



Ref: Agenda/Council – 22/10/2024

17th October 2024

Dear Sir/Madam

All Members of the Town Council are hereby summoned to the Council Meeting of Biggleswade Town Council that will take place on **Tuesday 22nd October 2024** at the **Offices of Biggleswade Town Council, The Old Court House, Saffron Road, Biggleswade** commencing from **7:30pm**, for the purpose of considering and recommending the business to be transacted as specified below.

Yours faithfully

A handwritten signature in black ink, appearing to be "Peter Tarrant", written over a horizontal line.

Peter Tarrant
Town Clerk & Chief Executive

Distribution: All Town Councillors
Notice Boards
The Press

AGENDA

1. APOLOGIES FOR ABSENCE

Schedule 12 of the Local Government Act 1972 requires a record be kept of the Members present and that this record form part of the minutes of the meeting. Members who cannot attend a meeting should tender apologies to the Town Clerk and the Committee Clerk.

2. DECLARATIONS OF INTEREST

To receive Statutory Declarations of Interests from Members in relation to:

- a. Disclosable Pecuniary interests in any agenda item.
- b. Non-Pecuniary interests in any agenda item.

3. TOWN MAYOR'S ANNOUNCEMENTS

4. PUBLIC OPEN SESSION

To adjourn for a period of up to 15 minutes to allow members of the public to put questions or to address the Council, through the Chairman, pertaining to matters listed on the Agenda.

Please register in advance for this webinar:

https://us06web.zoom.us/webinar/register/WN_fdatyM3cRDWpu06OZPwSjg

Each Speaker will give their name to the Chairman, prior to speaking, which will be recorded in the minutes, unless that person requests otherwise. Each Speaker will be allowed **(one) three-minute slot**.

5. **INVITED SPEAKER**

6. **MEMBERS' QUESTIONS**

7. **MINUTES AND RECOMMENDATIONS OF MEETINGS**

8. **MATTERS ARISING**

9. **ITEMS FOR CONSIDERATION**

a. **School Organisation Plan 2025-2030 Consultation**

For Members to receive and consider information from CBC Community & Engagement Team.

10. **PLANNING APPLICATIONS**

You can view details of applications and related documentation such as application forms, site plans, drawings, decision notices and other supporting documents for planning applications on the Central Bedfordshire Council website. Click on the hyperlink (electronic copy) on the heading of each planning application listed below.

11. **PLANNING APPLICATION OUTCOMES**

12. **ACCOUNTS**

Financial Administration

No accounts will be provided for this agenda.

13. **ITEMS FOR INFORMATION**

14. **PUBLIC OPEN SESSION**

To adjourn for a period of up to 15 minutes to allow members of the public to put questions or to address the Council, through the Chairman, in respect of any other business of the Town Council.

Please register in advance for this webinar:

https://us06web.zoom.us/webinar/register/WN_fdatyM3cRDWpu06OZPwSjg

Each Speaker will give their name to the Chairman prior to speaking, which will be recorded in the minutes unless that person requests otherwise. Each Speaker will be allowed **(one) three-minute slot**.

15. **EXEMPT ITEMS**

The following resolution will be **moved** that is advisable in the public interest that the public and press are excluded whilst the following exempt item issue is discussed.

(Capital Programme).

Pursuant to section 1(2) of the public bodies (Admission to Meetings) Act 1960 Council **resolve** to exclude the public and press by reason of the confidential nature of the business about to be transacted.



We're consulting on a new School Organisation Plan, as the previous Plan covered 2017-2022 and needs refreshing to address current and future educational demands. The proposed new plan includes principles that will help inform the School Organisation Plan for the next five years, from 2025-2030.

Please submit your response by Sunday 10 November 2024.

1. Which of the below are you responding as? (please select all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Pupil at a school in Central Bedfordshire | <input type="checkbox"/> Governor at a school in Central Bedfordshire |
| <input type="checkbox"/> Pupil at a school outside of Central Bedfordshire | <input type="checkbox"/> Governor at a school outside of Central Bedfordshire |
| <input type="checkbox"/> Parent of a child not yet at school (under 4 years old) | <input type="checkbox"/> Resident of Central Bedfordshire |
| <input type="checkbox"/> Parent of a child at school in Central Bedfordshire | <input type="checkbox"/> Town or Parish Council |
| <input type="checkbox"/> Parent of a child at school outside of Central Bedfordshire | <input type="checkbox"/> Local Business |
| <input type="checkbox"/> Member of staff at a school in Central Bedfordshire | <input type="checkbox"/> Voluntary or community organisation |
| <input type="checkbox"/> Member of staff at a school outside of Central Bedfordshire | <input type="checkbox"/> Other |
| | <input type="checkbox"/> Prefer not to say |

If a pupil/parent of a child at school, please name the school(s):

If member of staff or governor at a school, please name the school:

If Town or Parish Council, please specify:

If voluntary or community organisation, please specify:

If other, please specify:

2. How many children of...

pre-school age are there in your household?

school age are there in your household?

The previous Plan, which covered 2017-2022, needs refreshing to address current and future educational demands.

Population data shows there will be a more primary school places than we need during the life of the plan (2025-2030), due to a population bulge created by the 2000s baby boom, which will increase by up to 140 per cent in some areas of England. Those pupils will be moving into secondary schools during the life of the plan (2025-2030). We will have to take action to reduce the number of empty classrooms, because it can affect whether a school remains financially viable. Some of the classrooms will be repurposed into new SEND provision to help meet the increasing demand for specialist school places.

The last Plan was based on nine principles that were adopted in 2013 and these need to be updated because some no longer reflect changes in national legislation, changes in provision with new types of academies, the decision to move to two-tier education and other Council priorities.

Principle 1 - The need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel

There has been no change to the current principle proposed.

