and institutionalise them.

We therefore believe that (apart from unspecified additional capital costs) there is everything to recommend this option, based on three sites.

10. Conclusion

- a. We do accept that do nothing is not an option and that additional SEND provision is needed within Wiltshire. However we believe that many of the claims made in the Paper in support of the Proposal for a single site at Rowdeford are based on conjecture and are not supported by evidence.
- b. Equally we believe that many of the advantages claimed for the Proposal (e.g. improved outreach) could, with thought and collaboration, be equally or better achieved through maintaining separate locations.
- c. We believe that a genuinely open minded and collaborative consultation would have emphasised the advantages of maintaining three sites in Chippenham, Trowbridge and at Rowdeford.
- d. We invite the Cabinet to reject the proposal and instead instruct the officers of the Council to undertake further work with a view to formulating an alternative proposal based on this option and on the basis that interested parties are provided with reasonable resource (such as access to consultants etc.) so that the resulting alternative option can be seen to be both viable and truly co-produced.

This page is intentionally left blank

Wiltshire Council

Cabinet

22 May 2019

**Melissa Loveday – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

They say words spoken from the heart, enter the heart. And I believe each of you has one, so here goes:

Families are incredibly disappointed to see that officers have simply rehashed their previous one-school proposal, instead of working with them as they stated they would and despite the public outcry against this proposal.

But I am not here today to talk about the frustration and betrayal felt by parent/carers and their families, governors, councillors, education and healthcare professionals. Instead, I would like to outline to you the erroneous nature of this report, its lack of evidence, its serious omissions and lack of due consideration to the proposal put forward by our campaign group, Wiltshire SEND Action.

With these points considered, this report is an unfair representation and does not allow Cabinet members to make an informed decision on the future of special schools.

This report is riddled with errors. For example, in the transport section, it claims that 'on average, journey times would decrease'. Yet, the only 'evidence' given is a graph, which includes figures that state current Rowdeford students travelling to a new school at the same location will save 986 minutes total travel time. This is clearly contradictory and an error; we have asked officers to explain this but with no reply. We have also asked to see the analytics behind the transport routes – are they based on AA route guidance from point A to B? Or do they incorporate multiple stops for children in wheelchairs or on oxygen? Do they include ALL current children, and

not just a random selection, because currently 66% of children at Larkrise use transport, but 100% of these students will have to travel to the one-school site.

This report manipulates facts. It says that currently only 26% of children in the three schools go to school in the communities in which they live. But what definition has been used to calculate 'community'? Is it one-mile within home? Three? Five? I define my own community by where I spend time as a family, and that spans from Calne, Derry Hill to Chippenham. It does not include Rowde, not because it isn't a lovely place, but there is no draw for us to spend time there. But here IS a fact: according to St Nicholas School data, 22 out of 65 students who attend the school live CLOSER to St Nicholas than they do Rowdeford school.

There is a serious omission of key evidence in this report. For example, at the time of writing this statement, there is no reference within the report to the Save St Nicholas Special School petition and the Larkrise school petition. As you may recall, both petitions were submitted and debated by the Full Council on 26 February. At that meeting, we were promised that both school petitions would be included in the consultation and 'a meaningful response given', for which we are still waiting.

These petitions each gathered more 7,500 signatures, the majority of whom are Wiltshire residents, all in support of keeping St Nicholas School in Chippenham and Larkrise School in Trowbridge. This is staggering evidence of just how much these two schools are valued by their communities. Given the fact that Rowdeford's petition to keep its school was included in the report published in November of last year and used as evidence to support the one-school option, this key omission demonstrates a clear bias and predetermination towards the one-school at Rowdeford.

Arguments used within the report are flawed. Continuity of education is used as a reason for amalgamating the three special schools into one, and yet this isn't applied to the mainstream school model. For instance, in my hometown of Calne, we have maintained primary schools ranging from 'Requires Improvement' to 'Good'; meanwhile, a village school just outside Calne has an 'Outstanding' OfSTED rating. If this same rule is applied, why is the Council not closing all of the mainstream primaries in Calne and moving all of the children out of the town into this village school? And surely this would save the council revenue costs due to the economies of scale of one site, which is a key argument the report makes against any other proposal put forward? It is clear that these two points are not reason enough to choose the one-school model as these arguments do not stand when tested.

There is a lack of evidence within the report.

A key factor for any new school proposal to be LEGAL is that it meets the council's Public Sector Equality of Duty (PSED). Unfortunately, all that is included under this section is the guidance set out in law for the council to follow; there is no evidence to show how the council meets these obligations with the one-school recommendation. In fact, by eliminating choice and removing children from schools in what they count as their community, this proposal does not 'advance the equality of opportunity of disabled people'. It does not reduce discrimination, but instead increases it.

Our alternative proposal was not given due consideration. In fact, the proposal put forward by Wiltshire SEND Action only received two paragraphs, with no detail included, which I submitted on behalf of Wiltshire SEND Action during the consultation period and which was omitted. It also lacks any detailed analysis, and is **erroneously** brushed aside as causing increased revenue costs. Furthermore, our proposal was excluded from the scoring criteria in Appendix 14 as it is not listed under the 3-site solutions.

Our proposal is a three-school model: expanding St Nicholas in Chippenham, Larkrise in Trowbridge and Rowdeford in Rowde equally. Now, this might sound like we're just trying to maintain the status quo, but that's not the case! We recognise the crucial need for more specialist spaces, but want to ensure the next generation of children receive the best care and education that we feel our children are receiving. Our fight was not about standing in the way of progress; rather, we felt we had a duty to ensure it was done right, for the sake of all children with special educational needs!

Our proposal outlined a flexible approach to the buildings in Chippenham and Trowbridge. Both schools **need** to grow, especially considering the fact that it's now estimated that 45,000+ new homes need to be built in Wiltshire, the majority of which are earmarked for Chippenham.

With advice from MP Michelle Donelan, we explained that we are not architects so could not propose the most cost-effective sites, nor would we know all of the land/sites Wiltshire Council owns; so we suggested to officers keeping the current buildings as primary settings and adding a second site for secondary/post 16 in each town, OR building a new school each for St Nicholas and Larkrise (and selling off the old buildings to offset costs), whichever was most cost effective for the capital costs.

We also wanted to meet officers halfway by recognising the space to expand at Rowdeford and the idea of creating a Centre of Excellence, by making Rowdeford a central hub, for both administrative and external services. Travelling to Rowdeford for a paediatric appointment once every few months is much more manageable than

travelling there every day for those parents who don't drive or work, making this location difficult to access.

Expanding all three sites would allow each school to continue doing what each does best, and give families CHOICE, across locations, designations and between rural and urban settings, based on whatever their individual child needs.

Our proposal was disregarded based on incorrect facts. The report states, briefly, that the build costs for our 3-site model would be £28 million, which officers told us wasn't 'outside the realms of possibility'. This capital cost is also significantly less than the £32 million now estimated for the one-site model (see page 17, Appendix 14).

The ONLY REASON given for why our proposal wouldn't work was because it would increase revenue costs. However, we proposed that the three schools form a multi-academy trust, run by an executive head, which would incur NO REVENUE COSTS TO THE LOCAL AUTHORITY as the money for this would come directly from the Department for Education and be the responsibility of the MAT to manage.

We know forming a MAT is not a popular idea, and members of Wiltshire SEND Action are dubious of academy status, no matter its form. But we felt we needed to focus on what was best for children, and that it was an agreeable way to work with officers to demonstrate that we understood that tough decisions on costs needed to be made. We felt that by centralising the ICT team, bursar, catering services, etc, it would create economies of scale and provide increased buying power. Yet, none of this was included within their report. And the fact remains that by forming a MAT, there would be no revenue costs for the council. So the ONLY argument against our model is false.

Our proposal in Appendix 13 clearly sets out how it would provide sufficiency of provision, with a near-equal split across the three schools, and NOT with a majority based in Chippenham as the report incorrectly states.

Our proposal would provide quality of provision as transport times would be reduced with fewer children having to travel cross-county to get to one central location. Children would arrive at school fresh and ready for learning, rather than exhausted before the school day even began. This would also reduce the risks placed on children with medical conditions as they could attend schools closer to acute medical centres.

As addressed above, our proposal would ease financial pressures on the council with its ever-squeezed budget. We also proposed amending Section 106, to change the legal agreement between applicants seeking planning permission and Wiltshire Council to include a 'Special Schools Levy'; this would ensure county-wide housing development mitigates against their impact on infrastructure by contributing a certain percentage towards the ongoing costs of specialist provision in strategic areas, which should be ringfenced, and reflect the increase in need. We understand that currently CIL applied to planning permissions only contributes towards mainstream schools, not towards specialist provision; many towns have adopted their own Neighbourhood Plans, which incorporate an increase of CIL. This information, sent during the consultation period and which should have been included in the original report, was only added as an addendum after I requested it.

Finally, outcomes would be improved with our proposal as resource bases would come under the reach of specialist schools, as would in-reach/out-reach programmes from the central hub of the Centre of Excellence. But more importantly, as a multitude of research shows, children could receive a more inclusive education by remaining in their own communities.

Community is more than something that happens at the weekends. **Ensuring the best outcomes for our children is completely entwined with community and social inclusion.** Enabling them to reach their full potential is dependant upon them having the opportunities to explore, engage with and be valued in their own community **as part of their curriculum.** We may not have a fully inclusive education system, but this as close as we can get. So yes, while parents across all three schools just want the best provision possible for their children, community inclusion is a huge part of quality provision, and should be equally weighted as high-tech equipment, specially designed facilities, and magical woodlands.

So let's see: our proposal is cheaper than the one-site model, on both capital and revenue costs, it meets all of the council's criteria, it allows families choice and it keeps children in their communities, while also offering a flexible approach should their needs change. So I have to ask: why hasn't our proposal been given due consideration??

These facts, coupled with the additional fact that 55% of respondents STILL opposed the one-school option during the last consultation, begs the question:

WHY IS THE ONE-SCHOOL MODEL BEING RECOMMENDED AT ALL?

We have seen MPs speak against the one-school model in Parliament, we have seen heavy media coverage, across local radio, TV and newspapers, with many members of the public writing in to voice their opposition to the closures of the three schools and the ongoing expense a mega institution incurs unless kept full when children may otherwise be better served elsewhere. We have seen the process of consultation legally challenged, financially supported in part by crowdfunding from the communities and local businesses (which demonstrates their commitment to the two schools). The Council's own Scrutiny Task Group originally recommended against amalgamating special schools, and its recent report of 5 March shows they still have serious misgivings, especially relating to transport.

WHY HAS THE COUNCIL CONTINUED TO IGNORE WHAT THE PUBLIC WANTS?

Next steps for Wiltshire SEND Action

Parents are now within their rights to explore all options, and we will help them do just that. Our next steps at Wiltshire SEND Action will be to seek further legal advice, guide parents towards how to apply for personal budgets and home educating, to changing EHCPs and challenging them at tribunal; these are things that parents have told us they would look into. Parents and families may also explore setting up their own free schools. And of course, we will continue to put slow and steady pressure on Wiltshire Council, from officers to Cabinet members, to town and county councillors, for as long as it takes until they agree to collaborate with stakeholders.

Together we could do something remarkable and innovative, something that the rest of the country looks to as leading the way for specialist education, utilising the knowledge and experience of parent/carers, families, governors, education and healthcare professionals. But you can't do this without getting the public on side, and based on this report, it feels as if we are being treated with contempt.

I could speak all day about the errors, the contradictions, the omissions, the lack of evidence, and the he-said-she-said type of arguing that has taken place within this report, but I hope the examples I have shared (and there are plenty more!) give you a clear indication that this report is an unfair representation and does not allow Cabinet members to make an informed decision on the future of special schools at this time. Please don't rush a decision through whose price will be paid for by the

most vulnerable children in our county for the rest of their lives. Consider what I have said and consider if you have all the facts.

Your sincerely,

Melissa Loveday

Question 1

1 a How many children are currently able to walk (or be pushed in a wheelchair/pushchair) to school? 1. b How many children will be able to walk (or be pushed in a wheelchair/pushchair) to Rowdeford? If the answer to 1b is fewer than 1a, how does this mitigate against Wiltshire Council's environmental impact?

Response

At the moment there are 30 children who do not use the transport arranged by Wiltshire Council. It is acknowledged that a similar number may join transport in the future if the recommended proposal is accepted. In regards to Environmental impact, overall the proposal to move all the children to Rowdeford reduces the time in transport by a projected 1368 minutes.

Question 2

Does the data on pupil travel times include children who are currently not using transport but will be forced to in order to get to Rowdeford? For instance, 100% of children at Larkrise will have to get passenger transport in order to attend school (as opposed to XX% currently). 2.b How can Rowdeford students reduce travel times by 986 minutes with a new school at Rowdeford? Surely this is an error as the school is in the same location?

Response

Yes. 2.b – the reason for the reduced travel time is because of new routes which enable efficiencies related to pick-up coordination, reduced urban travel and rationalising the routes to one destination.

Question 3

What analytics have been used to come up with the transport data? If it only uses a sample of current students, surely this is flawed as it doesn't account for those not currently using transport but who will if their only school option changes location?

Response

Please refer to Section 7 (ii) of the report and Appendix 9.

Question 4

Will the Council publish how parents can apply for a personal budget in order to home educate (including but not limited to parents who don't drive as there is no public transport to Rowde)?

Response

This information is supplied on Wiltshire's Local Offer website:
<https://www.wiltshirelocaloffer.org.uk/personal-budgets/>

Question 5

What will the Council do in light of some parents discussing setting up their own free school? Will this affect the budget for the new school?

Response

The council is supportive of all endeavours to enhance SEND provision. This will not affect the budget for the new school.

Question 6

Was David Paice appointed as the Head of Special School Transformation, the role which was advertised in February 2019? And as part of his job description, he is responsible for closing the three special schools, correct? Despite him being appointed during the pre-publication consultation stage? How does this not show pre-determination on the council's part to close the three schools?

Response

David was brought in to provide additional capacity to the team working on the project. David is not appointed to a substantive role

Question 7

How can a Centre of Excellence be the case when it's not the centre of anything, but an insular bubble all on its own?

Response

Please see our Vision document (Appendix 1) which lays out the aspirations for all children with SEND through the Centre of Excellence.

Question 8

How does the Council think they can brush aside all arguments against a one-school proposal by simply refuting them, without evidence to back this up? For instance, the Highways Agency said that a right-hand turn lane would be needed for a 350+ school at Rowdeford, and the council simply says essentially 'no it won't'.

