



15 January 2025

Title	School place planning for children with Special Educational Needs and Disabilities (SEND)
Purpose of the report	To make a decision
Report status	Public report
Report author	Brian Grady, Director of Education
Lead Councillor	Ruth McEwan, Lead Councillor for Education and Public Health
Corporate priority	Thriving Communities
Recommendations	<ol style="list-style-type: none"> 1. That Committee note the options appraisal process undertaken and the proposal to develop split site special school provision as the preferred option for a new 180 – place special school provision as presented to the ACE Committee Task and Finish Group. 2. That Committee agree to public consultation on two proposals set out in this report as the first stages of the plan to develop split site special school provision: <ol style="list-style-type: none"> 2.1. To consult on the Federation of Holybrook Primary School and Whitley Park Primary School 2.2. To consult on the location of Holybrook Primary School, to expand from the current site to also include areas of Whitley Park School site and Ridgeway Primary school site.

1. Executive Summary

- 1.1. As the champion for all children and young people in the Borough, Brighter Futures for Children on behalf of Reading Borough Council has statutory duties to promote the wellbeing, safety and achievement of Reading children and to promote high standards that help all children to fulfil their potential.
- 1.2. The School Place Planning Strategy 2022-2027 considered by ACE Committee in March 2024 sets out how Brighter Futures for Children on behalf of Reading Borough Council delivers sufficient school places in the context of the Council's statutory duties, ensuring that school place delivery supports the achievement of the best outcomes for Reading children. The strategy confirms that there are sufficient primary school places, and with the delivery of the new secondary academy, River Academy from September 2024, sufficient secondary places, for the duration of the strategy. The strategy includes the latest capacity and census data.
- 1.3. The Reading School Place Planning Strategy identifies two key challenges for Reading:
 - Addressing the budget and surplus place challenges in our community primary schools. An increasing number of our primary schools are facing challenges in balancing their budgets, and with no projected increase in primary age pupils, the spare capacity in the system creates further potential budget risks for schools.

- Meeting the rising challenge of sufficiency of specialist provision for children with Special Educational Needs and Disability (SEND) provision and the pressures on the Dedicated Schools Grant High Needs Block. The strategy and previous reports to CMT have set out in some detail the needs analysis and population projections which confirm the need for a 180 place all through (primary and secondary) special school to meet current lack of sufficiency in special school provision in Reading.
- 1.4. Special schools are schools which are “*specialily organised to make special educational provision for pupils with SEND*” (section 337 of the Education Act 1996). The number of places in a special school usually ranges from around 50 (often catering for a broad range of needs including pupils with profound and multiple learning difficulties (PMLD)) to over 250 (often for ambulant pupils with moderate learning difficulties) and cater for all ages. Special schools vary widely in the curriculum and programmes of study they offer, in some the curriculum is mainstream while in others it can be quite different. Life skills and developing personal independence plays a big part.
 - 1.5. Special schools require more area per pupil place than mainstream schools because: pupils are taught in smaller groups, averaging around 8 to 12 and as low as 4 to 6 where pupils need extensive support; staff to pupil ratios are higher, particularly in a special school where 2 or 3 teaching assistants or support staff work alongside the teacher or give support in a separate space; and multi-agency meetings are common during the school day requiring confidential meeting rooms (these can involve several people in special schools). These areas can also be used for the delivery of individual intervention and therapy sessions.
 - 1.6. Timeframes for establishing new special school provision mean that independent non-maintained special school (INMSS) places will continue to be needed in the short term.
 - 1.7. Our most significant areas of need at primary level are:
 - i) Autistic Spectrum Condition (ASC);
 - ii) Speech, Language and Communication Need (SLCN), with
 - iii) Social, Emotional and Mental Health (SEMH) and Moderate Learning Disability (MLD) just behind.
 - 1.8. At secondary level, this shifts to our largest areas of need being:
 - i) ASC;
 - ii) SEMH, with
 - iii) MLD next and SLCN significantly reduced. A factor most likely attributable to children either having been diagnosed with ASC or their unmet SLCN needs now presenting as SEMH needs). Many of our primary children with ASC as their primary area of need meet the criteria for Severe Learning Disability (SLD) as there is a significant cohort who are pre-verbal and need support with personal care needs e.g. toileting and feeding.
 - 1.9. Following detailed options appraisal, which included considerations of whether school closures are required, a preferred option of expansion and split site relocation of Holy Brook school to the site of Whitley Park School and Ridgeway Primary School is recommended, in order to:
 - i) address the immediate risks and pressures associated with the insufficiency of Special Educational school places in Reading, whilst also;
 - ii) minimising disruption to our school staff and pupils; and
 - iii) improving the range and number of school places available in suitable provision for Reading’s children with Special Educational Needs and Disability (SEND)