3. How far do you agree or disagree with principle 1? (please select one)

- Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

4. If you have any comments about principle 1, please provide them below:

Principle 2 - The need to create schools that are of sufficient size to be financially and educationally viable

The proposed approach:

- Removed the reference to optimal school size as this relates to a secondary schools with six classes in each year group, which is now considered at the smaller end of the scale
- No longer looking to recommend that smaller sized schools may be preferable in areas of deprivation
- Working towards primary schools having 2 to 3 classes per year group
- Removed references to research that claims secondary schools tend to reach their peak performance when a headteacher has been leading the school for around 6 or 7 years, or that a headteacher with experience of leading more than one school is generally held to be likely to be successful in a second or third school as the research is no longer available
- Proposing that Sixth forms will be considered on a case-by-case basis
- Added a section about surplus school places, which is designed to provide steps to address the population boom of the 2000s baby boom and more recent decline in birth rates.

5. How far do you agree or disagree with principle 2? (please select one)

- Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

6. Which of the following do you think are the most appropriate actions to adopt in terms of addressing surplus places across all schools? (please select all that apply)

- Capping admissions in year - in exceptional circumstances, and following the closure of the normal admissions round, a 'cap' can be implemented. For example where a three-form entry school is only operating two classes in a particular year group it is possible to cap the admission number for that year group at 60.
- Reductions in published admission numbers - this needs to be done in advance of applications for places being made.
- Review of building use / capacity - whether some accommodation could be used for other purposes or even removed altogether. It could be appropriate to remove poorer assets where possible or reconfigure space to provide specialist provisions
- School organisation changes such as schools amalgamating or ultimately closing

7. If you have any comments about principle 2, please provide them below:

Principle 3 - The ability to support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools

The proposed approach:

- We have removed a section about supporting the expansion of oversubscribed schools and Academies in order to provide the Council with greater flexibility to meet pupil demand

8. How far do you agree or disagree with the proposal to continue to support popular and successful schools? (please select one)

- Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

9. If you have any comments about principle 3, please provide them below:

Principle 4 - The potential to further promote and support robust partnerships and learning communities

The proposed approach:

- References to joint work with the Central Bedfordshire Teaching School Partnership (CBTSP) and the development of a strategy of school community engagement have been removed as they are now covered by the council's Skills for All strategy.

10. How far do you agree or disagree with principle 4? (please select one)

- Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

11. If you have any comments about principle 4, please provide them below:

Principle 5 – To seek opportunities to create inspirational learning environments for the school and to maximise community use

The proposed approach:

- A requirement to assess the suitability of existing school buildings to ensure pre-existing deficiencies in provision can be considered has been removed as it has been superseded by the principles in the Council's Three-to-Two-Tier Programme

12. How far do you agree or disagree with principle 5? (please select one)

- Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

13. If you have any comments about principle 5, please provide them below:

Principle 6 – To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice

The proposed approach:

- The section about the three-tier status of most schools in Central Bedfordshire has been removed as a firmer commitment to a two-tier model of education has been included instead
- The section on the annual appraisal of the impact of the principles has been removed as there has been no annual appraisal of the original principles carried out. In the future, this will be reviewed and repeated for the next cycle of development of the plan

14. How far do you agree or disagree with principle 6? (please select one)

- Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

15. If you have any comments about principle 6, please provide them below:

Principle 7 – To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools

The proposed approach:

- The section about continuing to maintain and support specialist provisions in some lower, middle and upper schools for children who require a more specialist approach to meeting their special educational needs has been removed, as they are captured in the Council's Specialist School Places Plan.
- The section about supporting the establishment of alternative provision for pupils who are excluded or at risk of exclusion and for whom an alternative curriculum is more appropriate has been removed because this is also addressed in the Specialist School Places Plan

16. How far do you agree or disagree with principle 7? (please select one)

- Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

17. If you have any comments about principle 7, please provide them below:

Removed principles

18. We have removed the principle of the ambition to achieve a single phase of education 0-19 and reduce school transfer points because:
- There are a lack of opportunities that exist to develop 0-19 in a single phase of education for school place planning.
 - The single phase of education would apply to a select few in the primary school phase, and many other children would still require a transfer at secondary age as that school serves a wider community
 - This principle could result in increased transport costs for children to a single location
 - There is a lack of diversity and opportunity by having a large-scale provision in one Academy Trust
 - Schools can work together and forge partnerships without having to be geographically close to each other

How far do you agree or disagree with the removal of this principle? (please select one)

- Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

19. We have removed the principle of the need to support the Raising of the Participation Age (RPA) because it is no longer a requirement for the School Organisation Plan to factor in as it is now the law that young people must stay in education (either at a school or college) until they are 18.

How far do you agree or disagree with the removal of this principle? (please select one)

- Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

20. If you have any comments about the removed principles, please provide them below:

Overall

21. When thinking about the principles, please put them in order of priority, with the most important as 1, and least important as 7.

	1	2	3	4	5	6	7
The need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The need to create schools that are of sufficient size to be financially and educationally viable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability to support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The potential to further promote and support robust partnerships and learning communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To seek opportunities to create inspirational learning environments for the school and to maximise community use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. If you have any final comments about the proposed principles that you have not provided elsewhere in the questionnaire, please provide them below:

23. Is there anything else we should consider when thinking about school place planning?

Finally...

24. How did you hear about this consultation? (please select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Central Bedfordshire Council website | <input type="checkbox"/> Poster |
| <input type="checkbox"/> E-mail from Central Bedfordshire Council | <input type="checkbox"/> Radio |
| <input type="checkbox"/> Local councillor surgery | <input type="checkbox"/> Social media from Central Bedfordshire Council |
| <input type="checkbox"/> Local MP surgery | <input type="checkbox"/> Word of mouth |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Other |

If other, please tell us:

25. If social media, please tell us which one:

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Facebook | <input type="checkbox"/> Twitter/X |
| <input type="checkbox"/> Instagram | <input type="checkbox"/> Youtube |
| <input type="checkbox"/> LinkedIn | <input type="checkbox"/> Other social media |

If other social media, please specify:

About You

This section is about you and is entirely optional. The reason we ask these questions is to understand if we are getting views from a cross-section of the community, and if different parts of the community have different views. We will never force you to provide information about yourself that you are not comfortable in giving, and the answers will not be used to identify any individual. You can read more about why we ask these questions on our website .