Response

A detailed analysis of 15 sites and subsequent options appraisal was taken forward resulting in the Cabinet report and the 16 appendices.

Question 9

As asked at the Cabinet meeting in November, how can a one-site rural school promote community inclusion in a child's own community (not necessarily their hometown/village)? The answer via WPCC website stated previously that this would be down to the new academy. Considering the new proposal is to make the new school a maintained one, how does the LA plan to implement this?

Response

Building and nurturing a supportive school community is essential to ensuring that every child grows up happy, healthy, and curious to learn. Wiltshire Council will always support and encourage inclusive school communities that encourage parents, students, and teachers to come together and give back to the community.

An inclusive school community has a positive school climate, and Wiltshire Council supports the development and implementation of frameworks and policies that help create a safe environment.

Community inclusion involves both school and family enabling the child to experience many different environments and consistent support. Wiltshire Council will continue to support children to engage with their communities.

Question 10

If community engagement and inclusion is to be via bus to a child's own community, how many hours will a child be spending travelling on those days vs their learning time?

Response

For the majority of children their travelling time will be reduced.

Question 11

Will the LA be making all pavements around Rowdeford and the village of Rowde wheelchair accessible? Will they also enforce the accessibility to village shops, pubs, etc? And not just for one student, but for a whole classroom of wheelchair-bound students in order to facilitate access to a community?

Response

Wiltshire Council will ensure that the chosen location supports children and young people to make the most of their environment.

Question 12

Will the Council be removing the public right of way through Rowdeford school land to mitigate against loss or injury to a vulnerable child?

Response

It is envisaged that any plans to develop the site would ensure that safeguarding is paramount.

Question 13

Why is the one-school being pushed when it is clear from the lack of evidence and flaws of this report that it is not the most cost-effective option and not what the majority of people want?

Response

The comprehensive options appraisal and extended pre-publication consultation sought to maximise the opportunity for sufficient places of the right type and scope. The right places and the development of the right organisations rather than a single or multiple site solution.

Question 14

Can you confirm that there will be at least 5 hydrotherapy pools included in the new school proposal, given that there is currently a 1:65 ration between pool and students at St Nick's? And if the answer is yes, how can fixtures and fittings only equate to £1m when one hydrotherapy pool along costs £700,000 (ten years ago), which at a low estimate would equal £3.5m for the pools alone? What other estimates have officers made that are inaccurate?

Response

There is consideration for a hydrotherapy pool. The size and scale will be determined at a next phase of planning.

Question 15

Can someone please explain why Wiltshire SEND Action's proposal won't work? The arguments within the report are inaccurate, using incorrect details, either on purpose or through ineptitude (ie 50 pupils or less at each St Nick's and Larkrise when we proposed 100+ at each expanded school; £12m revenue costs when it should be £0 revenue costs), so can someone please explain WHY HASN'T OUR PROPOSAL BEEN CONSIDERED?? We need an explanation in order to understand why a more expensive, discriminatory proposal is being recommended.

Response

15 proposals were submitted as part of the pre-publication consultation. 7 of these including Wiltshire SEND Action's proposal were taken forward for more detailed consideration. All the proposals had clear merits and elements which were very interesting. On balance, the proposal that scored the highest was not that submitted by Wiltshire SEND Action. The highest scoring proposal is not discriminatory with a comprehensive EIA having been undertaken. Proposals will be considered on Wednesday afresh, taking into account the input received from various contributors.

Question 16

When will we be issued with an apology for the omissions of the two school petitions from the report, seeing as this is key evidence in support of the two schools proposed for closure?

Response

A detailed report including 16 appendices has been submitted for consideration. Reference to the two school petitions has been made and can be found within the supplementary agenda item.

**Duncan Carter – Statement and questions regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

Please listen now as I don't want to find the issues with this proposal exploded in all our faces later. Covering the same ground and highlighting the same issues following a recommendation which is a rehash of the previous ONE SCHOOL option proposal is eating up everyone time and my holiday entitlement.

I concede this proposal is an improvement of the original proposal. It is probably the best ONE SCHOOL option available to fulfil the North Wiltshire needs.

Having said that the ONE SCHOOL option IS fundamentally WRONG.

Who is recommending it? Why are they recommending it? Are they and the cabinet as Decision Makers truly clear as to whether the proposal is aligned to the best interests of every child? As well as all aspects of the law the proposer and new school is expected to adhere to and uphold.

The problem is it is still a ONE SCHOOL option. And that is the HURDLE this proposal and any ONE SCHOOL option actually fails at. It is ultimately a reduction to a single site for primary provision not maintaining 2, it is a single site secondary provision not maintaining 3.

I even can accept there is a balance between choice and the costs. It takes more money to deliver choice. But that argument applies to mainstream provision. The argument is ill considered, immoral and potential illegal. And if it is then pushing on this proposal is likely to cost more EVENTUALLY.

Even if the argument is that this is the best proposal for the majority, it doesn't justify the harm it could incur or allow Wiltshire to redefine legal. Attempting to fit the facts to support a one school option doesn't change the fundamental issues and also leads to the conclusion that the outcome always was PREDETERMINED.

What would need to be evidenced to show the cabinet the proposal is flawed, immoral and/or illegal, and ensure the recommendation is now not passed?

There is no denying this will incrementally increase discrimination within Wiltshire for those with specific learning difficulties.

I fear somewhere in this proposal Wiltshire has taken a Ford Pinto cost benefit analysis approach to life or worst still adopted Scrooge's mentality.

Coming back with a flawed one site proposal appears to show predetermination, unless the fact it is flawed is accepted by the cabinet here and now in today's vote.

If it isn't accepted now and the statutory notice proposal is push through, whether it is flawed may be tested later.

The plan improves in transition and in continuity. But as before there are losers. A one site fit all, may lead to a misfit for many

I did ask of the cabinet previously

IS THE PLAN BETTER FOR ALL?

The answer then and now seems to be NO, it can and will harm Wiltshire children and families.

That should in reality be the start of the discussion as to what a proposal to fit North Wiltshire should look like.

There should have been an agreed frame work up front on what is required, define the priorities from essential down to nice to have. Ensure the essential needs can be address in principle before looking at a specific proposal. There will be conflict between the needs and the costs, in the end best value is a balance. But whatever best value solution is adopted it still must be lawful, should be fair and based as far as practice on robust foundations.

What potential harm can this or any other proposal introducing. If there is no harm state it, prove it, demonstrate it. If not evidence the true risks now and in the future. The status quo is less than adequate, and this proposal is a step in the wrong direction for equality.

Give the reliance on Virgin Care inputs in evidence in mitigations or defining the extent of the risks, is Virgin underwrite their inputs into this Decision? As they are not independent does Virgin have a conflict of interest? Would it be conceivable the questions asked were loaded to obtain a particularly response? What is the increase journey time threshold considered risking increase in harmful?

If there are potential life or physical or mental health concerns, tackle them head on, tackle the concerned parents head on. Knowing or believe there are risks means we need to understand how these concerns are addressed in full, engage us, DONT ignore us.

Don't be happy with the level of your own belief, knowledge or competence in this subject.

If those voting for this truly believe this plan has no loser and risks no harm. I would like them to read the report again, despite not have a full and clear picture it still clearly shows there are losers.

An example in reading a Wiltshire Transport submission for one students.

“An example case would be George (not his real name). George has extremely complex needs as he has a genetic condition effecting his respiratory muscles meaning he is fully dependant on a ventilator to help him with his breathing. George needs to travel carrying specialist equipment to support his needs and specially trained staff to support him, he is probably our most complex child on transport. Following many multiagency meetings and time with George and his parents, it was agreed that he would require individual transport and two specialist trained staff provided by health to meet his needs on transport. It was agreed that two fully trained staff would reduce risk substantially if one member of staff became incapacitated. Having individual transport enabled the flexibility if his needs should suddenly change route, whilst maintaining his dignity if the staff travelling with him should be required to give medical intervention whilst on his journey. We did several versions of the risk assessments, thinking through what would happen in different situations e.g. if we had to turn back, if mum and dad weren't there when we got home and particularly if the ventilator failed. Full consideration has been given to the route travelled to minimise the journey time and the parking arrangements in school to enable his needs can be met fully before travelling.”

Given the stated many multiagency meetings how different was the original transport proposal, and how much did this require parents and/or health professional to challenge and enhance the original proposal.

It leads to the question will Wiltshire be guaranteeing that similar suitable safe provision will be available and provided for all from the first day a 4 year or 5 year old arrives at school.

How does distance become a consideration in this proposal. In what ways are and will the impacts be addressed in full of all children, parents, and staff.

Given there are loser, which needn't be the case. When you vote consider this, do you truly know what this plan will do to the lives of each children. For each family, each child, what personal and public costs will be incurred. Who will be required to pick up those costs and when?

Given this backdrop I question the integrity of the statistical used in the report. While 45% of responses agree with the proposal against 55% of the responses disagreed. This tell us very little.

Firstly I said responses not respondents as there appeared to be no checks in place to avoid multiple submissions or this survey. therefore what guarantees do we have

that every response is from a separate individual. As without this what confidence can be given that these statistics are in anyway meaningful.

If we do take them as meaningful, then what do they tell us?

Do they tell us.

1. As to the difference in opinion across the three schools
2. The difference of opinion of parents with children at different stages of their school careers
3. As to the opinions of prospective primary school and secondary parents for each school location
4. As to the difference in opinions of parents with children of different learning and disabilities designations
5. As to the difference of opinion of parents with and without other school age siblings
6. As to the opinion of non-verbal and verbal pupils at different stages of their school careers.

Therefore, it can be argued the opinions of relocated/realigned students and their parents holds more weight with respect to the closures than impacts them directly, and the opinion of students and parents at the other schools are of limited or no relevance. Therefore, can it be agreed the next consultation or representation needs to provide clear and clean data to the decision maker?

Further the opinion of those who would or could still be involved directly in the closing establishment or sites at the time of closure also need to be identified to ensure their inputs are given the appropriate weight.

I ask these questions to point out when constructing the statutory proposal and the associated representation period data collection that these details appear to be needed as outline in government guidance. It states level of impact matters more than the number of respondents. With this in mind the belief is any statutory proposal will need to be robustly constructed to allow the decision maker to make an informed decision based on the requirements of Annex B of that document and the way responses are collected and collated.

To put in prospective St, Nicholas School is currently grieving the death of a student. Impacts doesn't come any higher.

If I hadn't already composed a draft I probably wouldn't have included at this time, but I wonder "who is legal responsible if this plan directly harms, or kills a child". More student and staff will add and prolong health risks and illnesses within the school. Please help by showing how these impacts have be incorporated and addressed, without restricting educational opportunities for our children.

Onto the transport statistics I ask how well these address Marlborough's future needs? Whether the centre of gravity of pupils is distorted due to inclusion of South Wiltshire pupils in the statistics? Whether Trowbridge and Chippenham pupils not on transport have been correctly included in the statistics and whether parent

transported pupils have been correctly included? If these have been addressed where the data is and how the corrections are incorporated?

I even wonder if a school in the middle of Salisbury Plain could fit the criteria as well as or better than Rowdeford for the entire county on the criteria used.

Whether the same process and approach has been used for the “as-is” and future transport data? And whether a transport models for a 3 equal sites future has been created to demonstrate the benefits that avoiding pupils drive by’s gives?

Next, I ask has the Cabinet ensure it has clear unambiguous guidance that a single school away from the principle settlement of Trowbridge and Chippenham proposal can fulfil the councils legal obligations. There are protections in regulations related to

Right to a family life,
All aspects of the Public Sector Equality Duty and Equality Impact Assessment
Which should i believe include ensuring the plan delivers a reduction in decriminalisation, or at least does increase decriminalisation.

Additionally, there are environmental concerns in the report for a council that agreed there is a “climate emergency” that will except to

Promote a reduction in car use
&
Reducing the carbon footprint due to transport

Avoid excess pollution in and around Rowde and the school with such a high concentration of buses and other transport.

Please can evidence used to ensure compliance to regulations be provided now and with any statutory proposal for wider scrutiny.

I understand it is a balancing act but less schools, less organisations, less choice, leads to more eggs in one basket. With that comes risk.

Risk that current guidance becomes regulation, how will Wiltshire cope if 45 minutes is a mandated maximum for 5 year old children. Or with limited exceptions 150 minutes per day on transport is mandated as the maximum permitted cumulative time on transport attending regular school and educational excursions for secondary school pupils.

Risks that Wiltshire has no in county option to address parental breakdown of trust in the new school’s management.

Risk that the secretary of state closes the school, even before it opens on safety grounds. Simply due to its size or catchment.

Risk that an independent special school establishes itself on Melksham and cherry picks pupils from Trowbridge and Chippenham. And increasing the overall revenue costs to Wiltshire.

Risk that parents invoke choice and choose to go out of county.

Risk of legal action on health or discrimination grounds.

Risks and harm while on transport.

Given the lack of clarity during the realigned consultation It is possible Annex A may still be in breach, ultimately my personal opinion is this could only be technical given the media attention.

How are the stated transport statistics aligned to address the following stated example. How many students now and in the future will require this level of support. Does the risk of this support increase with increased transport distances. Is this transport now or in the future to be available at any time if the pupil deteriorates during the school day.

“An example case would be George (not his real name). George has extremely complex needs as he has a genetic condition effecting his respiratory muscles meaning he is fully dependant on a ventilator to help him with his breathing. George needs to travel carrying specialist equipment to support his needs and specially trained staff to support him, he is probably our most complex child on transport. Following many multiagency meetings and time with George and his parents, it was agreed that he would require individual transport and two specialist trained staff provided by health to meet his needs on transport. It was agreed that two fully trained staff would reduce risk substantially if one member of staff became incapacitated. Having individual transport enabled the flexibility if his needs should suddenly change”

I take that to be divert to home or hospital if his health deteriorates in transit. And to which hospital as in certain circumstances Bristol Children Hospital may be the preferred destination.

Is there a robust process in place today to ensure that every child that should have an individual transport health plan actually has one? And transport routes used in the report aligned to the details in terms of restrictions based on needs. I ask in part as our daughters Epilepsy had been overlooked until earlier this year. Something that was acceptable but not desirable to us when our journey time to school was 15 minutes, but not with great distances and time.

Additionally, even now relief Passenger Assistants are not Buccal trained for our daughter. A situation that shouldn't be acceptable even today.

How will the proposal address and support the families and pupils if they have medically shorten days?