2. Background and context

- 2.1. Participation in the Department for Education Delivering Better Value programme has enabled us to better understand need and enhance demand and financial projections. This enhanced analysis is based on projected Education Health and Care Plan (EHCP) numbers and planned mitigations regarding demand and provision. It identifies the number of additional places needed for children and young people with EHCPs outside of mainstream settings.
- 2.2. Better understanding of need has identified where Reading is higher than national figures in terms of relative levels of presenting need, for example children with complex needs / SLD. The SEND School Place Planning update considered by March 2024 ACE Committee confirmed **the requirement for a 180 place special school to meet current levels of need** and ACE Committee endorsed an options appraisal approach to be undertaken to establish the preferred method to deliver these special school places.
- 2.3. As reported to ACE Committee in March 2024, Planning Area analysis was undertaken to identify long list options for reconfiguring primary school provision into special school provision. Our strategic approach to reviewing our school assets focused on three main dimensions: school standards and attainment, school spare capacity and school financial stability.
- 2.4. **School standards and attainment:** The Reading Annual School Standards and Attainment report presented to Adult Social Care, Children's Services and Education Committee in June 2024 identified that Reading continues to face attainment challenges against performance measures as children progress to Key Stage 4. Increased support and challenge to schools with outcomes below or at national averages is in place. Longer term work to build school leadership capacity and school to school partnerships is underway, and creating more federations between community schools will help accelerate this work.
- 2.5. **Spare Physical School Capacity:** The draft school asset management strategy presented by RBC Property, mapped spare capacity in Reading schools by planning area. This mapping also identified temporary buildings on school sites, which are not included in the formal capture of spare school capacity. Removing or reusing temporary buildings has been taken into consideration in delivering Additionally Resourced Provision, alongside considering the overall formal spare school place capacity. Aggregation of reducing classrooms has enabled some school sites to develop Additionally Resourced provision and give options to repurpose school sites for special school provision.
- 2.6. **Financial viability and sustainability:** There are a number of Reading primary schools facing financial difficulty, predominantly due to either falling pupils rolls or the higher cost associated with the increased number of pupils with SEND. The school organisation approach set out in the School Place Planning Strategy has a commitment to promote federations between schools, both to address any quality issues and to address the future financial viability of particularly smaller and one form of entry primary schools. Attainment data, combined with a financial and school place planning context indicate the need for an amplifying of this principle and a heightened priority. Federating community schools could increase leadership capacity and formalise school to school support. By consolidating the functions needed to efficiently manage schools across a federation, and by strengthening school leadership through the appointment of Executive Headteachers supported by Heads of School, both sustainable models of school provision and strengthened leadership can be secured.

3. Review of Reading schools: shortlisting process

- 3.1. Longlisted options were considered under the following criteria:
 - A: Size of Site and indicative SEN capacity - based on 6-9 pupils per class

- B: Access: External areas; parking and route to front entrance; main principal entrance; corridors and doors; upper floors; internal stairs; hygiene WC and therapy spaces; external doors.
- C: Building adaptability
- D: Local need; proportion of SEND need in local area in comparison to overall need Borough-wide
- E: Finance of school (deficit risks; licensed deficit process; falling rolls; overall sustainability)
- F: Number on roll (low numbers on roll; comparatively low impact on local school communities/ability for children to attend other schools)
- G: Current SEND provision (including potential to increase locally needed provision, potential to increase support for children currently on roll and impact on current SEND provision hosted on site)

3.2. This further evaluation confirmed four priority options to be considered for more detailed analysis through a RIBA Stage 1 evaluation to consider building adaptability.

3.3. There is sufficient capacity across Reading to relocate pupils who would need new school places if redistribution of pupils were needed. Pupil place analysis in the South planning area identifies that from 2027 it is likely that the majority of pupils could secure a school place in their local planning area. More detailed analysis of potential impacts is informing the EINA being undertaken.

4. RIBA Stage One evaluation; split site solution

4.1. Ayre Chamberlain Gaunt Architects was appointed by Reading Borough Council to undertake a RIBA Stage 1 options appraisal exercise considering how identified schools could deliver the required special school provision.

4.2. The RIBA Stage 1 options appraisal report sets out a comparison of options, alongside costings. The table in the options appraisal report is included below.

	01_CAVERSHAM PARK PRIMARY SCHOOL	02_MOORLANDS PRIMARY SCHOOL	03_THE RIDGEWAY PRIMARY SCHOOL	04_WHITLEY PARK PRIMARY SCHOOL	05_SPLIT OPTION WHITLEY/RIDGEWAY	06_NEW BUILD
QUANTITY OF SEN PLACES vs. BRIEF	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
V4M (BASED ON COST/SEN PLACE)	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
EASE OF CONSTRUCTION	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
EASE OF MANAGEMENT	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
QUALITY OF COMPLETED BUILDINGS	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
DESIGN/LAYOUT FLEXIBILITY	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
EASE OF PLANNING PERMISSION	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
EASE OF QUICK DELIVERY	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
AGGREGATE SCORE	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
CAPACITY	82-PLACE SEN PRIMARY	82-PLACE SEN SECONDARY	180-SEN PLACES	180-SEN PLACES	180-SEN PLACES	180-SEN PLACES

4.3. The new build option identifies a costing which is expected to be outside of the budget possibilities available to us. The report identifies a strong option which removes the

need for either school closures or large-scale pupil redistribution: a split site solution, with special school provision on the Whitley Park and Ridgeway Park sites, retaining both primary schools with both schools as 2 Forms of Entry schools.