26. Are you: (please select one)

- Male
 Female

- Other
 Prefer not to say

If other, please specify:

27. What is your age? (please select one)

- Under 16 years old
 16-17 years old
 18-24 years old
 25-34 years old
 35-44 years old

- 45-54 years old
 55- 64 years old
 65-74 years old
 75+ years old
 Prefer not to say

28. Do you consider yourself disabled? (please select one)

Under the Equality Act 2010 a person is considered to have a disability if they have a physical or mental impairment which has a sustained and long-term adverse effect on their ability to carry out normal day to day activities.

- Yes
 No
 Prefer not to say

29. To which of these groups do you consider you belong? (please select one)

- Arab
 Asian or Asian British Bangladeshi
 Asian or Asian British Indian
 Asian or Asian British Pakistani
 Asian or Asian British Chinese
 Asian Other
 Black or Black British African
 Black or Black British Caribbean
 Black Other
 Mixed White and Asian

- Mixed White and Black African
 Mixed White and Black Caribbean
 Mixed Other
 White British
 White Irish
 White Gypsy or Irish Traveller
 White Roma
 White Other
 Any other group
 Prefer not to say

If other, please specify:

30. What is your religion? (please select one)

- Buddhist
- Christian
- Hindu
- Jewish
- Muslim

- Sikh
- No religion
- Prefer not to say
- Other religion

31. What is your home or organisation's postcode?

This will only be used for analysis purposes and will not be used to identify you in any way.

32. If you would like to receive alerts for any consultations or surveys, please provide your email address below to be added to our database, this will not be used or shared for any other reason:

Thank you.

Please return your completed form by Sunday 10 November 2024 to:
Freepost RSJS GBBZ SRZT (you do not need a stamp)
Principles of the School Organisation Plan 2025-30 consultation
Central Bedfordshire Council
Priory House, Monks Walk
Chicksands, Shefford
SG17 5TQ

Data Protection Act 2018

Please note that your personal details supplied on this form will be held and/or computerised by Central Bedfordshire Council for the purpose of this survey. The information collected may be disclosed to officers and elected members of the Council and its' partners involved in this survey. Summarised information from the forms may be published, but no individual details will be disclosed under these circumstances.

Your personal details will be safeguarded and will not be divulged to any other individuals or organisations for any other purposes unless we need to do so in order to meet our legal duties obligations. If you do not wish to have your personal details retained for the purposes given, please contact consultations@centralbedfordshire.gov.uk who will arrange for their removal and deletion. We will only be able to locate your data for removal if you have provided us with a personal identifier, such as your email address.

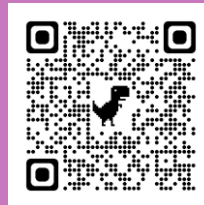
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**Central
Bedfordshire**

**“Your
voice
matters”**

Appendix showing in full the change in the principles used for planning for mainstream school places

**Help inform the draft School
Organisation Plan 2025-2030**



**Find out more at
www.centralbedfordshire.gov.uk/your-voice-matters**

Appendix

Comparison of current and proposed school organisation principles

Current Principles	Proposed Principles
<p>Principle 1 - The need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel.</p> <p>Section 76 of the Education and Inspections Act 2006 places a duty on local education authorities to promote the use of sustainable modes of travel to meet the school travel needs of their area. Ensuring the sufficiency of provision local to the areas of demographic demand supports this duty by reducing the need for car journeys and also limits potential growth in the cost of providing school transport on distance criteria to qualifying pupils to meet the Council’s statutory responsibilities.</p> <p>Section 38 of the Education and Inspections Act 2006 also places a duty on governing bodies of maintained schools in England to promote community cohesion. Promoting local schools enables children living in the same local community to attend the same school fostering a coherent community identity and enabling community ownership to build around a range of extracurricular activities.</p>	<p><i>This principle remains the same</i></p>
Current Principles	Proposed Principles

<p>Principle 2 - The need to create schools that are of sufficient size to be financially and educationally viable</p> <p>There are three sources of evidence that it is important to consider when determining the optimum size of a school. These relate to</p> <ul style="list-style-type: none"> • (THIS SECTION IS NO LONGER INCLUDED: (i) international evidence on the effect of school size on pupil outcome measures), <p>(ii) the minimum size needed to provide a rich curriculum offer and (iii) the effect of school size on leadership.</p> <ul style="list-style-type: none"> • (THIS SECTION IS NO LONGER INCLUDED: (i) The optimal school roll in terms of pupil outcomes is around 900 in a non-deprived area. (This is based on all ages not only secondary or upper but excludes Post 16 provision). This number can increase in areas of greater affluence and might drop to around 800 in areas of hardship and deprivation (in global terms) <p>(ii) In terms of supporting a broad curriculum offer, six forms of entry would be what most research and professional bodies consider to be the minimum year group size to support the kind of offer to meet the range of needs typical in a Central Bedfordshire context.</p> <ul style="list-style-type: none"> • (THIS SECTION IS NO LONGER INCLUDED: It is acknowledged that research has taken place on provision that is historic and that there has been a considerable shift in the 	<p><i>Principle 2 - The need to create schools that are of sufficient size to be financially and educationally viable</i></p> <p>There are two sources of evidence that it is important to consider when determining the optimum size of a school. These relate to the minimum size needed to provide a rich curriculum offer and the effect of school size on leadership.</p> <p>In terms of supporting a broad curriculum offer for the secondary school age groups, six classes per year group would be what most research and professional bodies consider to be the minimum year group size to support the kind of offer to meet the range of needs typical in a Central Bedfordshire context.</p> <p>The larger the school the more a governing body can pay a headteacher according to scales that reflect pupil numbers. This may have an impact on the calibre of leader available to schools. The larger the school the more options an experienced leader has available in shaping an excellent school to meet the needs of students.</p> <p>Therefore, schools need to be big enough to attract and retain experienced headteachers for these periods if they are to be well-placed to perform optimally.</p> <p>Establishing or expanding schools of an appropriate size, therefore, is likely to contribute towards the likelihood of their success.</p> <p>Comments on school size relate to single schools that occupy a single site. The minimum or maximum size of a school may be outside of the range of these proposals if it is part of a non-traditional governance and leadership structure as is the case in multi-site schools, school trusts, federations, academy chains and multi-academy trusts where a broad curricular</p>
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nature and offer of different types of schools in recent years.)