When Epilepsy is particularly bad we don't manage transport and a full day already. To achieve the same level of rest and recuperation with a longer journey we will require even shorter days due to later starts, will probably have more days our threshold of risk is crossed and take longer to drive her to/from school being

more disruptive to home life, being even more inconvenience by before or after attending school not being in a location well align to social or domestic needs.

As with Threeways I have to assume many Rowdeford parents today make the value judgement to compromise travel distance to access the best provision for their child. Anecdotal evidence suggests friends and neighbours who see Rowdeford in their child's future, are less sure that a school increasing to 350 pupils has the same value to them.

Will cabinet concede many of the concerned parents have decided that it is preferable to prioritise quality of or even life. And that this should not to be ignored.

It leads back to the absolute key questions, is this plan moral, honest, legal. And who will have the decency to take the legally responsible if a child death is directly or indirectly attributed to this proposal?

Duncan Carter

Question 1

Can the cabinet confirm it has obtained legal advise that the proposal to consolidate provision reducing primary options from 2 to 1 and secondary from 3 to 1 is not fundamentally flawed, and does not go against Equality Duties and would not be deemed increasing discrimination in respect to reducing choice of provision for a group of disabled pupils, relative to the current status quo.

Response

The proposals under consideration have been reviewed from a legal perspective and are compliant with the duties and obligations placed upon Wiltshire Council. These have been addressed within the cabinet paper under legal implications.

Question 2

Has a proposal been worked up that can and will address all the legal and procedural obligations that will exist to close maintained schools, addressing the discrimination, displacement, access and environmental obligations which will be placed on the proposer and the decision maker.

Response

The proposals under consideration have been reviewed from a legal perspective and are compliant with the duties and obligations placed upon Wiltshire Council. These have been addressed within the cabinet paper under legal implications and takes account of the legal process for the closure of maintained schools.

Question 3

As a starter for 10, will this new school once collapsed onto a single site have the largest catchment area of any single primary designation school in England? If not what schools have bigger catchments and covering what designations.

Response

We have visited and contacted with a number of large schools but have not explicitly asked about their catchment areas.

Question 4

Who made the recommendation in the proposal? When ? And Why?

Response

The structure of the cabinet report requires that recommendations are made, cabinet will however make their own decisions.

Question 5

Will all pupils EHCP need to be re-agreed with parents in 2021 if the schools are close?

Response

No. However, transitions will be discussed in annual reviews.

Question 6

Will all pupils being relocated between sites again need to have their EHCP re agreed with parents in 2023?

Response

Please see answer above.

Question 7

Given the volume of responses and the size of the report can, has and does the following need to be fulfilled before the cabinet sit on 22nd May (as outlined on page 75) "The Cabinet, as the decision maker on behalf of the Council, is now asked to make a decision on the options presented. In doing so Cabinet must have regard to the above guidance. They will need to be satisfied that the consultation carried out to

date was appropriate, fair and open, and that full consideration has been given to all the responses received.”?

Response

The Cabinet, in making their decision, will have due regard to all guidance and legal requirements placed upon them.

Question 8

When was the Equality Impact Assessment last reviewed / updated?

Response

12 May 2019

Question 9

Are all parental and wider community impacts and concerns raised during all consultation to date related to the current preferred ONE SITE SCHOOL proposal appear in the current Equality Impact Assessment with appropriate impacts and mitigations to address the Cabinets legal obligations related to this decision?

Response

A thorough Equality Impact Assessment has been undertaken.

Question 10

Within the Equality Impact Assessment I do see some foot note or additional comment references, but can't locate these, therefore would it be possible to provide the full reference to the Equality Impact Assessment which addresses the risk of death and injury while in parental care travelling to or from school?

Response

The protected characteristic of disability has been thoroughly considered.

Question 11

Is it possible to obtain assurances that all cabinet member are fully conversant with the obligations and requirement placed on them in making their decision to proceed to ensure legal compliance and statutory processes obligations are adhered to, including those outlined on pages 74-76 of the report?

Response

Cabinet members are appointed democratically to fulfil their responsibilities including legal obligations.

Question 12

It would also be helpful to understand what powers are in reality being authorised by the following? “Authorises the Executive Director of Children’s Services, after consultation with the Cabinet member for Children, Education and Skills, the Director of Legal, Electoral and Registration Services and Chief Finance Officer/Section 151 Officer to take all necessary steps to implement Cabinet’s decision.” As it creates the impression that an open cheque book approach to progressing and enforcing the decision is being approved

Response

Officers and Cabinet members will always take due regard to their responsibilities to secure best value in their capacity as public servants.

Wiltshire Council

Cabinet

22 May 2019

**Tony Free – question regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Question 1

I submitted a Freedom of Information request to Wiltshire Council requesting the details of any covenant attached to the Rowdeford School and the 30 acres of parkland on that site. The response was that to get details of the covenant I should contact the land registry. Does this mean that Wiltshire Council is not currently in possession of the details of any Rowdeford Covenant and therefore is not aware of any conditions that would affect any sale of any part of the site?

Response

A feasibility study of the Rowdeford school site, which included a review of the legal title, has been completed.

This page is intentionally left blank

Jane Scrivener – questions regarding agenda item 6 – Specials Schools Consultation

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Question 1

Can you specify which charities you are in discussion with and what exactly are their proposals?

Response

The charities we are working with are listed in the cabinet report <https://cms.wiltshire.gov.uk/ieListDocuments.aspx?CIId=141&MIId=12498> and on the Local Offer website <http://www.wiltshire.gov.uk/local-offer-education-employment-training> along with other information about post 16 options.

Question 2

Who will be responsible for curriculum development and monitoring of student progression and outcomes?

Response

Monitoring development and progress remains the responsibility of the school. Formative data should be used to provide feedback to parents and pupils, along with the summative progress data. Parents and carers want to know how their child is doing and what is being done to improve their learning. The local authority appreciates that every child needs to have their progress recognised and is keen to celebrate the attainment all pupils with SEND; working with schools and settings to ensure adaptive approaches to learning and teaching make the difference to progress. Central government agencies such as Ofsted will assess the impact that local provision is having on pupil achievement.

Each year the young person will have an annual review where key professionals will join the young person and family (as appropriate) to review and plan for the coming year.

Question 3

What choice will parents have in the direction their children take after 16?

Response

The pathway model is outlined on the Wiltshire Local Offer and within the May Cabinet report including the appendices <http://www.wiltshire.gov.uk/local-offer-preparing-adulthood>

Question 4

When can we have in writing a full and comprehensive plan of education and support from yourselves so that we can see exactly how you are intending to educate and support our young people?

Response

This is available on the Wiltshire Local Offer <http://www.wiltshire.gov.uk/local-offer-preparing-adulthood>

Dr Nicola Grove – question regarding agenda item 6 – Specials Schools Consultation

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Question 1

With reference to projected population of children with severe learning difficulties in Wiltshire, can you please tell me what precise criteria are used to designate children as having SLD?

Response

A child will be designated SLD or the appropriate SEND designation by the SEND Panel referred to in the Children and Families Act 2014 and code of practice [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) . Panel will make this decision as part of the process of creating an Education Health and Care Plan (EHCP) following a 20 week process of assessment from multi-agency professionals working with the child/young person and their family.

Question 2

Can you please tell me what precisely are the figures for the projected impact of the closure of two local businesses (ie the special schools, Larkrise and St Nicholas) on the local economies of:

- a) Trowbridge?
- b) Chippenham?

Response

Whilst the schools are being closed as legal entities the project is part of an expansion in education provision. The sites will stay open until an appropriate time after September 2023. More jobs will be created and therefore the local economies

are likely to gain. Whilst change of provision of land use is anticipated at some time in the future, any change is likely to enhance the local economies.

**Dr Ursula Green – Statement and questions regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

As a parent of a child at St Nicholas School I remain against the proposal to close St Nicholas and Larkrise Schools and replace them with a larger school in Rowde. My main reasons for this are a) the loss of Special Schools in the main urban centres of Chippenham and Trowbridge and b) the size of the new proposed school.

Let me expand on that last point in more detail. We recently moved within central Chippenham to be close to both Sheldon School, where my eldest son Freddy will be going from September, and to St Nicholas School which my younger son Lucas currently attends. Lucas is 8 years old and has a rare genetic syndrome, severe learning difficulties and autism. He has been attending St Nicholas School since he was 4 years old and he is extremely happy and developing well there. Other than the fact that the closure of the school will be extremely disruptive and upsetting for him, it will also mean that he is no longer going to be a five minute walk from the school, while his able bodied brother will remain five minutes walk away from his. Instead, I would expect that Lucas will have to travel to school by bus which will take around 45 minutes to an hour. It is discriminatory that Lucas is made to travel this distance when his non-disabled brother (who to be frank would be far better able to cope with a long journey) is not made to travel.

In addition, I feel I am being discriminated against as a Parent Carer. My work-life balance juggling a high pressure job in financial organisation as well as parenting three children, including a disabled child, hangs on an extremely fine thread. We intentionally selected our current house so that we would be near to the schools that our children attend, meaning that I can attend the school for parents evenings, be available in emergencies and manage getting Lucas to/from school for hospital appointments. If, as per the council's proposal, Lucas has to attend a school in Rowde, I will no longer be able to do any of these things and my working life will be significantly compromised. If I am not able to work there will be the obvious implications of significant reduction in our household income, increase in benefits to our household (carers allowance) and of course the state will lose my tax

contribution. None of these things would be an issue if I was not a Parent Carer and if Lucas's education remained based in Chippenham.

Question 1

Can the council explain how their proposal explain how their proposal is not discriminatory to disabled children in situations similar to my son? And can they explain how their proposal is not discriminatory to Parent Carers in situations similar to mine?

Response

The council has undertaken a detailed Equality Impact Assessment as part of an extended pre-publication consultation to ensure that the proposal does not discriminate against disabled children and young people. In terms of travel time, the proposal reduces the overall times travelled for the majority which is an improvement and shows due regard has been paid to the general duties.

The proposal does not treat children and young people less favourably or put them at a disadvantage because of their disability. Rather it is a significant investment to improve the life chances of children and young people with SEND.

The Council has assessed the proposal with a view to protect people from discrimination.

In addition to 'protected characteristics', we have considered the role of parents and carers as part of the Equality Impact Assessment. It is acknowledged that for some parents and carers like yourself the proposal represents an increase in travel time. To address this, we plan to further develop our whole family approach. With the child's needs at the centre, we will identify what other family members need too so that we can include and support all of them. The on-site paediatrician should assist working parents as this should remove the necessity to remove children during the school day to take them to appointments as clinics will be available at the school. It is also acknowledged that for some children the journeys are significantly shorter.

Question 2

How can they continue to ignore the fact that the results of their consultation showed the majority of respondents were against their proposal for a single site school yet continue to put this forward as their recommended option? I understand the cost implications, but it seems the three site option put forward by the parent group hasn't been given due consideration.

Response

The report carefully reviews and explores all options put forward acknowledging both the benefits and drawbacks of each option.

Question 3

Should the proposal go ahead, what plans are in place to ensure that the wellbeing and education of pupils at St Nicholas and Larkrise Schools is not negatively impacted? Note at St Nicholas we are already seeing an impact in loss of teaching assistants in my son's class.

Response

Whatever proposals are taken forward, the impact on the pupils will stay at the centre. This includes understanding how decisions impact on staff.

This page is intentionally left blank

**Alison Lenton-Jinks – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

I am here today to talk to you all about the negative psychological effect that Wiltshire Council's proposal of the one School of Excellence has had on the families, friends, but most importantly on our SEND children. We at St Nicholas school in Chippenham were led into a false sense of security last July 2018 when we met with Alan Stubberfield thinking that our voices and suggestions had been heard and that our school had been saved; unlike Larkrise who saw through the lies and promises that were made and started a petition to save their school from closure. We then were told in September 2018 that St Nicholas was definitely under threat of closure and thanks to some parents, who have strength of character to know what is right and just for our children, we then started the fight to save our school.

After the very disappointing outcome of the November 2018 meeting, both Larkrise and St Nicholas' parents joined forces to try and help Wiltshire Council to see sense, to understand our children's needs collectively and individually, plus still giving our children freedom of choice, the same as mainstream children and families have- not the belief that Wiltshire Council have that "one size fits all!"

As everyone who is here today is aware, we decided to take Wiltshire Council to court and won a Judicial review that Wiltshire Council decided to settle out of court, leading to the pre-consultation meetings where, once again, we were led to believe our ideas and proposals would be taken on board and put forward to the cabinet today, but after reading Helen Jones' document that she submitted to you we now realise this is not the case.

The psychological impact this has on us as parents, as our children's voices, is beyond comprehension. We, as SEND parents, already have had to fight to achieve the right level of support and care for our children, going through the process of attaining EHCPs that provide our children's needs, filling in Disability Living Allowance forms where we have to list all that our children can not do because of their disabilities, which in turn highlights the fact they aren't like neurotypical children, making us feel inadequate as parents. But this makes us fight even more- for our children's right for choice, their right to be heard, their right to be treated the same

way as neurotypical mainstream children, their right to live in their local community where inclusion and educating society is vital, not only for our SEND children but for everyone else as well! Our children face enough challenges without Wiltshire Council adding to the fact that they want to close down St Nicholas, Larkrise and Rowdeford Schools, where they all have a sense of belonging, not only at their schools but within their local communities, which help with their self-esteem and identity (please refer to belonging paper).

Our children belong to their communities, their schools, their friends, their wider family networks, as that is what we are- a family that care for each other, support and love each other, and help each other through the good times and the bad! We live every minute, hour, day, week, month, year with our children and requirements and needs- we laugh with them, we celebrate their successes no matter how big or small they are, we feel their pain, we cry with them. We are nurse, maid, doctor, driver, cook, advocate, friend, carer, but most importantly we are the parents to these wonderful, unique, fabulous children that you want to hide away in an "institution" in the countryside with no means of walking to their local park or shop, as well as segregating them in "hubs" where they won't be able to interact with their peers. How can you tell me that this won't affect their emotional and emotional wellbeing, let alone ours? We at St Nicholas just had our annual whole school spring show, where we can all get together and see how well our children are interacting with each other and their environment- this will not be achievable in a "superschool", as there will be too many pupils, TA's, teachers, staff members and parents to try and fit in one hall.

We have just lost a young boy at St Nicks- our 3rd in a year- how can you look us in the eyes and say that our children are only pound signs to you? We all feel the pain when a child dies but even more so for our SEND community, as we know how hard all our children have it, how special all the friends they make are, and the fact that they can not understand when one of their friends dies (my son has been especially affected by the recent death). How dare you for your lack of knowledge and understanding belittle our children to mere money. God forbid any of you have to deal with a special needs child in your family, then maybe you will understand the hurt, anger, and betrayal we all feel as Wiltshire Council and the cabinet members were never really interested in hearing our thoughts or involving us in the final outcome of this. I, for one, hope you can live with yourselves, and the consequences of your actions. We are fighters. We will continue to fight for what is right and just for our SEND children and we won't be going away until we help you to understand just how wonderful all our children are and how different all their needs are. I hope you are prepared!

Wiltshire Council

Cabinet

22 May 2019

**Clare Carter – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

I am so absolutely crushed to see that Wiltshire Council have once again put forward the proposal of a one school option.

On paper this may work for them. It makes sure they are protecting their money. That it looks good!!!

In reality ...

It's dire! It won't work for everyone! These are precious vulnerable human beings!

Our campaign group Wiltshire Send Action have been working with them, giving a viable proposal as an alternative. But yet they re- hash the pre-determined idea of the one school option.

It's unfair. One school does not fit all. It's not a school for just disabled children. This school has a whole range of complications and conditions.

Sadly our school lost another well loved child this week... the whole school is heartbroken. At least our 3rd this year!!!!

The risk of infections on some of the most vulnerable is going to be heightened. totally unnecessary to put them in that situation.

Our children are vulnerable. WC don't get this. It's not all about money.

These are precious human beings.

One school gives lack of choice. I was describing to a friend the other day who's been choosing school options for her main stream child. I pointed out we don't have that but chose the school suited to our child with their individual needs until 19. But if this school happens that choice is gone too! And if it doesn't work for our child? What then? There is nowhere!! We need more not less!!!

It is so wrong. I haven't found many people who think it's right!!!!!!

Our petition showed that!!!!

Wiltshire Council are just penny pinching at the cost of some of the most vulnerable and their families.

I cannot emphasise enough how much this is going to impact so badly on so many children and their families. Including mine!

Please consider this. We are not being awkward! We don't dislike Rowdeford school. But it's not what we need.

A massive school is going to do more harm than good for so many.

My daughter certainly won't cope. We deliberately chose St Nics because it's local community, small, caring, nurturing. Everything she needs with her condition. We didn't want to send her to 3 Ways due to size, distance, sensory impact. Yet we are now being FORCED to do something we already chose not to do!

That's right. We are clearly no longer allowed to make these decisions for our children anymore! What? Because they're special needs? Yet anyone with a 'normal child' can, of course the world is their Oyster!!! What?! Our children don't deserve that too?! They'll be known as the children in 'THAT' school. Institutionalised away from society and community from the people who care and look out for them in the community. Those who help. Those who enjoy them! I know! Who could possibly enjoy them?! But yes, people do.

St Nics has their spring show last week. We had community supporting us and feeling proud of our children. Each child performed on stage. Each child felt safe and proud of who they were. And why shouldn't they? We cheered and cried with pride. Our kids are amazing. Our kids deserve this. It's what the small community does. There won't be shows like that in a school of 400! Ridiculous size! I can't get my head round it.

That school will ruin them!

For a few it will work. But the majority no.

Please take this on board when making such a massive important decision on lives. We are all real people. Not just a number. As are all the people in the future. please give them what we all need. It's not asking much.

Finally show us you care!!! Do what's right for all of us not just Wiltshire Council and a money saving scheme.

Clare Carter
Parent St Nicholas School Chippenham

**Alyssa Lenton-Jinks – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

Wiltshire Council and Cabinet Members,

I stand before you as a young voice, being 17 years old, and as a sister to a SEND child attending St Nicholas school, to ask you to consider what is truly best for the children that you are aiming to serve. I am able to understand what you have claimed you are trying to achieve with this new “superschool”, but it is clear that the main aim cannot be fulfilled through this school: to serve the children who fight every day for their acceptance. As a student studying psychology and sociology, I learn every day about the impact of psychological harm not only on individuals but on society as a whole, and I believe I am able to safely say that the harm caused by this “superschool” will completely outweigh the benefits. These SEND children already face stigmatisation in their everyday lives, being labelled “abnormal” or even “retarded”, yet by moving them to an institution outside of community reach, Wiltshire Council only appears to accept these labels, which will be further integrated into society’s view on SEND children. In a time where mental health is at the forefront of recent news and events, surely Wiltshire Council will not want to be perceived as not caring about the mental health of some of the most vulnerable children in our community? By attending a school near St Nicholas, I am able to see first hand how more young people are learning to understand how amazing these SEND children are by seeing them in their local community. I ask you, do you want to return to a period of time where SEND children were hated and hunted by society, simply due to a lack of understanding? If they are once again hidden away, surely the progression that society has made will start to be reversed? The government statistic as of January 2018 for the percentage of pupils accessing SEN support was 11.7% of the total learning population, and that number has only been rising- so do you want society to once again neglect and belittle the children that are a growing part of our future? I am no politician, but even I can see that there are already three established schools that with sufficient funding, which you are already stating will go towards the so-called “superschool”, can only further grow and become the excellent schools that they have always aimed to be. Not only would the psychological damage that the children will not doubt experience be saved, but they will be able to remain as part of

our growing community. I leave you with the question: do you value the lives of these children, who are our future, enough to see them as more than just pounds saved on a sheet of paper?

Teresa Lilley – Statement regarding agenda item 6 – Specials Schools Consultation

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

I am a parent of a child currently attending Larkrise.

I am also part of the Wiltshire SEND Action group who have been working tirelessly for the last 6 months to fight for what is right for our children. Not just for our children but for ALL children with special needs and disabilities and their families currently living in Wiltshire and future children and families.

We are extremely grateful that a large amount of money is finally being invested in SEN provision for the North Wilts, although it's disappointing that it has had to reach crisis point for something to be done.

This is a HUGE opportunity for all, including Wiltshire Council to regain the trust and respect of their public. If you follow the local press it is clear that respect and trust is pretty much non-existent and moral is low. I would respectfully remind you that Justice Lord Munby states that a Local Authority is a servant NOT a master!

We will NOT be controlled, we MUST work together! YES my child attends Larkrise and YES I am campaigning AGAINST the one school proposal but I would like to make it clear that it is not for 'selfish' reasons. It is my firm belief and that of many others, that parents of children with SEND should have a CHOICE of where their child attends school, just as mainstream families do.

I have visited Rowdeford School and I have friends whose children currently attend Rowdeford. The site itself is absolutely beautiful and there is no doubt in anyone's mind that the outdoor learning facilities are amazing! My son Lewis is 10 years old and he will be secondary school age next September. I could see him at Rowdeford BUT AS IT IS NOW.... a relatively small school, close knit community within itself, with fantastic opportunities for children with MLD. Lewis does not cope well at all with large buildings or lots of people, he would NOT thrive in a school for over 400+ children. If Cabinet agrees to close Larkrise and St Nicholas, they will leave us with NO CHOICE!!

I have read through Helen Jones' report and the supporting documentation and would make particular reference to Appendix 2, the online survey results. The overall consensus from all is that Rowdeford should remain, with expansion, BUT NOT for 400+!! And that smaller schools should remain in Trowbridge and Chippenham, two of Wiltshire's LARGEST communities which are expanding rapidly and will continue to do so.... THIS GIVES CHOICE!!

Wilts SEND Action group presented this very proposal at the Trowbridge consultation meeting on 2nd May and subsequently we had a round the table meeting with Judith, Helen and David who all agreed that this was the most viable and most advanced counter proposal they had received.

We are disappointed that the Council's Report to Cabinet is once again, completely biased! We have had to remind Helen to include certain documents within the report, including our Presentation and details of Larkrise and St Nicholas' petitions, which were conveniently omitted but have subsequently been included upon our request....

We are not just a small group of disgruntled parents... we are supported by a large number of families, staff, governors, professionals, residents of Wiltshire , Town and Wilts Councillors AND our local MP's Andrew Murrison and Michelle Donelan.

Does this stand for NOTHING??

COME ON WILTSHIRE COUNCIL!!! LETS GET THIS RIGHT FOR EVERYONE!!
PUT WILTSHIRES MOST VULNERABLE CHILDREN AND FAMILIES BEFORE
MONEY!! HERE IS YOUR CHANCE TO PROVE THAT 'EVERYBODY
MATTERS' !!!!!

**Corinna Davidson – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

Prior to the publication of the Special Schools consultation report, my friend asked me: “What is your greatest fear?” I replied: “To have the SAME proposal put on the table AGAIN and to then realise that our most vulnerable children with SEND are merely reduced to money and cost cutting”

And here I am, looking at a proposal that in essence proposes the same “deal” as before.

The purpose of the report is to bring to Cabinet the responses from Phase 1 and 2 of the consultation on a proposal to close three special schools (St Nicholas School, Larkrise and Rowdeford) and open ONE new school at Rowde. Having read the report, I feel it is my duty to point out a **FEW** examples of inaccuracies, statements and arguments which make no sense at all and I will also offer some clarifications.

Needless to say what predominately stands out here is the fact that the one school proposal is NOT supported by the majority of stakeholders. This was the case in Phase 1 and is still the case in Phase 2. However, we are reminded in the report that it is important to remember that 45% **DID** support the proposal, even though the reasons for rejecting the proposal far outweigh the reasons for its support. **The Children and Families Act 2014 states that Local Authorities MUST take into account the views, wishes and feelings of children, young people AND their parents and include them in their decision making to achieve the best possible educational and OTHER outcomes.**

I hope you agree that the reasons for **REJECTING** the proposal are valid and varied, including reasons of real fear...**NOT** fear of change but fear that the needs of the most complex SEND children have been **disregarded** and completely **minimised**.

I stood here before and talked about the importance of inclusion. On page 40 the report mentions that parents fear that if children with SEND, particularly those with Profound and Multiple Learning Disabilities (PMLD) and Severe Learning Disabilities (SLD,) are not visible in the communities in which they live, communities would be

less inclusive. Cabinet members, this not an unreasonable fear! Research supports an education system which **has an ethos that values diversity, promotes equality and recognises the MUTUAL benefit and contribution of children and young people, with and without a disability, when they are educated together.** The report shows percentages of how many children ACTUALLY go to school in the community they live in. However, these figures only relate to St Nicholas and Larkrise schools. No figures are delivered applying the same to Rowdeford. I pointed out this very same omission at the first round of consultation and I am still awaiting an answer! Fact is though that the number of children visible in the community close to where they live will be very small, smaller than it currently is. This proposal thereby increases discrimination and prejudice against our children in north Wiltshire.

The Public Sector Equality Duty (PSED) states that schools, and other public bodies are required to have due regard to the need to IMPROVE equality of opportunity. This involves having due regard to the need to eliminate discrimination and to tackle prejudice and promote understanding by fostering good relations between different groups of people: those who share a protected characteristic and those who do not.

The report argues that 70% of children with an Education, Health and Care Plan (EHCP) are indeed educated in a school in their local primary or secondary school ensuring that all communities continue to interact with children with special educational needs however, this is preposterous. Having a child with high functioning autism, dyslexia and mild learning disabilities in their classroom is NOT the same as having one who is non-verbal, in a wheelchair, on oxygen, and/or has profound and multiple learning disabilities. It is evident that Wiltshire Council failed to look up the definition of inclusive education, leaving an air of arrogance and ignorance in their report.

Article 24 (2)(b) Convention on the Rights of Persons with Disabilities requires states to ensure that persons with disabilities can access an INCUSIVE, QUALITY and free primary education and secondary education on an equal basis with others. Students must be able to access education WITHIN THE COMMUNITY in which they live, which means the educational environment must be reachable for persons with disabilities, including through SAFE transport.

On page 41 the report states that “Families themselves are ensuring that any barriers are broken down in their everyday lives by going to the shops, the pool or the cinema with their children.” Please let me enlighten you that this statement is a HUGE preconceived notion and is absolutely NOT the case for families living, for example with mental health problems, parents/carers who have disabilities and other medical issues themselves, poverty and deprivation! In fact we know that all these factors have a negative impact on social participation.

The council further explains that it funds a wide range of out of school/short break activities for children with SEND in the communities in which they live. However, the report does not mention that the age range, accessing for example youth clubs, was cut from 25 to 18. It also omits that the times and sessions have been slashed. For

example youth clubs are no longer running during the school holidays, a time when children and young people with SEND are most at risk of social isolation.

In its conclusion the report AGREES that the one school option DEPRIVES other communities of inclusive engagement with children/young people with SEND.

It is also evident that a one school option will indeed **isolate** children and young people with SLD and PMLD from their peers. WC seems to keep forgetting that there is a reason why Rowdeford works so brilliantly as it is now. Because it is not a 400 pupil school and it serves children with very different needs compared to those learners in St. Nicholas and Larkrise. I wish Cabinet members would not have cancelled the scheduled visit to St Nicholas school and not only have had a look around an empty Larkrise. I don't know if you made it to Rowdeford. The point is you are the decision makers here and I ask myself how is it possible to make a decision on recommendations based on a report full of flaws AND without actually not meeting those who would be affected by this the most - pupils from St Nicholas and Larkrise.

The report states on page 54 that Wiltshire SEND Action which I am also part of, raised with officers that a preferred location for a single school would be Melksham, Trowbridge or Chippenham. This is not a true representation of what was said. What was said was that we would NEVER be in favour of a one school option but if WC had proposed that they build one school in Melksham for example then many of our arguments regarding inclusion wouldn't be appropriate as Melksham is a town and is local for some of our children. I can also confirm that there was NEVER a wish expressed to have a one school option located in Chippenham or Trowbridge by Wiltshire SEND Action. This is fabricated by officers.

With regards to Coproduction, page 54, I am attaching a statement from a childcare professional who is prevented by contract from speaking publicly and I wonder who else is in this very same position? (Appendix1) Who else is prevented from voicing their opinions for fear of being reprimanded?

Moving on to Costs and Feasibility on page 60– you will be glad to hear that I have not much to say about this because I acknowledge the fact that I am not a number cruncher. I easily admit that and leave this to people who are more experienced in this field. Therefore it is beyond me, why more weight and consideration was not given to the needs of the most complex SEND children and their parents, who are after all the experts of their children? While officers undoubtedly listened ...the proposal shows no solutions to ensure the well-being of the majority of St Nicholas and Larkrise children. Otherwise I would not be standing here.

Back to page 60 – the expected costs for fixtures, fittings and equipment is £1m. I would class a hydro pool as equipment. Regardless of where the hydro pool fits into the predicted costs in the report, I hope it is acknowledged that at a school the size of the proposed, will need to house at least 4 hydro pools or a few hydro pools and a swimming pool. I could not spot any pool buildings on the map but trust there will be enough space? The cost of building one hydro pool at St. Nicholas was £700.000.