(iii) The larger the school the more a governing body can pay a Headteacher according to scales that reflect pupil numbers. This may have an impact on the calibre of leader available to schools. The larger the school the more options an experienced leader has available in shaping an excellent school to meet the needs of students.

- **(THIS SECTION IS NO LONGER INCLUDED: Research shows that secondary schools tend to reach their peak performance when a headteacher has been leading the school for around 6 or 7 years and furthermore, a headteacher with experience of leading more than one school is generally held to be likely to be successful in a second or third school.)**

Schools therefore need to be big enough to attract and retain experienced Headteachers for these periods if they are to be well placed to perform optimally.

Establishing or expanding schools of an appropriate size therefore is likely to contribute towards the likelihood of their success.

(THE WORDS IN BOLD IN THIS PARAGRAPH ARE NO LONGER INCLUDED) Comments on school size relate to single schools that occupy a single site. The minimum or maximum size of a school may be outside of the range of **capacities implicit** in these proposals if it is part of a non-traditional governance and leadership structure as is the

offer, for example, may be achieved as a result of the collaborative arrangements.

Lower and Primary Schools

Minimum Size

Small rural schools across England have shown themselves capable of delivering the National Curriculum and of providing a high standard of education. In determining a minimum school size, it is not just quality that needs to be considered but also organisational, social and community issues.

- **(THIS SECTION IS NEW: However, there is also evidence that pupil numbers of less than one class for each key stage can prove to be a contributory factor to poor school management due to related funding pressures limiting options for teaching staff.**

Therefore, schools at or below the minimum size outlined below should be encouraged to consider options for federating, merging, or joining an academy chain.

Problems in delivering and monitoring standards in very small schools can occur. There may also be difficulties in recruiting enough able governors from such a small constituency of parents and supporters of the school. Finally, very small year groups may not provide sufficient peers of the same age for children to mix with although there may be some benefits of vertical grouping where younger children can learn from older peers.

As a minimum, it is preferable that there should be one class for each of Key Stage 1 (Years 1 and 2 for ages 5-7) and Key Stage 2 (Years 3, 4, 5 and 6, for ages 7-11), plus discrete part-time provision for children under five. In this way, there are no more than two-year groups in each class. In total, this equates to 2.5 classes. With a class size of 25-30 this means a minimum school size of 60-75 pupils for a lower school.

For a primary school also with Years 5 and 6 in Key Stage 2 this equates to 3.5 classes. With a

<p>case in multi-site schools, school trusts, federations, academy chains and multi academy trusts where a broad curricular offer, for example, may be achieved as a result of the collaborative arrangements.</p> <p><u>Lower and Primary Schools</u></p> <p>Minimum Size</p> <p>Small rural schools have nationally shown themselves capable of delivering the National Curriculum and of providing a high standard of education. In determining a minimum school size, it is, however, not simply issues of quality that need to be considered but also but also organisational, social and community issues.</p> <ul style="list-style-type: none"> • (THIS SECTION IS NO LONGER INCLUDED: For example, where small numbers are nationally judged to operate against successful school management is where there are too few children to form at least one class for each key stage. Under present funding arrangements, this puts particular pressure on teachers and forthcoming changes to the local funding formula, as a result of national school funding reform, will increase the pressure to operate more efficiently.) <p>Therefore, schools at or below the minimum size outlined below must consider options for federating, merging, or joining an academy chain.</p> <p>As a minimum, it is preferable that there should be one class for each of Key Stage 1 and Key Stage 2, plus discrete part-time</p>	<p>class size of 25-30 this means a minimum school size of 85 -105 pupils</p> <p>If three age groups need to be taught together, school organisation becomes much more difficult. There are also organisational difficulties if the headteacher is the only full-time teacher. If the headteacher is absent or leaves, there may be no-one left to manage where the other member of staff has no aspirations to lead or is not employed full-time.</p> <p><i>Maximum Size</i></p> <p>(THE WORDS IN BOLD IN THIS PARAGRAPH ARE NEW): Ideally, lower schools should have two to three classes per year group, leading to a school size of 300 to 450 pupils. For primary schools this leads to a school size of 420 to 630 pupils. This gives headteachers a balance of some teaching, as well as time to manage and monitor, with the ability to employ appropriate non-teaching support in the school.</p> <p>The larger the school, the more likely it is that the headteacher and senior staff will spend most of their time managing resources, rather than on education. If this time is spent on key issues known to promote school improvement in driving the ethos of the school towards raising attainment by a focus on pupil level data management, engagement with the teaching and learning process etc, their offer outside that of classroom input can accelerate school improvement and outcomes</p> <p><u>Middle Schools</u></p> <p><i>Minimum Size</i></p> <p>All middle schools are considered to need to have sufficient staff expertise to cover the curriculum and the teaching of basic skills at both Key Stages 2 and 3 (Years 3 to 9 and ages 7-14). The budget must also be sufficient to support the curriculum and an appropriate management structure.</p>
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<p>provision for children under five. In this way, there are no more than two-year groups in each class. In total this equates to 2.5 classes. With a class size of 25-30 this means a minimum school size of 60-75 pupils for a Lower School.</p> <p>For a Primary School also with years 5 and 6 in Key Stage 2 this equates to 3.5 classes. With a class size of 25-30 this means a minimum school size of 85 -105 pupils.</p> <p>If three age groups need to be taught together school organisation becomes much more difficult, however there are some known mitigating factors. There are also organisational difficulties if the headteacher is the only full-time teacher. If the Headteacher is absent or leaves, there may be no one left to manage where the other member of staff has no aspirations to lead or is not employed full-time.</p> <p>Problems in delivering and monitoring standards in very small schools can occur. There may also be difficulties in recruiting enough able governors from such a small constituency of parents and supporters of the school. Finally, very small year groups may not provide sufficient peers of the same age for children to mix with although there may be some benefits of vertical grouping where younger children can learn from older peers.</p> <p>Maximum Size</p> <p>Ideally lower schools should have 2 forms of entry (i.e., two classes per year group), leading to a school size of 300. For Primary Schools this leads to a school size of 420. This gives headteachers a balance of some teaching, as well as time to manage and</p>	<p>It is proposed that as a minimum, a middle school should have 4 classes per year group (480 pupils in total) in order to deliver the National Curriculum. Below this figure, a middle school's ability to retain sufficient staff with the appropriate range of expertise is questioned.</p> <p>The Council has made a commitment to move towards a 2-tier education system. Therefore, new schools and expansion of places should be in the primary and secondary phases of education unless in exceptional circumstances.</p> <p><i>Maximum Size</i></p> <p>Ideally, middle schools should have 6 classes per year group (720 pupils in total). Beyond 7 classes per year group (840 pupils in total) it can be argued that the school becomes increasingly difficult to manage and to maintain an appropriate middle school ethos, and it may be more impersonal, particularly for the younger children.</p> <p><u>Upper and secondary schools</u></p> <p><i>Minimum Size</i></p> <p>For an upper or secondary school, there must be enough pupils in each year group to support the full range of the curriculum.</p> <ul style="list-style-type: none"> ● (THIS SECTION IS NEW: The DfE (Department for Education) through the Free School Programme have identified a minimum viable school number at 600 pupils (4 classes per year group). However, based on more local experiences, a move towards 6 classes per year group, as a minimum secondary school size, would be preferable to allow for a broad range of options in exam subjects. New schools, or changes below 6 classes per year group would only be supported in exceptional circumstances. <p><i>Maximum Size</i></p> <p>Larger schools have economies of scale which make for more flexible curriculum options and</p>
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monitor, with the ability to employ appropriate non-teaching support in the school.