Page 62 mentions the concerns raised about the relative benefits of a rural versus urban education for children with SEND. The report acknowledges that parents and staff from St Nicholas and Larkrise strongly believe a rural setting prevents children from learning to access shops and facilities and would lead to fewer people WITHOUT SEND being in communication with children with SEND. It then argues the fact that rural learning is of equal importance. Can I point out that one statement has nothing to do with the other. One relates to social inclusion, the other about the benefits of outdoor education. You can't compare the two to form an argument.

What should have been pointed out is that Rowdeford is the perfect provision for its current pupils with MLD. All evidence in the report point to this and these learners are more likely to meet the outcomes set out in their EHCP which prepares them for adult life, the transitioning to adulthood. **However, under The Children and Families Act 2014 and regulations, the Local Authority MUST ensure there are pathways into employment, independent living, participation in their community and good health by using information from the EHC plans. The Act further states that preparing for adulthood should start from the earliest years. An EHC plan is a legally binding document and will have participation in the community as an outcome incorporated from an early age. To achieve this for 400 pupils educated in a rural location will be very costly as everyone will rely on transport.** Consequently parents/carers can, by rights, choose an out of county provision.

There is no doubt that being educated in a rural location such as Rowdeford brings with it many benefits. It has been pointed out in the report many times, however it does not mean St Nicholas and Larkrise do not offer any outdoor learning opportunities. I would like to point out that both schools have sensory gardens and participate in a specialised learning approach called Forest School. It is an inspirational process offering ALL learners regular opportunities to learn through experiences in a woodland or natural environment with trees. The report completely fails to praise all the positive aspects of being educated in an urban environment, which very much includes outdoor experiences every day!

What I summarise from this Special schools consultation report is that it mentions lots about places, building and money when it should be about people, provision and positive outcomes. In order to make REAL and meaningful change happen, it seems that there needs to be a shift in mindset first.

Once you **truly** understand the diversity of SEND children will you come to the RIGHT conclusion. And it is only then that you will come to realise that a one school option will NEVER be a morally or ethically option in North Wiltshire.

Corinna Davidson – Parent Governor and parent of a child with complex needs and disabilities at St. Nicholas School

Appendix 1

Childcare Professional statement

Here are my views as concisely as I can manage!

It is shameful that a 55% majority rejecting the proposal has been blatantly ignored. 45% in favour is NOT a democratic reason to carry the proposal.

There have been other very valid and good proposals which have also been thrown aside with no justification. Why?

The children who are central to the whole situation are not being considered as able to have feelings or opinions. The proposal focuses the on all the physical things like therapies etc. Nowhere are the feelings of these special and often vulnerable children being considered.

Families of the children with siblings are not even being given a mention. Siblings take great pride in being involved with the special school communities. They go to school in their home town with their friends and have had a choice of where to go to school.

I know of many families with children needing specialist schooling who have visited all three special schools before settling on the one they feel best suited for their child. The St Nicks and Larkrise have the same philosophy but have different 'personalities'. Some children are better suited to one school or the other. At the moment the parents have a CHOICE.

Parents of mainstream children are able to put up to three choices of school. This is amazing and the families are able to find the school they feel best suited for their child.

Currently the families with a complex need child do at least have a choice of two schools. It is hard enough having to accept their child needs this type of education but to have a choice does at least help the parents consider which school they feel best suited for their child's personality as well as their physical and emotional needs.

Surely it is a human right in a democracy to have a choice? Putting all the special children in in place removes these children's human right to an education which has been chosen by the people who know them best, their parents, to fit their needs.

The current special schools are a part of their local community . They interact with mainstream schools, use the church for Christmas, got to the park, visit the town. The children are seen in their local towns and are accepted and recognised as apart of the community.

Children with additional needs who attend a mainstream primary school aspire to attend Rowdeford School. They are proud to be able to go there.

One big school will take all that pride away.

One big school is not a one size fits all. It is like saying everyone has to wear the same style shoe regardless if it doesn't fit or is uncomfortable.

Where these children are now accepted in their local community they will soon be seen as being shut away and hidden from society. They will be once again be seen as odd, different, something to be ashamed of.

Families will be torn apart with siblings currently attending mainstream schools in the same town as the special school being miles away from each other. Many parents drop of one child and carry on to the other school able to get both to school on time. This will be impossible with the big school proposal. Who will lose out? EVERYONE. The stresses already encountered by these families will be stretched to breaking point.

This proposal must be reconsidered. Why not build a third special school in Devizes. The children travelling long distances to Trowbridge and Chippenham could transfer there. This would free up spaces in the current schools. Why not build a specialist ASD school at Rowdeford. Something which is desperately needed. This too would free up spaces in the special schools and resource bases . The children with ASD could have the specialist education so much needed for them to succeed and flourish in an environment suited to their unique needs.

**David Stubbs – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

Like you, I've served my country be it as a public servant or otherwise, with the fundamental ethics being moral standing of being honest, and protecting those most vulnerable around me.

While I was serving overseas for the FCO, I watched an Afghan father leave his daughter in a nearby village to fend for herself with no food or water. We were not allowed to interfere because of tribal and Sharia law. She was caught stealing water and a pomegranate to eat after starving for around 3 days... They caught her, tried her and stoned her to death. She was 8 years old...her father came after 10 days and got ten thousand dollars as a compensation for his 'profound' loss. Apparently, that was the going price for daughter...half the price of a boy. When I think about what I saw there and what I have to witness now with my own child...dear Wiltshire council: In my eyes you are no better than the Afghan father and elders. You put a price tag on the heads of children, thus reducing their value and deal with them as numbers in your petty little graphs and statistics, which are flawed. And you ignore the most important thing – their lives, their wellbeing and their happiness.

This council claims to uphold and protect the same values. Yet, it fails comprehensibly. It states in the government legislation that children of primary age be it mainstream or with special needs should be taught within their own local communities. You, the council, however have sought to destroy this by removing the special needs children from their home community and transporting them 14 miles and more out into a reclusive area that boast with beautiful outdoor area, but very poor access in and out. On the consultation in Devizes the founder of Rowdeford charities himself said that the two hour queuing before and after school needs to be dealt with. That in itself is breaking the forty-five minutes time frame. Also, its breaking the 75 minutes time frame for secondary school children. If the children are queuing for up to 2 hours now, what is it going to be with 400 pupils plus all the staff on top with one road in and one road out?

You , the council, are responsible for all the worries and stress that we parents are under and we hold you responsible. You say that Larkrise and St Nicolas are not big enough, yet you fail to mention that it was your doing. It was you, who have been illegally putting more and more mobile classes to our existing schools to accommodate more children and you have been doing it for years. Well, guess what you have run out of space and now you think you need something bigger. The overcrowding of schools has been going on for ages and yet our children managed to thrive. It was not because of the buildings and equipment but because of the amazing and caring staff. So the whole idea of the 'Centre of Excellence' does not mean anything to us or our children. Next time you do a proposal, I suggest you put the criteria in the correct order and put the quality above value for money section and you might reach the results we as parents, are expecting you to. Yet if you go with the proposal of basically throwing all our kids in one big school, you are taking our fundamental right of choice from us. And we will fight you every single step of the way and we will not let you bulldozer over us. You seem to forget that you should be serving us, not the other way around. You might have the money but we have got the reason to fight. Therefore, we will not go away and we will not back down. At the end of the day we have got something you are lacking, and that is morals.

**Jan Winfield – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

I have read the report prepared for Cabinet members today. I read it with a mounting sense of disbelief and frustration at the lack of clarity, the vagueness and omissions. It is not, as it might appear to some, an attempt to present the whole picture. It is strongly biased in favour of its original proposal. It fails to present an accurate account of many of the central issues. It is highly selective in what it chooses to prefer and what it chooses to omit. It is manipulative in its choice of evidence and opinion. And it relies heavily on emotive rhetoric to make promises that are generalised, vague, non-specific and unsubstantiated. I am disappointed that so much effort by so many people has resulted in such a politically convenient document. For this reason, if I were you – I would be postponing any decision today in order to have sufficient time to properly interrogate the document and its 'vision' – and to look beneath the pretence for the reality it presents to those whose lives will be utterly determined by it: our SEND community and their children.

For the sake of all those who wish to make their opinion heard today, I will restrict my comments to 4 core elements of what is described as The Wiltshire Vision:

They are:

Community Inclusion

A one site school

Links to mainstream schools

Transport

Inclusion:

Wiltshire Council need a much stronger, clearer definition of what inclusion means before we commit ALL the county's SEND children to one school!

- Strong and vibrant community links – with cafés, community gardens and public playing fields – with inclusive businesses and civic spaces and services that facilitate and advocate independent living for all

Let's examine this a little more closely... 'strong and vibrant' are merely adjectives. When applied to a small village, they sound rather over-stated. 'Cafes, community gardens and public playing fields' – these hardly constitute a complete community! A café, garden and playing fields open to the public at a special school which is almost inaccessible by public transport and too remote to walk to from the nearest town is **NOT** inclusion, under any definition! It **EXCLUDES** access to ALL the services that a community can provide: from shops, parks, museums, sports centres, libraries, supermarkets, information centres, doctors and dentists to public transport links, cinemas, leisure facilities, banks and post offices – ALL of which are available in each of our strategic towns. It is disingenuous to pretend that a small village can replicate the extended community of a large town, or that children and young people with SEND do not need to learn how to negotiate them from an early age. Weekend and holiday access alone is not enough. We know that our children learn to be familiar with and feel secure in their local environment only by having many, many opportunities, on a daily basis to practise living in them. A rural environment is a very different thing and, whilst desirable for a few, it will NOT prepare the vast majority of our children – including many who attend Rowdeford – for independent living as a young adult; there being no suitable accommodation or services available in a rural setting to accommodate them. However delightful it is to learn about horticulture in a sylvan setting, the reality of our young people's lives is that they need to learn about stranger danger, crossing a busy road, using a bank or post office and waiting in a queue in a busy supermarket. They need to learn how to negotiate the towns and urban environments most of them live in – and will continue to live in for the rest of their lives.

Attractive, comfortable, child-scale buildings - safe, friendly, calm

Hmm... well, setting aside the car park for a school of 400 pupils and at least as many adults, plus the 60 or so minibuses arriving and departing every day – a not inconsiderable obstacle for any SEND child, let alone one with severe learning difficulties and the high anxiety levels that come with complex needs and autism, the sheer size of the site will be bewildering and confusing to so many of our SEND children. It took my SLD son 2 years to learn his way around the local college he transferred to at 18 – and it was less than half the projected size of the proposed school. Of course, during this time he needed one to one support to find his way around and stay safe on the site. Has this been costed in to a school for 400?? No matter how attractive and friendly a school is designed to be, the reality for SEND children is that size matters. It really does.

- Powerful and empowering links with mainstream schools,

This is a bold claim! But let's examine the reality: there is only one mainstream school in Rowde. It is a small primary school. Its capacity to develop 'powerful and

empowering links' will be limited by the number of additional children that can be accommodated at any one time for any given purpose. With 400 SEND children on its doorstep, I suspect it will quickly be overwhelmed! So links will need to be made further afield. This increases the transport 'footprint' with staff and children being ferried to and fro to access training, inclusion, inreach and outreach programmes, as well, of course, as maintaining that community inclusion we have already mentioned. With time spent travelling to and from other schools, curriculum time is lost and children who will already, in many cases, have long journeys to and from school each day, will spend even more time on transport. A 'link' that only happens once a term, because of staff shortages and the difficulties of timetabling and travel, is neither 'powerful' nor 'empowering.'

- Good transport routes and means of transport,

NONE of this can be managed without a constant flow of traffic in and out of the site, all day, every day. Not to mention health visits, therapy appointments and reviews, sick children to be collected, school plays, sports events and school trips – all of which will necessitate car, taxi and minibus journeys for every child and every child's family. It's easy to attend the nativity play when you can catch the bus to town and walk the 5 – 10 mins to St Nicholas or Larkrise schools. But every event at the proposed new school will involve anywhere from one to 100+ vehicles arriving and leaving – and that carbon footprint just grows and grows. A backward step indeed, when Wiltshire Council has just signed the Emergency Climate agreement! Now think, for a moment, about that anxious youngster who has to negotiate a route between those 'child friendly' buildings, just as the senior school event ends and 100+ people come flooding out of the next building. Can you honestly put your hand on your heart and say s/he will be 100% safe? Or confident? As for travel to and from school, I cannot even begin to address the nonsense of the travel plan suggested in this report. How Rowdeford pupils achieve any journey time saving at all when their journey will be exactly the same? How children from the urban areas of Trowbridge, Warminster, Westbury, Chippenham and Malmesbury can POSSIBLY have shorter journeys than at present?! Or how the route from Rowde across Devizes at rush hour has not even been taken into account! I have personally sat in that queue for 40 minutes or longer on many occasions. An additional 30 or 40 minibuses every day is not going to make it any shorter! Let's just be honest about this: at a time when we should be making every effort to decrease the amount of traffic on our roads, Wiltshire Council is proposing that we go full tilt towards INCREASING the number of car and minibus journeys twice a day, every day to transport 400 children and at least as many staff from all points of the compass to the one school. It is a madness that is hard to comprehend and smacks of either a ruthless manipulation of the facts – or complete idiocy.

There are over 500 pages to this report and I have only touched on one! Cabinet members, this is the biggest review of SEND education in a generation in Wiltshire. Whatever you decide is not for the next few years, or until your term of office expires. It represents a massive upheaval for almost every SEND family in the North and West of the county. 400+ children in special education plus thousands of others in mainstream schools whose chance of a better outcome is not about 'world class' buildings or equipment. It is about committed, imaginative teachers working closely every day with vulnerable children whose ability to communicate their needs and

desires is severely restricted. It is about enabling those teachers to build strong, caring relationships with their pupils in small, familiar, low key settings where anxieties are reduced, confidence is built and learning is thus enabled and encouraged. On life's journey, our SEND children only take very small steps, one at a time. They need a slower pace, a shorter path, a clear and simple goal. Only when they have this level of security can they reach out, reach high, aspire, like all other children, to be their very best. Please think very hard before you raise your hand today: are you giving them what THEY truly need? Or just what your planners tell you you can have?

Jan Winfield

**Laura Moore – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

I'd like to invite you in for a day into each of our special needs school to see what a typical day is like and how our children lead their day to day school life. Come and sit in our hall for assembly that is already full to the brim with children that can't cope with the noise, how do you expect this to work in a school full of 400 children?! Or maybe we just won't have assemblies anymore maybe they'll just be stuck in their classrooms all day. Come and see how hard just getting a class of 5 children into our hydro pool who we only share with 8 other classes at the moment, of which the benefits to our children is amazing. How would we fit this in with 400 other children? Surely they'd be lucky if they got a session once a month!

I really don't think in this process your thinking of the children, they are real people. This academic year alone we've lost 3 pupils which has left a massive hole in our St Nicholas community and shows you how vulnerable these children really are and just would not cope with a school with 400 pupils in it. Every child knows one another in our school, they pass each other in the corridor and we have conversations they all know each other's names, in this new super school I could pass a different child everyday for a week and probably not know their name that's not very person centred is it?!

Please just come and spend one day in each of our schools and then see what decision you make, because let's face it you won't have to deal with the aftermath of your decision. When our children will be so distressed from a long bus journey that their hitting themselves and staff. Or when the noise of 400 pupils in one hall will distress them so much that they decide not to go to assemblies anymore because they just can't cope. Just see what our beautiful children already have to deal with and just see what your asking them to do.

Thanking you in advance

Laura Moore

(TA at St Nicholas)

This page is intentionally left blank

**Mel Pritchard – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

I stand here before you this morning confident that you WILL NOT vote for the proposal being put forward for ONE single school for the North of Wiltshire for all of our special needs children.

I don't think a single member of the public or indeed anyone in this room would disagree that some of the most vulnerable children in our county are entitled to an exceptional education with outstanding staff delivering that. However, we as parents of these children and future families moving into our county or families discovering that their young child has a diagnosis which means they will need special education, NEED CHOICE! Not a choice whereby they are going to send their child to the only available school in the county, or home school them. Not a choice whereby they will send their child to the only school in their county or send them even longer distances out of county. I mean WE NEED CHOICE of local schools in our local towns. IN OUR OWN COMMUNITIES.

Why do we, the advocates for the special needs community want the largest special needs school in the country? The answer is, we simply don't! There is a reason why there isn't a school already in place in our country as large as this... because for our children, it JUST WON'T WORK!! No matter how much you polish this proposal, no matter how much you talk up statistics, no matter how you say our children (and future ones) will be assisted in transition, this school is going to be just too big, too overwhelming, have too many people and be too far away from a lot of their homes and where they call their local community. There are indeed some higher functioning children who will no doubt manage this change with help. However, the majority of them WILL NOT. Many of our children cannot even manage a trip to the supermarket on a weekend. The overload in stimulation is too much to bear and can have catastrophic fallout for the families. Imagine then if these children are put on a bus for a far longer journey to get to a school which is so large that just a trip through the car park to the front door could send them into a complete overload shutdown. Then there are children with severe medical issues such as my daughter who has epilepsy. Stressful situations can trigger seizures. Seizures are life threatening. I currently drive my daughter to school. We chose St

Nicholas school because it felt right for my daughter. We knew other parents with children at St Nicholas who spoke highly of it. Therefore, when we had to move house 2 years ago we decided that we wanted to still be close to St Nicholas school and our son's schools. If this so called super school goes ahead I will have no choice but to send my daughter on the bus. Door to door from my house to the current Rowdeford school is, on a good journey, not including rush hour 30 minutes. However, it would not be 30 minutes, it would, in experience of children currently travelling those kind of distances be more like an hour. This is due to the fact my daughters bus would have multiple stops to pick up other children along the way. Why should I alone, not even taking into account the other hundreds of families have my choice of driving my child to school in 10 minutes and having that wonderful relationship with the school I visit twice a day on the school run be taken away from me? It's simply not fair.

I cannot step down from here without telling you that I value St Nicholas School so very much in my families life. Every single member of staff at our school is amazing and they have nurtured each and every one of our children to be the best they can. Having been at the school for nearly 4 years now, I have seen a lot of change, not just in my daughters development but in her peers too. That is evident when we attend the much loved shows and family events they put on. I not only fear that a lot of the staff will not move with our children to the proposed school and therefore to the detriment of the children but I KNOW a large percentage of them won't. I have seen this for myself in feedback to questionnaire's we put out to staff regarding the Council's proposal. Many of our staff either live local in Chippenham and currently walk or have a short distance to travel, or they are currently travelling a long time to get to Chippenham, therefore the further travel on to Rowde would be a deal breaker for them. This truly scares me! I am sure as quoted in your document that Rowdeford have never had a problem with recruiting. However, Rowdeford have never needed such a large workforce to man a school of the proposed size.

I was once told, rather childishly I might add, by a member of Wiltshire Council at one of the consultation meetings when I first properly questioned having a 'super school' placed out in the middle of nowhere in the countryside that "I chose to live in a rural county".

Yes, I did choose to live in a rural county, but I didn't choose to have a most utterly beautiful child with a sever disability. I did however, choose the school I felt best fitted her needs and boy did I make the right choice with St Nicholas! However, I do not want Wiltshire County Council to take away my only choices of where I'd like my child to be educated!

Thank you very much for your time.

Wiltshire Council

Cabinet

22 May 2019

**Rory Sherwood – Email regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Email letter

Dear Laura

I'd just like to say that I am utterly appalled at Wiltshire councils decision to completely disregard the wishes of the children , families , teachers and their communities in Wiltshire.

What is the point in consulting those people the school closures affects the most if anything they say , do or suggest is simply cast aside?

The proposal for 3 sites in Wiltshire seemed to make the most logical and plausible sense to the general majority , with the opening of the site in Rowde how will this increase the spaces available for those with special needs in Wiltshire?

With more and more school spaces needed each year I do not see how closing 3 sites to open 1 will placate the need for spaces?

I am lucky enough to have a son attend St Nicholas school removing him from our local community will exasperate his anxieties and struggles that already affect him massively on a day to day basis, the increased journey times alone I fear will make school life impossible for many children across Wiltshire .

I see the affects of elongated travel times in my own Job , I work at Springfields academy with some lovely children and you can ask any of those who travel in on taxi or bus what the worst part of their day is and it's getting up at a silly time to travel for 30-90 mins on a taxi.... it's often not the distance it's all the stops and waiting that children especially those with additional needs such as ASD struggle with.

I really do hope that those people who are ultimately "in charge" of this decision soon see sense and make the right choice not just the one that suits Wiltshire council.

Regards

Mr Rory Sherwood

This page is intentionally left blank

Wiltshire Council

Cabinet

22 May 2019

**Sarah Fleming – Statement regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Statement

My name is Sarah Fleming, and I am a parent of a 6 year old child, who attends Larkrise Special Needs School.

I am saddened to hear that Wiltshire Council is still proposing to go with the one school option at Rowdeford.

I truly believe this to be the wrong option for our most vulnerable children, and fail to see your reasoning for removing our children to a 'super school', or a centre of excellence as you call it, in the middle of nowhere.

In your School Places Strategy 2015-2020, under location of new schools, section B9, it states that the fundamental aim in planning school places, is to provide places near to where children live, in order to meet parental preferences as far as possible, to place schools at the heart of their communities, and to minimise travel to school distances - why are you not adhering to this?

The strategy also states, in the same section, that Wiltshire Council recognises the importance of considering distance of travel from homes to schools when planning new developments, in order to reduce dependence on subsidised bus travel, and encouraging safe walking and cycling to school - none of our children will be able to walk/cycle to school if the one school option is agreed by yourselves.

I feel that our children are being fundamentally 'let down' by Wiltshire Council, and you are not looking at the bigger picture - this is not the best proposal for our children.... We do not agree with a 'one size fits all' option. This is not about what Wiltshire Council want, this is about what our children need, and deserve, and that is to be educated in the heart of their communities, as stated in your School Strategy.

As a parent of a child with severe special needs, who struggles with large numbers of people, large buildings, who cannot cope with noise, and needs people around him who he knows and trusts, who know him and understand his additional needs, who needs constant supervision just to stay safe, besides all the other issues that he faces on a daily basis, I CANNOT and WILL not subject him to this.

Thank you for listening.

Yours Sincerely

Sarah Fleming

Wiltshire Council

Cabinet

22 May 2019

**Claire Urmston – Email regarding agenda item 6
Specials Schools Consultation**

To Councillor Laura Mayes – Cabinet Member for Children, Education and Skills

Email letter

Dear Laura Mayes,

I'm writing to you in utter outrage at the continued steamroller that is the Special School proposal.

How the council can in any way think that this is best for our children I cannot fathom.

There are many, many reasons to list as to why this is the wrong decision for our children (may I remind you again they are OUR children, not yours, ours, part of our family and we know them the best).

Wiltshire Council have paid lip service to us, the parents and families of the most vulnerable members of your community, and decided that despite not living in their shoes or being on that path with us that you know best. Well I'm afraid to say you don't.

That child that I live to protect, that I gave up my job for, that I value hugely as a part of my beautiful family, that has taught me so much about life through different eyes, that with the right guidance will be a very significant part of his community is being astronomically failed by the penny-pinching, heartless team that supposedly represent us. Well you aren't speaking with my voice, that's for sure, or the hundreds of families for whom this is the most wrong decision.

If you could see the detrimental this WILL have on my family then I hope you can sleep well at night, because I can reassure you that this 24/7 situation of having two children with significant SEN keeps me awake.

I have no other choice but to home school my son when he finishes his primary education. I hope the money will be there to support my needs (physical and mental) as well as those of my family.

Disgusted doesn't come close.

Claire Urmston

SPECIAL SCHOOLS PROPOSALS (22 May 2019)

TRAVEL ANALYSIS FOR PROPOSED NEW SPECIAL SCHOOL/S – RAW DATA

- Rowde/Rowdeford
- Melksham
- Three sites – Rowdeford, Larkrise and St Nicholas
- Abbeyfield, Chippenham

T1. Current and proposed time on vehicles for Rowde/Rowdeford and Melksham

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 1	50	49	-1	49	0
Pupil 2	12	29	17	30	1
Pupil 3	20	41	21	47	27
Pupil 4	19	23	4	21	2
Pupil 5	32	9	-23	20	-12
Pupil 6	58	17	-41	38	-20
Pupil 7	48	22	-26	42	-6
Pupil 8	54	14	-40	41	-13
Pupil 9	40	17	-23	27	-13
Pupil 10	25	15	-10	27	2
Pupil 11	18	23	5	18	0
Pupil 12	7	18	11	26	19
Pupil 13	47	25	-22	35	-12
Pupil 14	53	15	-38	51	-2
Pupil 15	24	30	6	25	1
Pupil 16	11	32	21	34	23
Pupil 17	11	32	21	34	23
Pupil 18	40	36	-4	43	3
Pupil 19	59	58	-1	58	-1
Pupil 20	70	59	-11	47	-23

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 21	65	53	-12	51	-14
Pupil 22	65	53	-12	51	-14
Pupil 23	33	53	20	46	13
Pupil 24	79	45	-34	38	-41
Pupil 25	25	42	17	54	29
Pupil 26	65	53	-12	51	-14
Pupil 27	19	23	4	27	8
Pupil 28	41	41	0	35	-6
Pupil 29	26	28	2	29	3
Pupil 30	37	38	1	37	0
Pupil 31	31	46	15	41	10
Pupil 32	6	24	18	28	22
Pupil 33	15	22	7	20	5
Pupil 34	59	41	-18	24	-35
Pupil 35	51	50	-1	43	-8
Pupil 36	39	32	-7	7	-32
Pupil 37	95	16	-79	15	-80
Pupil 38	29	22	-7	22	-7
Pupil 39	58	14	-44	2	-56
Pupil 40	65	14	-51	8	-57
Pupil 41	16	52	36	46	30
Pupil 42	72	29	-43	27	-45
Pupil 43	15	21	6	15	0
Pupil 44	34	36	2	11	-23
Pupil 45	48	24	-24	7	-41
Pupil 46	52	21	-31	3	-49
Pupil 47	67	11	-56	9	-58
Pupil 48	84	45	-39	42	-42

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 49	28	42	14	37	9
Pupil 50	34	30	-4	41	7
Pupil 51	42	58	16	53	11
Pupil 52	7	25	18	36	29
Pupil 53	28	33	5	45	17
Pupil 54	37	40	3	33	-4
Pupil 55	43	43	0	36	-7
Pupil 56	12	33	21	41	29
Pupil 57	25	31	6	43	18
Pupil 58	56	47	-9	53	-3
Pupil 59	37	33	-4	24	-13
Pupil 60	18	47	29	30	12
Pupil 61	10	48	38	47	37
Pupil 62	29	26	-3	43	14
Pupil 63	47	35	-12	33	-14
Pupil 64	16	35	19	42	26
Pupil 65	40	39	-1	58	18
Pupil 66	9	37	28	38	29
Pupil 67	9	28	19	29	20
Pupil 68	52	32	-20	59	7
Pupil 69	30	43	13	56	26
Pupil 70	91	50	-41	59	-32
Pupil 71	24	15	-9	37	13
Pupil 72	9	37	28	20	11
Pupil 73	9	37	28	20	11
Pupil 74	26	23	-3	35	9
Pupil 75	19	29	10	32	13
Pupil 76	42	21	-21	53	11

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 77	36	23	-13	18	-18
Pupil 78	24	24	0	34	10
Pupil 79	96	79	-17	94	-2
Pupil 80	63	47	-16	58	-5
Pupil 81	80	54	-26	64	-16
Pupil 82	86	55	-31	62	-24
Pupil 83	45	47	2	59	14
Pupil 84	46	42	-4	40	-6
Pupil 85	37	45	8	38	1
Pupil 86	16	25	9	33	17
Pupil 87	52	28	-24	29	-23
Pupil 88	26	28	2	31	5
Pupil 89	34	45	11	31	-3
Pupil 90	41	24	-17	23	-18
Pupil 91	60	20	-40	30	-30
Pupil 92	50	21	-29	34	-16
Pupil 93	28	39	11	24	-4
Pupil 94	19	20	1	18	-1
Pupil 95	63	53	-10	50	-13
Pupil 96	28	34	6	25	-3
Pupil 97	39	28	-11	15	-24
Pupil 98	23	27	4	33	10
Pupil 99	68	58	-10	54	-14
Pupil 100	33	21	-12	4	-29
Pupil 101	19	32	13	27	8
Pupil 102	24	35	11	31	7
Pupil 103	4	4	0	19	15
Pupil 104	4	4	0	19	15