- **(THIS SECTION IS NO LONGER INCLUDED: Above 3 forms of entry (450 pupils for lowers, 630 pupils for Primary Schools) it becomes increasingly difficult to maintain consistency, coherence and a ‘whole school’ ethos appropriate to pupils of this school age. The Council acting as the Local Authority consider it preferable to promote the expansion and creation of new lower/primary school provision at or above 3 forms of entry only in exceptional circumstances.)**

The larger the school, the more likely it is that the Headteacher and senior staff will spend most of their time managing resources rather than on education. If this time is spent on key issues known to promote school improvement in driving the ethos of the school towards raising attainment by a focus on pupil level data management, engagement with the teaching and learning process etc. their offer outside that of classroom input can accelerate school improvement and outcomes.

Middle Schools

Minimum Size

All middle schools are considered to need to have sufficient staff expertise to cover the curriculum and the teaching of basic skills at both Key Stages 2 and 3. The budget must

more specialist staffing but can encounter organisational difficulties in accommodating large year groups.

In schools which were originally designed for a smaller number, there may also be a lack of specialist accommodation, both teaching and non-teaching, inadequate library and study space, social areas incapable of meeting staff and student needs and congestion in corridors.

A commonly held historical belief in principles nationally for education provision is that once numbers rise above 10 classes per year group (1,500 pupils in total) including sixth form, the disadvantages of size may start to outweigh the benefits of economies of scale, however there are now known to be many larger schools nationally that provide a high quality of education and generally have the benefits of larger sixth forms. These schools, if successful, have been invited to provide the cornerstone of some large academy chains, particularly in the London area.

- **(THE REMAINDER OF THE WORDING IN THIS PRINCIPLE IS NEW: Therefore, the Council would consider larger schools, but this will be subject to wider considerations including radius of demand to ensure we still achieve a ‘local’ education network wherever possible.**

Surplus Places

Alongside the planning for increasing demand on school places above capacity in some areas of Central Bedfordshire, there is the national context of falling birth rates, we have to be aware of the need to plan for when there is an excess of capacity in an individual school or geographical cluster area. The National Audit Office recommends maintaining 5 per cent surplus places across a planning area for operational sufficiency and to allow parental choice.

The development of a new School Organisation Plan will provide clarity on how we will maintain the 5 per cent surplus -

also be sufficient to support the curriculum and an appropriate management structure.

It is proposed that as a minimum, a middle school should have 4 forms of entry (480 pupils in all) in order to deliver the National Curriculum. Below this figure the ability of a middle school to retain sufficient staff with the appropriate range of expertise comes under question

- **(THIS SECTION IS NO LONGER INCLUDED: 3 forms of entry (360 pupils) can be manageable in certain circumstances where there is an appropriate range of staff expertise, but below this number the costs of supporting even a minimum staff complement become disproportionate)**

Maximum Size

Ideally middle schools should have 6 forms of entry (720 pupils). Beyond 7 forms of entry (840 pupils) it can be argued that the school becomes increasingly difficult to manage and to maintain an appropriate middle school ethos, and it may be more impersonal, particularly for the younger children.

- **(THIS SECTION IS NO LONGER INCLUDED: Large middle schools face similar management challenges to any large school but community and parent views of the provision of a large middle school which pupils attend from age 9 are likely to be less positive than is the case for Upper schools where pupils start school at 13. Schools which were originally designed for a smaller number of**

Through the application of the adopted principles and planning appropriately - and any measures needed to increase or decrease capacity to stakeholders (headteachers, principals, governors, academy and foundation trusts, local elected members, dioceses and early education providers). These measures could be short term to manage pressures, such as pressure on school places, or longer term that require organisational change.

The consequences of having too many surplus places can be severe. The main impact of surplus places on schools is the resulting reduction in school finances. Since finances are driven by numbers of pupils on roll, a reduction in pupils will lead directly to a drop in income for affected schools. This will reduce the amount of money available to pay staff, purchase resources and meet pupils' needs.

The results are wide and far-reaching and have a direct impact on the ability of schools to provide education in an effective and efficient way. They can lead to serious questions being asked about a school's ability to remain open and cause particular challenges for schools on an improvement journey.

Falling numbers of pupils on roll also make planning and staffing decisions difficult with schools potentially having to make year-on-year redundancies. There is a particular problem for schools affected by infant class size legislation, which limits the number of 5, 6 and 7 year olds to class sizes of a maximum 30 pupils. They may have limited ability to make savings by changing staffing structures or changing the use of physical space.

It is also important to understand that not all schools are affected equally by falling pupil numbers. In reality, popular schools remain full or close to full and this may mean that a large drop in numbers could significantly affect a small number of less popular schools. When schools are disproportionately affected by falling numbers of pupils on roll, those schools are at risk of spiraling decline and potentially

pupils may lack specialist accommodation, both teaching and non-teaching, possess inadequate library facilities and study space, and may have social areas that are not capable of meeting staff or student needs and have congestion in corridors.)

Upper and Secondary Schools

Minimum Size

38. For an upper or secondary school there need to be enough pupils in each year group to support the full range of the curriculum

- **(THIS SECTION IS NO LONGER INCLUDED:** and generate a viable sixth form. Notwithstanding the potential for governance and leadership models outlined above, this suggests a proposed total minimum school size of around 900+ pupils for a single school. For schools engaged in collaborative and partnership arrangements this figure may be reduced to a minimum of 720 pupils where the schools in the federation or trust can demonstrate that a good, coherent educational offer is provided as a result of their sustainable collaborative arrangements. It should be noted that the Audit Commission takes the view that a sixth form of fewer than 160 students constitutes a small sixth form, with associated questions over viability)

Maximum Size

closure. This means that we need to consider removing places.

When demand for places drops, the only way to remove the surplus is to reduce the supply of places. This could be done in a variety of ways, such as:

'Capping' admissions in-year (Capped Pupil Numbers) Published Admission Numbers (which is the number of pupils that a school can admit into each relevant age group) are set for the normal point of entry and there is an expectation that this number will follow that year group as they move through the school. However, in exceptional circumstances and following the closure of the normal admissions round (when admissions become in-year), a 'cap' can be implemented. For example, where a 3-form entry school is only operating 2 classes in a particular year group, it is possible to cap the admission number for that year group at 60 rather than 90. Therefore, the operating model for the school closely matches the demand for pupils.

Reduction in Published Admission Number (PAN): One option is to reduce the PAN at the point of entry: this must be done before applications for places are made. PANs (which is the number of pupils that a school can admit into each relevant age group) are set around 18 months in advance, so a level of forward planning is required. A change in PAN will not address excess physical capacity, so this must be addressed if the change in PAN is long term (this involves a change to net capacity calculation or funding agreement). It may be opportune to remove PANs that are 0.5 classes per year group, which can be difficult to manage.

Review of building capacity or use: To address the issue of a school having too much physical capacity it may be possible to look at whether some of its accommodation could be used for other purposes or even removed altogether. Doing this at the same time as reducing the Published Admissions Number (PAN - which is

- **(THIS SECTION IS NO LONGER INCLUDED: This is difficult to determine on curricular or organisational grounds.)**

Larger schools have economies of scale which make for more flexible curricula and more specialist staffing but encounter organisational difficulties in accommodating large year groups.

In schools which were originally designed for a smaller number, there may also be a lack of specialist accommodation, both teaching and non-teaching, inadequate library and study space, social areas incapable of meeting staff and student needs and congestion in corridors.

A commonly held historical belief in historical principles nationally for education provision is that once numbers rise above 1500 including sixth form, the disadvantages of size may start to outweigh the benefits of economies of scale, however there are now known to be many larger schools nationally that provide a high quality of education and generally have the benefits of larger sixth forms

- **(THIS SECTION IS NO LONGER INCLUDED: and have overcome the potential disadvantages of large schools through internal organisation ie schools within schools and the house system.)**

These schools, if successful have been invited to provide the cornerstone of some large Academy chains , particularly in the London area

the number of pupils that a school can admit into each relevant age group) can lead to the school being run more efficiently. It could be opportune to remove poorer assets where possible or reconfigure space to provide specialist provisions.

School organisational changes: Where there are high numbers of surplus places, combined with standards, financial or building issues and no sign of increasing demand, it may be necessary to look at school organisation changes. This could mean 2 or more schools amalgamating or, ultimately, the closure of a school.

We will continue to review school forecast information. This is necessary because of the recent national demographic changes outlined above. Taking decisive action on removing surplus places can have a number of benefits such as:

- **Keeping schools financially viable**
- **Reducing waste (keeping spend per pupil up)**
- **Increasing the proportion of pupils in good or outstanding provision**
- **Better targeting of funding**
- **Improving the overall condition of the building stock and our school estate** Options for removing excess surplus places. The first step in deciding what action to take is to determine whether it needs to be temporary or permanent: that will inform thinking around which of the options available might be appropriate. Determining the longevity of the proposal is complex because birth rates are only known a few years in advance.