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 105	12	12	0	16	4
Pupil 106	18	19	1	19	1
Pupil 107	18	19	1	19	1
Pupil 108	28	33	5	27	-1
Pupil 109	38	24	-14	22	-16
Pupil 110	98	43	-55	43	-55
Pupil 111	85	57	-28	57	-28
Pupil 112	27	41	14	32	5
Pupil 113	59	28	-31	46	-13
Pupil 114	55	26	-29	43	-12
Pupil 115	20	30	10	22	2
Pupil 116	38	25	-13	30	-8
Pupil 117	21	18	-3	29	8
Pupil 118	13	45	32	27	14
Pupil 119	32	16	-16	21	-11
Pupil 120	27	18	-9	18	-9
Pupil 121	101	50	-51	55	-46
Pupil 122	49	47	-2	51	2
Pupil 123	28	29	1	56	28
Pupil 124	72	50	-22	55	-17
Pupil 125	86	31	-55	50	-36
Pupil 126	67	47	-20	58	-9
Pupil 127	30	51	21	59	29
Pupil 128	20	19	-1	42	22
Pupil 129	46	39	-7	38	-8
Pupil 130	23	34	11	29	6
Pupil 131	63	52	-11	25	-38
Pupil 132	16	21	5	20	4

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 133	16	21	5	20	4
Pupil 134	54	47	-7	30	-24
Pupil 135	39	45	6	44	5
Pupil 136	33	52	19	54	21
Pupil 137	81	55	-26	59	-22
Pupil 138	14	18	4	18	4
Pupil 139	39	40	1	51	12
Pupil 140	57	54	-3	42	-15
Pupil 141	53	57	4	38	-15
Pupil 142	45	46	1	57	12
Pupil 143	27	13	-14	24	-3
Pupil 144	19	9	-10	20	1
Pupil 145	13	12	-1	37	24
Pupil 146	13	12	-1	37	24
Pupil 147	66	50	-16	59	-7
Pupil 148	61	56	-5	55	-6
Pupil 149	49	60	11	54	5
Pupil 150	33	31	-2	46	13
Pupil 151	47	50	3	46	-1
Pupil 152	35	39	4	57	22
Pupil 153	71	51	-20	50	-21
Pupil 154	53	37	-16	26	-27
Pupil 155	70	38	-32	36	-34
Pupil 156	24	17	-7	16	-8
Pupil 157	17	18	1	17	0
Pupil 158	41	26	-15	31	-10
Pupil 159	30	35	5	41	11
Pupil 160	77	36	-41	31	-46

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 161	68	42	-26	32	-36
Pupil 162	50	33	-17	40	-10
Pupil 163	47	43	-4	32	-15
Pupil 164	30	40	10	26	-4
Pupil 165	42	33	-9	28	-14
Pupil 166	19	25	6	16	-3
Pupil 167	60	41	-19	49	-11
Pupil 168	71	55	-16	59	-12
Pupil 169	79	60	-19	58	-21
Pupil 170	42	29	-13	40	-2
Pupil 171	67	52	-15	56	-11
Pupil 172	26	37	11	38	12
Pupil 173	70	57	-13	84	14
Pupil 174	66	50	-16	60	-6
Pupil 175	78	48	-30	59	-19
Pupil 176	71	55	-16	66	-5
Pupil 177	44	47	3	57	13
Pupil 178	102	56	-46	88	-14
Pupil 179	14	20	6	25	11
Pupil 180	33	19	-14	29	-4
Pupil 181	50	39	-11	59	9
Pupil 182	44	36	-8	56	12
Pupil 183	15	15	0	25	10
Pupil 184	40	34	-6	54	14
Pupil 185	19	32	13	49	30
Pupil 186	33	38	5	49	16
Pupil 187	34	50	16	36	2
Pupil 188	50	43	-7	26	-24

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 189	38	47	9	33	-5
Pupil 190	20	30	10	28	8
Pupil 191	31	26	-5	17	-14
Pupil 192	23	14	-9	12	-11
Pupil 193	16	24	8	7	-9
Pupil 194	37	13	-24	18	-19
Pupil 195	10	17	7	5	-5
Pupil 196	36	28	-8	22	-14
Pupil 197	51	29	-22	43	-8
Pupil 198	21	36	15	45	24
Pupil 199	31	23	-8	22	-9
Pupil 200	42	31	-11	26	-16
Pupil 201	33	34	1	44	11
Pupil 202	27	9	-18	15	-12
Pupil 203	47	21	-26	56	9
Pupil 204	11	13	2	17	6
Pupil 205	79	3	-76	24	-55
Pupil 206	17	19	2	25	8
Pupil 207	44	42	-2	49	5
Pupil 208	37	34	-3	39	2
Pupil 209	32	39	7	34	2
Pupil 210	45	56	11	71	26
Pupil 211	29	6	-23	15	-14
Pupil 212	51	16	-35	27	-24
Pupil 213	64	25	-39	50	-14
Pupil 214	42	19	-23	29	-13
Pupil 215	21	1	-20	21	0
Pupil 216	52	42	-10	47	-5

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 217	5	37	32	50	45
Pupil 218	8	37	29	50	42
Pupil 219	60	45	-15	41	-19
Pupil 220	28	33	5	19	-9
Pupil 221	39	50	11	43	4
Pupil 222	46	37	-9	28	-18
Pupil 223	24	33	9	38	14
Pupil 224	49	5	-44	14	-35
Pupil 225	18	39	21	34	16
Pupil 226	51	23	-28	41	-10
Pupil 227	55	36	-19	38	-17
Pupil 228	23	23	0	22	-1
Pupil 229	3	23	20	36	33
Pupil 230	14	33	19	47	33
Pupil 231	26	50	24	57	31
Pupil 232	41	56	15	59	18
Pupil 233	11	33	22	32	21
Pupil 234	30	16	-14	21	-9
Pupil 235	45	32	-13	31	-14
Pupil 236	57	24	-33	26	-31
Pupil 237	37	31	-6	35	-2
Pupil 238	23	11	-12	15	-8
Pupil 239	19	12	-7	16	-3
Pupil 240	33	19	-14	18	-15
Pupil 241	106	61	-45	76	-30
Pupil 242	7	36	29	21	14
Pupil 243	15	33	18	40	25
Pupil 244	49	49	0	49	0

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 245	25	44	19	52	27
Pupil 246	42	22	-20	45	3
Pupil 247	52	27	-25	22	-30
Pupil 248	48	24	-24	18	-30
Pupil 249	16	14	-2	23	7
Pupil 250	32	28	-4	33	1
Pupil 251	20	15	-5	39	19
Pupil 252	67	16	-51	24	-43
Pupil 253	25	28	3	19	-6
Pupil 254	61	19	-42	19	-42
Pupil 255	39	39	0	20	-19
Pupil 256	64	47	-17	29	-35
Pupil 257	25	23	-2	33	8
Pupil 258	4	36	32	38	24
Pupil 259	11	28	17	20	9
Pupil 260	16	45	29	19	3
Pupil 261	42	10	-32	32	-10
Pupil 262	17	14	-3	49	32
Pupil 263	12	45	33	37	25
Pupil 264	7	41	34	42	35
Pupil 265	3	29	26	42	39
Pupil 266	33	35	2	31	-2
Pupil 267	41	19	-22	17	-24
Pupil 268	23	50	27	46	23
Pupil 269	33	45	12	49	16
Pupil 270	26	51	25	56	30
Pupil 271	45	40	-5	45	0
Pupil 272	12	18	6	17	5

Pupil	Current time on vehicle	Proposed time on vehicle Rowde	Difference in time	Proposed time on vehicle Melksham	Difference in time
Pupil 273	10	22	12	20	10
Pupil 274	7	57	50	40	33
Pupil 275	17	21	4	25	8
Pupil 276	17	21	4	25	8
Pupil 277	30	19	-11	44	14
Pupil 278	10524	9156	-1368	9941	-609
Total	37.86	32.94	-4.92	35.76	-2.19
Average					

T2 3 Site Model - Rowdeford, Larkrise and St Nicholas

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 1	50	38	-12
Child 2	12	38	26
Child 3	98	39	-59
Child 4	36	23	-13
Child 5	31	17	-14
Child 6	26	7	-19
Child 7	52	32	-20
Child 8	77	40	-37
Child 9	39	23	-16
Child 10	50	60	10
Child 11	33	41	8
Child 12	40	46	6
Child 13	85	57	-28
Child 14	101	40	-61

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 15	3	22	19
Child 16	19	33	14
Child 17	25	5	-20
Child 18	30	37	7
Child 19	30	28	-2
Child 20	95	40	-55
Child 21	41	51	10
Child 22	27	23	-4
Child 23	34	50	16
Child 24	7	30	23
Child 25	29	13	-16
Child 26	42	31	-11
Child 27	53	30	-23
Child 28	32	26	-6
Child 29	63	47	-16
Child 30	19	33	14
Child 31	19	23	4
Child 32	51	33	-18
Child 33	41	29	-12
Child 34	24	44	20
Child 35	66	50	-16
Child 36	60	41	-19
Child 37	52	37	-15
Child 38	41	14	-27
Child 39	44	52	8
Child 40	33	14	-19
Child 41	19	36	17
Child 42	59	28	-31

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 43	33	37	4
Child 44	33	34	1
Child 45	70	38	-32
Child 46	78	48	-30
Child 47	28	34	6
Child 48	56	56	0
Child 49	42	23	-19
Child 50	33	59	26
Child 51	24	20	-4
Child 52	26	22	-4
Child 53	71	55	-16
Child 54	52	40	-12
Child 55	37	41	4
Child 56	27	46	19
Child 57	18	48	30
Child 58	65	20	-45
Child 59	45	50	5
Child 60	44	56	12
Child 61	23	56	33
Child 62	34	51	17
Child 63	49	47	-2
Child 64	58	41	-17
Child 65	4	15	11
Child 66	48	38	-10
Child 67	5	5	0
Child 68	46	38	-8
Child 69	80	54	-26
Child 70	66	50	-16

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 71	68	46	-22
Child 72	49	19	-30
Child 73	59	24	-35
Child 74	96	96	0
Child 75	63	60	-3
Child 76	28	38	10
Child 77	58	31	-27
Child 78	51	33	-18
Child 79	30	19	-11
Child 80	8	5	-3
Child 81	16	14	-2
Child 82	16	31	15
Child 83	50	31	-19
Child 84	86	55	-31
Child 85	48	10	-38
Child 86	24	18	-6
Child 87	65	27	-38
Child 88	17	18	1
Child 89	20	5	-15
Child 90	12	12	0
Child 91	37	16	-21
Child 92	26	44	18
Child 93	18	29	11
Child 94	18	29	11
Child 95	60	22	-38
Child 96	57	42	-15
Child 97	50	46	-4
Child 98	28	44	16

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 99	28	29	1
Child 100	61	44	-17
Child 101	7	21	14
Child 102	19	19	0
Child 103	55	26	-29
Child 104	29	6	-23
Child 105	37	25	-12
Child 106	23	25	2
Child 107	38	29	-9
Child 108	60	27	-33
Child 109	65	34	-31
Child 110	40	33	-7
Child 111	54	28	-26
Child 112	49	54	5
Child 113	16	34	18
Child 114	28	21	-7
Child 115	12	13	1
Child 116	34	27	-7
Child 117	31	48	17
Child 118	72	38	-34
Child 119	37	41	4
Child 120	39	45	6
Child 121	16	16	0
Child 122	18	28	10
Child 123	32	34	2
Child 124	63	52	-11
Child 125	37	40	3
Child 126	41	41	0

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 127	6	33	27
Child 128	32	35	3
Child 129	55	30	-25
Child 130	81	53	-28
Child 131	47	35	-12
Child 132	10	19	9
Child 133	33	42	9
Child 134	20	18	-2
Child 135	33	27	-6
Child 136	21	37	16
Child 137	9	11	2
Child 138	9	11	2
Child 139	13	14	1
Child 140	13	14	1
Child 141	16	34	18
Child 142	67	23	-44
Child 143	19	32	13
Child 144	14	18	4
Child 145	72	50	-22
Child 146	16	34	18
Child 147	29	35	6
Child 148	30	38	8
Child 149	91	50	-41
Child 150	11	32	21
Child 151	79	50	-29
Child 152	47	24	-23
Child 153	37	36	-1
Child 154	40	8	-32

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 155	42	57	15
Child 156	27	7	-20
Child 157	19	20	1
Child 158	23	25	2
Child 159	9	41	32
Child 160	71	55	-16
Child 161	15	20	5
Child 162	15	27	12
Child 163	10	11	1
Child 164	47	38	-9
Child 165	86	51	-35
Child 166	25	23	-2
Child 167	39	38	-1
Child 168	25	16	-9
Child 169	50	41	-9
Child 170	53	27	-26
Child 171	15	16	1
Child 172	45	45	0
Child 173	26	40	14
Child 174	79	26	-53
Child 175	44	47	3
Child 176	38	48	10
Child 177	25	42	17
Child 178	28	44	16
Child 179	7	24	17
Child 180	61	29	-32
Child 181	28	24	-4
Child 182	47	48	1

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 183	43	51	8
Child 184	70	50	-20
Child 185	51	45	-6
Child 186	39	29	-10
Child 187	45	56	11
Child 188	59	21	-38
Child 189	20	35	15
Child 190	9	34	25
Child 191	52	34	-18
Child 192	47	33	-14
Child 193	57	52	-5
Child 194	39	36	-3
Child 195	64	17	-47
Child 196	102	56	-46
Child 197	70	52	-18
Child 198	20	41	21
Child 199	20	48	28
Child 200	12	35	23
Child 201	16	30	14
Child 202	48	18	-30
Child 203	24	9	-15
Child 204	21	18	-3
Child 205	14	24	10
Child 206	7	59	52
Child 207	54	55	1
Child 208	13	43	30
Child 209	42	27	-15
Child 210	23	18	-5