	<ul style="list-style-type: none"> • Location of a school in relation to demand for places and future forecasts (will children need to travel further if we remove places?) • Size of a school (both in terms of physical and resourced capacity) • Opportunities around buildings (including condition, compliance and limitations around PFI (Private Finance Initiatives) obligations) • Popularity (what impact would removing places have on parental preference?) • Standards (decommissioning, closure or reorganisation of schools that are operating at less than 'good' by Ofsted) • Current financial status (how viable is the school now and in the future?)
Current Principles	Proposed Principles
<p>Principle 3 - The ability to support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools</p> <p>The Council is unlikely to support the expansion of an existing school or Academy unless it is at least rated as good and preferably outstanding by Ofsted or is in a Trust or Multi Academy Trust that includes good and outstanding schools that have the capacity to support the expanded school in terms of standards and quality</p> <ul style="list-style-type: none"> • (THE REMAINDER OF THE WORDING IN THIS PRINCIPLE IS NO LONGER INCLUDED IN THE REFRESHED 	<p><i>Principle 3 - The ability to support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools</i></p> <p>The Council is unlikely to support the expansion of an existing school or academy unless it is at least rated as good and preferably outstanding by Ofsted or is in a trust or multi-academy trust that includes good and outstanding schools that have the capacity to support the expanded school in terms of standards and quality.</p>

PRINCIPLE: in order that it can become outstanding itself.

The Council is committed to ensuring that every parent can choose an excellent school for their child and that new places should therefore be allocated where parents want them. The Council will therefore seek to support the expansion of oversubscribed schools and Academies.

In every case the Council will require a business case to be provided by the school or Academy that is subject to the expansion proposal to guarantee the quality of the places being added into the system, based on the school's vision and educational plan. In addition to its Ofsted rating, the business case will also require the school to outline its performance in terms of results and improvement over time in key stage assessments, in terms of value added and in comparison with other schools in similar circumstances. The business case will require the school to establish its improvement targets and will be judged by evaluation criteria.

Where the school or Academy that is subject to an expansion proposal is also intended to procure and deliver the capital project with the support of the Council, the business case will require assurances of the capability and capacity of the school to deliver the proposal to time and on budget, based on their expertise and experience.

Where new schools are to be established and proposals are received in response to the Council's invitation, an initial assessment will be undertaken of each proposal against

<p>the criteria set out above to ensure that proposers with track records in successful and popular provision are also promoted to the DfE. The proposers’ abilities to prove value for money in delivering the new provision within the financial envelope available will also be assessed in these circumstances.)</p>	
<p style="text-align: center;">Current Principles</p>	<p style="text-align: center;">Proposed Principles</p>
<p>Principle 4 - The potential to further promote and support robust partnerships and learning communities</p> <p>The education ‘offer’ can be significantly enhanced from schools that collaborate effectively when compared with those that do not and the capacity for those schools to self-improve and to recruit, train and develop their own staff and leaders is enhanced by well-designed school to school support systems.</p> <ul style="list-style-type: none"> • (THIS SECTION IS NO LONGER INCLUDED: The Council has strongly supported such approaches including its joint work with the Central Bedfordshire Teaching School Partnership (CBTSP) designed to help both the council and the CBTSP discharge their statutory duties in relation to school improvement and in relation to teacher education, qualification, induction and development and to leadership development and succession planning and also in relation to identification and transfer of successful practice. The growing success of this partnership is also evident in the 	<p><i>Principle 4 - The potential to further promote and support robust partnerships and learning communities</i></p> <p>The education ‘offer’ can be significantly enhanced from schools that collaborate effectively when compared with those that do not and the capacity for those schools to self-improve and to recruit, train and develop their own staff and leaders is enhanced by a well-designed school to school support systems</p>

<p>successful joint bid for an alternative provision Free School, aimed at eliminating permanent exclusions and increasing the pathways from education to employment.</p> <p>The Council is developing a strategy of school community engagement in order to facilitate parental and school-led system development and as funding reforms are rolled out, so affecting the viability of some school budgets, this policy will continue in order to ensure small school settings serving rural communities can reconfigure the way they are run in order to continue to provide education close to home.)</p>	
<p>Current Principles</p>	<p>Proposed Principles</p>
<p>THIS SECTION IS NO LONGER INCLUDED:</p> <p>Principle 5 - The ambition to achieve a single phase of education 0 -19 and reduce school transfer points</p> <p>There is evidence that learning can be lost at points of transfer between schools and also transition within schools from one phase or key stage to another. There are two ways in which this can be addressed</p> <p>The first is to design systems that limit the number of points at which a child transfers from one school to another. The second is to promote collaboration amongst schools through which a cohort of children will pass on such issues as continuity of pedagogy,</p>	<p>This principle is no longer included in this draft plan</p>

<p>curriculum, expectations, progress, behaviour and ethos.</p> <p>A federation or trust with close agreement between its constituent schools and with the knowledge of the community it serves could mitigate some of these effects. Reducing transfer and transition or the effects of transfer and transition is therefore suggested that this is a consideration that should be evaluated in the context of school place planning.</p> <p>The Council will continue to develop integrated early years provision in a variety of settings, wrapping childcare around nursery education provision to ensure that all parents that require it have access to an extended and flexible early years offer so that they can access training or work.</p> <p>Where new early years provision is needed as a result of demographic growth or changes in entitlement and is forecast to be required in a similar timeframe and location as proposed new lower or primary places, the Council will seek to develop both new provisions on the school site and under its leadership.)</p>	
Current Principles	Proposed Principles
<p>THIS SECTION IS NO LONGER INCLUDED:</p> <p>Principle 6 - The need to support the Raising of the Participation Age (RPA)</p> <p>Coalition Government policy is to ensure that all young people are in either education, training or work-related education / training full time up to the age of 18 by September 2015. The Council will therefore need to consider the way in which proposals for new</p>	<p>This principle is no longer included in this draft plan</p>