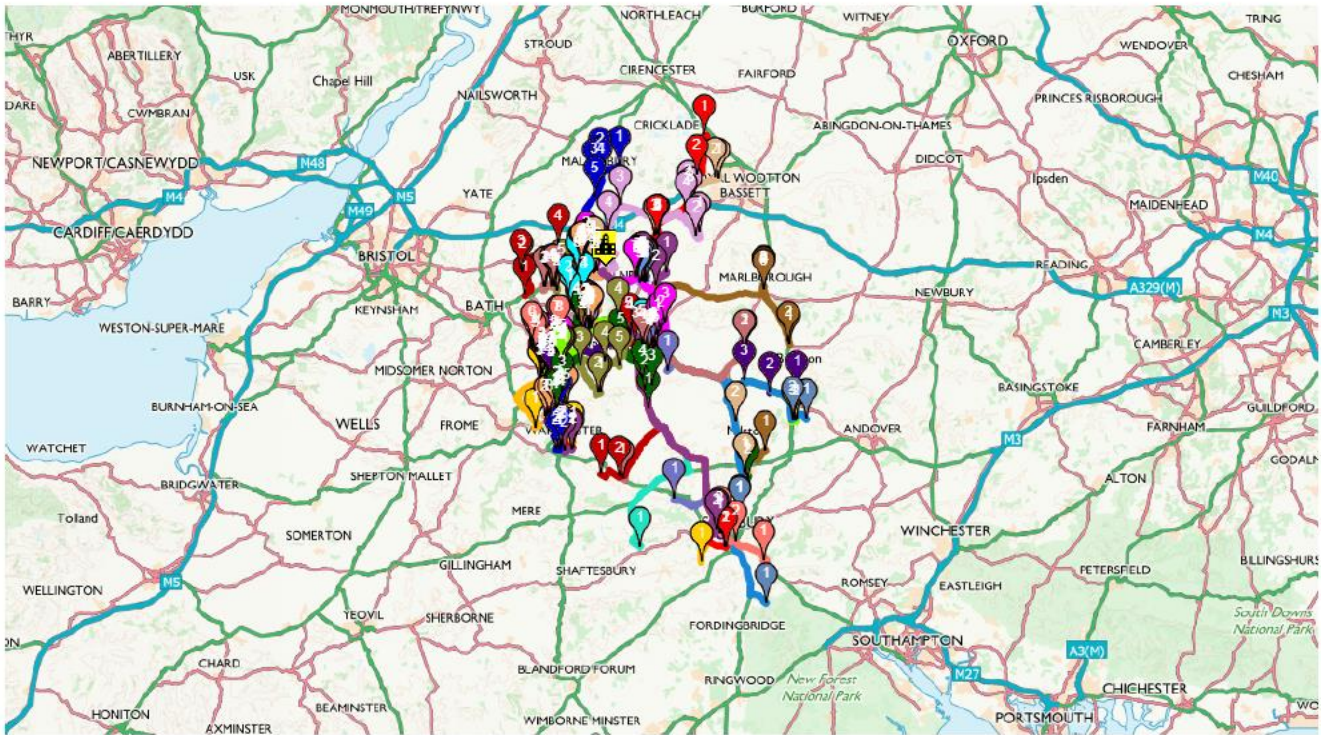
Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 211	42	40	-2
Child 212	45	47	2
Child 213	51	51	0
Child 214	17	32	15
Child 215	17	32	15
Child 216	52	34	-18
Child 217	23	32	9
Child 218	32	21	-11
Child 219	15	12	-3
Child 220	35	39	4
Child 221	67	22	-45
Child 222	12	11	-1
Child 223	30	36	6
Child 224	18	21	3
Child 225	84	28	-56
Child 226	19	48	29
Child 227	24	33	9
Child 228	37	13	-24
Child 229	65	50	-15
Child 230	46	49	3
Child 231	68	57	-11
Child 232	38	21	-17
Child 233	11	13	2
Child 234	40	54	14
Child 235	7	15	8
Child 236	42	34	-8
Child 237	49	17	-32
Child 238	67	47	-20

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 239	53	55	2
Child 240	79	1	-78
Child 241	33	31	-2
Child 242	46	27	-19
Child 243	45	44	-1
Child 244	67	52	-15
Child 245	25	45	20
Child 246	33	28	-5
Child 247	71	60	-11
Child 248	24	30	6
Child 249	39	34	-5
Child 250	23	41	18
Child 251	17	18	1
Child 252	41	31	-10
Child 253	106	106	0
Child 254	3	44	41
Child 255	11	33	22
Child 256	30	48	18
Child 257	17	21	4
Child 258	11	15	4
Child 259	11	15	4
Child 260	27	18	-9
Child 261	31	23	-8
Child 262	14	6	-8
Child 263	36	48	12
Child 264	26	34	8
Child 265	33	41	8
Child 266	42	53	11

Pupil Ref (not to be compared with pupil number)	Current time on vehicle	Proposed time on vehicle	Difference in time
Child 267	16	26	10
Child 268	10	17	7
Child 269	42	40	-2
Child 270	25	58	33
Child 271	19	11	-8
Child 272	26	26	0
Child 273	64	29	-35
Child 274	4	11	7
Child 275	57	52	-5
Child 276	57	52	-5
Child 277	23	18	-5
Child 278	4	11	7
Total	10606	9326	-1280
Average	37.87857	33.30714	-4.65455

T3 Abbeyfield

Solution Info - 64 Routes



Route	Destinations	Time	Distance	Passengers
1	ABBEYFIELD SCHOOL	37m 0s	9.9 miles	7
2	ABBEYFIELD SCHOOL	47m 0s	17.1 miles	5
3	ABBEYFIELD SCHOOL	55m 0s	28.8 miles	3
4	ABBEYFIELD SCHOOL	58m 0s	25.5 miles	6
5	ABBEYFIELD SCHOOL	39m 0s	8.6 miles	5
6	ABBEYFIELD SCHOOL	37m 0s	6.7 miles	9
7	ABBEYFIELD SCHOOL	56m 0s	19.5 miles	5
8	ABBEYFIELD SCHOOL	43m 0s	9.8 miles	6
9	ABBEYFIELD SCHOOL	31m 0s	10.9 miles	5
10	ABBEYFIELD SCHOOL	35m 0s	5.7 miles	6
11	ABBEYFIELD SCHOOL	45m 0s	16.0 miles	4
12	ABBEYFIELD SCHOOL	49m 0s	19.9 miles	3
13	ABBEYFIELD SCHOOL	60m 0s	29.4 miles	3
14	ABBEYFIELD SCHOOL	38m 0s	10.8 miles	6
15	ABBEYFIELD SCHOOL	48m 0s	8.0 miles	6
16	ABBEYFIELD SCHOOL	23m 0s	2.7 miles	5
17	ABBEYFIELD SCHOOL	58m 0s	30.5 miles	2

Route	Destinations	Time	Distance	Passengers
18	ABBNEYFIELD SCHOOL	46m 0s	15.9 miles	7
19	ABBNEYFIELD SCHOOL	53m 0s	18.3 miles	5
20	ABBNEYFIELD SCHOOL	53m 0s	26.5 miles	3
21	ABBNEYFIELD SCHOOL	57m 0s	22.6 miles	5
22	ABBNEYFIELD SCHOOL	42m 0s	7.9 miles	6
23	ABBNEYFIELD SCHOOL	54m 0s	18.5 miles	7
24	ABBNEYFIELD SCHOOL	60m 0s	33.1 miles	1
25	ABBNEYFIELD SCHOOL	52m 0s	29.6 miles	1
26	ABBNEYFIELD SCHOOL	32m 0s	10.1 miles	5
27	ABBNEYFIELD SCHOOL	58m 0s	32.6 miles	1
28	ABBNEYFIELD SCHOOL	59m 0s	30.3 miles	2
29	ABBNEYFIELD SCHOOL	51m 0s	25.9 miles	1
30	ABBNEYFIELD SCHOOL	59m 0s	28.6 miles	2
31	ABBNEYFIELD SCHOOL	39m 0s	11.2 miles	6
32	ABBNEYFIELD SCHOOL	59m 0s	34.1 miles	1
33	ABBNEYFIELD SCHOOL	58m 0s	29.4 miles	2
34	ABBNEYFIELD SCHOOL	53m 0s	18.4 miles	6
35	ABBNEYFIELD SCHOOL	60m 0s	22.1 miles	5
36	ABBNEYFIELD SCHOOL	51m 0s	17.0 miles	5
37	ABBNEYFIELD SCHOOL	58m 0s	21.9 miles	5
38	ABBNEYFIELD SCHOOL	59m 0s	34.0 miles	1
39	ABBNEYFIELD SCHOOL	60m 0s	20.6 miles	8
40	ABBNEYFIELD SCHOOL	59m 0s	25.0 miles	3
41	ABBNEYFIELD SCHOOL	56m 0s	24.5 miles	3
42	ABBNEYFIELD SCHOOL	56m 0s	24.1 miles	4
43	ABBNEYFIELD SCHOOL	58m 0s	25.9 miles	2
44	ABBNEYFIELD SCHOOL	59m 0s	25.0 miles	4
45	ABBNEYFIELD SCHOOL	60m 0s	19.9 miles	6
46	ABBNEYFIELD SCHOOL	51m 0s	17.2 miles	5
47	ABBNEYFIELD SCHOOL	60m 0s	21.6 miles	5
48	ABBNEYFIELD SCHOOL	57m 0s	16.5 miles	6
49	ABBNEYFIELD SCHOOL	59m 0s	22.3 miles	5
50	ABBNEYFIELD SCHOOL	60m 0s	25.4 miles	4

Route	Destinations	Time	Distance	Passengers
51	ABBEYFIELD SCHOOL	51m 0s	17.3 miles	4
52	ABBEYFIELD SCHOOL	30m 0s	6.6 miles	5
53	ABBEYFIELD SCHOOL	57m 0s	20.5 miles	4
54	ABBEYFIELD SCHOOL	22m 0s	4.6 miles	4
55	ABBEYFIELD SCHOOL	59m 0s	16.5 miles	8
56	ABBEYFIELD SCHOOL	44m 0s	11.3 miles	6
57	ABBEYFIELD SCHOOL	53m 0s	13.0 miles	9
58	ABBEYFIELD SCHOOL	58m 0s	13.2 miles	8
59	ABBEYFIELD SCHOOL	79m 0s	42.0 miles	2
60	ABBEYFIELD SCHOOL	92m 0s	41.1 miles	3
61	ABBEYFIELD SCHOOL	68m 0s	36.7 miles	1
62	ABBEYFIELD SCHOOL	65m 0s	35.9 miles	1
63	ABBEYFIELD SCHOOL	66m 0s	35.6 miles	2
64	ABBEYFIELD SCHOOL	68m 0s	34.1 miles	2

Wiltshire Council

Children's Select Committee

15 May 2019

Update of the SEND School Provision Task Group

Purpose of the report

1. To present the update of the task group to the committee.

Background

2. The task group was originally established at the 5th September Children's Select Meeting where the committee resolved to establish a task group to look at the plans for the future provision of SEND schools and school places in Wiltshire.
3. On 10th May 2019 the task group met with officers and the portfolio holder responsible for SEND to receive updates on the following:
 - a. SEND Schools Consultation
 - b. Wiltshire Council's successful bid for free school funding

Terms of reference

4. The following terms of reference for the task group were endorsed by the Children's Select Committee on 31st October 2017:
 - 1) To consider the future provision of SEND education for Wiltshire's children and young people in the context of the challenges outlined in the "Wood Report"/WASSPP report (May 2017).
 - 2) To receive evidence from:
 - a. Wiltshire Council officers;
 - b. Wiltshire schools;
 - c. Parents/guardians of children with SEND.

Membership

5. The task group comprises of the following membership:

Cllr Jon Hubbard (Chairman)
Cllr James Sheppard
Mr John Hawkins (Children's Select Committee Teacher Representative)
Ms Jen Jones (Wiltshire College Representative)

Methodology

6. The task group received evidence from the following witnesses:

Wiltshire Council witnesses:

Cllr Jane Davies	Portfolio Holder for Disabled Children and Adults
Judith Westcott	Acting Head of Commissioning & Joint Planning
David Paice	Interim Head of Special Schools Transformation

Evidence

Special Schools Consultation

7. Wiltshire Council had extended their consultation period for proposals on special school provision in the north of the county until 6th May 2019. The proposals were in response to meeting the need to provide an additional 123 SEND school places in the north of the county by 2026 (including 50 for complex needs).
8. Online responses to the original pre-publication consultation had resulted in a total of 45% in favour of Wiltshire Council's proposals and 55% against the proposals.
9. The extension also included three extra face-to-face meetings at the following locations:
- Chippenham
 - Trowbridge
 - Devizes
10. The process of engagement at the three additional public meetings included a clearer demonstration on how the Wiltshire Council proposal was reached by taking those in attendance through the range of options which had been considered and the process of their consideration. The meetings also provided attendees the chance to critique and offer suggestions and potential alternatives. Members of the task group were provided with a copy of the presentation used at the face-to-face meetings.
11. The task group was informed that Virgin Healthcare had stated that improvements to their operation could not take place within the current funding across the current split sites. However, they noted that they could implement an improvement at a single site. Potential improvements might include always having at least 1 person available on site and operating out of an onsite "base" for their staff. The single site option could also afford an integrated education, health and care provision with joint working at all stages.

12. Transport modelling had been undertaken based from known growth, including future military and housing growth, and the current transport situation. The system used to produce the models also generated figures for funding that model. Pickup times and congestion were also included, and officers informed that task group that officers from the transport team had driven a number of routes to set the calculations in real time.
13. Task group members were informed that the system had produced figures that demonstrated an overall improvement in travel times for the majority under the Council's proposed model. It was noted that two pupils would experience up to 60minute travel times, but that this was a reduction from the current number of children travelling that time.
14. The task group requested that transport figures be provided for all options, including maintaining transport to the existing sites, in order to present proper comparisons.
15. The report to Cabinet was to include the options presented alongside the scoring criteria outlined in the presentations at the face-to-face public meetings.

Wiltshire Council's successful bid for free school funding

16. Officers explained that they had successfully bid in February 2019 for £12mil funding from the Department for Education (DfE) to build a 150-pupil Free School for 4-19yr olds with SEND.
17. The school will cover autistic spectrum disorders (ASD) and social, emotional and mental health difficulties (SEMH) and be located in the south of the county. Currently a potential site had been identified in Salisbury, but nothing definite had been agreed.
18. The DfE would be allocating a project lead for the process. It was expected that this officer would be introduced at the end of May 2019.

Wiltshire Council SEND Strategy

19. Members of the task group were informed that Wiltshire Council were currently working in consultation with a consultancy (ISOS) to develop our SEND Strategy. This was part of wider work to ensure that children with SEND who would benefit from education in mainstream schools were attending mainstream schools. It was explained that difficulties were being experienced when trying to make this happen, and that a growth in children with moderate learning difficulties (MLD) attending SEND schools was being experienced as a result.
20. The task group requested that they be involved as part of the process for the draft strategy.

Proposal

21. That the Children's Select Committee notes the update from the SEND School Provision Task Group.
-

Cllr Jon Hubbard, Chairman of the SEND School Provision Task Group

Report author: Adam Brown, Senior Scrutiny Officer, 01225 718038,
adam.brown@wiltshire.gov.uk

Appendices

None

Background documents

None