<p>or expanded schools and Academies will support it in meeting this raised participation age and support educational establishments and employers in delivering this.</p> <p>56. The Council will also support the maintenance of a diverse range of post-16 provision, enabling students to choose between remaining at upper school, transferring to an FE college, or taking advantage of vocational routes of study. The Council will continue to support and strengthen the 14-19 strategic partnership subgroup of the Children’s Trust so that it can work together to improve outcomes, and it will support providers to access post 16 funding from the Education Funding Agency)</p>	
Current Principles	Proposed Principles
<p>Principle 7 – To seek opportunities to create inspirational learning environments for the school and to maximise community use</p> <p>The Council will adopt a high standard of design and community engagement as part of its evaluation of the proposals for major new and expanding school provision in Central Bedfordshire. This will define the basis for calculation of planning obligations that will be required from housing developers where additional infrastructure is required.</p> <ul style="list-style-type: none"> • (THIS SECTION IS NO LONGER INCLUDED: The briefing of projects to expand existing provision will include an assessment of the suitability of the premises to ensure pre existing deficiencies in provision can be considered in order to provide 	<p><i>Principle 5 – To seek opportunities to create inspirational learning environments for the school and to maximise community use</i></p> <p>The Council will adopt a high standard of design and community engagement as part of its evaluation of the proposals for major new and expanding school provision in Central Bedfordshire. This defines the basis for the calculation of planning obligations required from housing developers where a new school is required.</p> <p>The Council will support opportunities to pool funding from other sources, such as an academy trust or the Department for Education, in any planned, expanded or new provision and will seek guarantees for sustainable, enhanced, community use of the school’s facilities where capital investment (Council funds) is to be spent.</p>

<p>premises that are fit for purpose for the increased capacity of the school.)</p> <p>The Council will support opportunities to pool funding from other sources in any planned expanded or new provision and it will seek guarantees for sustainable, enhanced community use of the school’s facilities where capital investment is being committed.</p>	
<p>Current Principles</p>	<p>Proposed Principles</p>
<p>Principle 8 – To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice</p> <p>Central Bedfordshire has a comprehensive system of education providing educational opportunities for all its pupils and the Council recognises, supports and encourages the need for a diverse range and ethos within the schools in the area to provide opportunities for parental choice.</p> <ul style="list-style-type: none"> • (THIS SECTION IS NO LONGER INCLUDED: The Central Bedfordshire geographical area comprises only co-educational schools and the majority of schools are based on a three-tier system of education although schools are encouraged to consider alternative models of leadership, governance and school organisation to achieve the Council’s overarching aim of raising standards) <p>The Council’s aim is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and may act as a centre of excellence in particular areas or offer</p>	<p><i>Principle 6 – To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice</i></p> <p>Central Bedfordshire has a comprehensive system of education providing educational opportunities for all its pupils and the Council recognises, supports and encourages the need for a diverse range of individual characters within the schools in the area to provide opportunities for parental choice.</p> <ul style="list-style-type: none"> • (THIS SECTION IS NEW: The Council has given a firm commitment to change from the 3-tier education system to a primary and secondary model <p>The Council’s aim is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission, and may act as a centre of excellence in particular geographical areas, or offer specialist provision to meet the aspirations of parents, help raise local standards and narrow attainment gaps.</p> <p>While a good supply of non-denominational provision is essential, parents have a right to select a denominational education for their children if they wish. Within Central Bedfordshire, there are Church of England lower, primary, middle, secondary (THIS WORD IS NEW) and upper schools although Roman</p>

<p>specialist provision in order to meet the aspirations of parents, help raise local standards and narrow attainment gaps.</p> <p>While a good supply of non-denominational provision is essential, parents have a right to select a denominational education for their children if they wish. Within Central Bedfordshire, there are Church of England lower, middle and upper schools although Roman Catholic provision is only represented at lower and primary school. No other faiths are currently provided for in Central Bedfordshire.</p> <p>Some faith-based provision is below national rates of representation in some phases in Central Bedfordshire. Where there is a need for new school places and there is unmet parental demand for particular faith provision, the Council will consider supporting an increase in such provision where it will bring the area closer to national averages for each individual faith based provision and where other factors such as an evaluation against the potential of the school to raise education standards will not be compromised.</p> <ul style="list-style-type: none"> ● (THIS SECTION IS NO LONGER INCLUDED: As part of the annual appraisal of the impact of the principles there will be an equalities impact assessment to ensure that there are no unintended consequences of promoting faith-based provision on those who have minority or no faiths on access to school places. <p>The Council will continue to support the establishment of Trusts, Federations and Multi Academy Trusts who share the ambition</p>	<p>Catholic provision is only represented at lower and primary school. No other faiths are currently provided for in Central Bedfordshire.</p> <p>Some faith-based provision is below national rates of representation in some phases of education (i.e. primary/secondary, lower/middle and upper) in Central Bedfordshire. Where there is a need for new school places and there is unmet parental demand for particular faith provision, the Council will consider supporting an increase in such provision where it will bring the area closer to national averages for each individual faith-based provision and where other factors, such as an evaluation against the potential of the school to raise education standards, will not be compromised.</p> <p>The Council will support the establishment of trusts, federations and multi-academy trusts who share the ambition of the Council's Education Vision and its principles.</p>
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<p>of the Council’s Education Vision and its principles</p> <ul style="list-style-type: none"> • (THIS SECTION IS NO LONGER INCLUDED: which are now seen in the context of the enhanced complexity created by increased numbers of academies, academy chain partners and school self-determination. The Council will welcome the parent or other promoter of any free school in Central Bedfordshire and will consider the allocation of financial support where the proposal is approved by the DfE, and it meets a demand identified as a result of demographic growth in the area) 	
Current Principles	Proposed Principles
<p>Principle 9 – To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools</p> <p>The Council will continue to support close links between mainstream and special school sectors, building better partnerships and improving co-ordination of services. While most children with special educational needs attend their local mainstream schools we will continue to support the model of area special schools.</p> <ul style="list-style-type: none"> • (THIS SECTION IS NO LONGER INCLUDED: The Council will also continue to maintain and support specialist provisions in some lower, middle and upper schools for children who require a more specialist 	<p>Principle 7 – To support vulnerable learners in area special schools and integrate appropriate Special Educational Needs provision within mainstream schools</p> <p>The Council will continue to support close links between mainstream and special school sectors, building better partnerships, increasing places and improving co-ordination of services. While most children with special educational needs attend their local mainstream schools, we will continue to support the model of area special schools.</p>

**approach to meeting their special educational needs.
The Council will also support the establishment of alternative provision for pupils who are excluded or at risk of exclusion and for whom an alternative curriculum is more appropriate.)**