- 4.4. Costs summarised include total project costs and are intended to reduce the risks that higher costs are identified at a later stage. The costings confirm that the cost to build a new school on any of the sites would be prohibitive. The cost analysis is at a very high level and could change significantly following more detailed survey and further design work.
- 4.5. The report from the architects includes an indicative programme for delivery of the new special school, which would be delivered for opening by September 2027. This is a year later than the preferred opening date from a demand for SEND places perspective. The programme includes a tender with more detailed RIBA stage 4A information rather than stage 3+. This represents a preferable approach with a lower risk profile to RBC and fits with a longer timeline of opening in September 2027 rather than September 2026. The programme included does not account of statutory consultations or moving of pupils to other schools as it assumes vacant building capacity for remodelling and repurposing. A programme team has been established to develop the detailed timelines for related work strands.
- 4.6. Ayre Chamberlain Gaunt Architects identified the potential to deliver the required special school provision on a split site basis between Ridgeway Primary School and Whitley Park Primary School sites. Whilst facing some site challenges and constraints, this option is preferred from an education and child outcomes point of view for the following reasons:
 - It would secure the benefits in terms of securing more places for children with SEND in their local area without the challenges of going through a statutory school closure process and the need to decant the 554 pupils currently on roll to other schools.
 - Pupil numbers across both schools indicate that this option may be deliverable without any pupils needing to move, due to current spaces in various year groups.
 - It would remove the risks to staff groups and ensure stability, minimising disruption for pupils and teaching staff and enabling a focus on improving educational standards.
 - By retaining both primary schools with both schools as 2 Forms of Entry schools, a reduction in forms of entry of capacity would be secured, helping deliver our longer-term sustainable position for all schools, with primary school capacity better matching demand in the local planning area.
 - It is recognised that the current facilities and building of the Holy Brook school do not provide an appropriate physical environment for our Reading children with complex needs (requiring special educational provision), including a suitable sensory environment that is responsive to Autism (primary need of all children). New capital developments will be informed by the granular analysis of this cohort of children and tailored to the needs of Reading's children requiring special educational provision.
 - It would enable flexibility of school organisation options to be brought forward.
- 4.7. Split site school management would be enabled through an Executive Headteacher having overall responsibility for the school federation. Federation options and proposals would still be possible too.

5. School Programme approach and school organisation proposals

- 5.1. In addition to the capital programme needed to establish a special school, there are significant pupil, school organisation, community, workforce and HR challenges in reorganising schools and establishing new special school provision.
- 5.2. A Special School Delivery Programme has been established with officer representation across Reading Borough Council and Brighter Futures for Children and Reading Borough Council Programme Office support in place. Four workstreams have been established to further refine and develop preferred proposals, all underpinned by extensive communication and engagement planning which will be necessary. It is anticipated that regular updates will be provided to the established ACE task and finish group as proposals are further developed and finalised.

Workstream 1: School Organisation. Developing proposals for how the new special school provision would be run and organised and developing staffing structures and relevant consultation documentation in accordance with statutory consultation requirements.

Workstream 2: School design; including the capital build programme and ensuring the specification for the school meets the needs of the profile of needs of the pupils attending the new provision.

Workstream 3: Community impact and pupil impact. Proposed changes to schools need proactive engagement with local communities. Pupil admissions work includes developing proposed plans for ensuring pupils can continue to access a local school place, taking into consideration any proposed changes.

Workstream 4: staffing and HR. wellbeing support has been put in place for all schools. This workstream will build on this work and will work to support the wellbeing of all school staff and ensure all schools impacted remain stable in the period of transition. The workstream will also identify proposals to secure positive employment options for all effected staff.

- 5.3. There are no statutory options to directly convert a maintained school to a special school. Where a local authority identifies the need for a new school, section 6A of EIA 2006 places the local authority under a duty to seek proposals to establish an academy (free school) via the 'free school presumption. However, academisation would lead to the loss of a Reading Borough Council asset (school site) on a peppercorn rent for 120 years, as well as reducing the oversight and involvement of the Council in the delivery and future direction of the school.
- 5.4. To avoid the loss of an asset the forced academisation process would involve, it is proposed that we establish a federation between existing community-maintained schools, with the new special school provision at its heart.
- 5.5. The split site special school would create a second school organisation option of consulting on Holybrook special school moving to be a multiple site special school, within a Federation with Whitley Park.
- 5.6. A federation is a formal structure between two or more local authority maintained community schools, with one governing body that is accountable for all schools in the federation, under an Executive Headteacher. Reading has established several successful federations between community primary schools, which have secured financial stability and improved attainment for pupils. Benefits of schools federating include increasing opportunities to collaborate; sharing expertise and resources; developing staff; strengthening leadership and governance and securing long term financial sustainability.
- 5.7. Expertise and recruitment challenges will need to be addressed, as well as establishing how local school leadership teams can contribute to lead special provision.

6. Contribution to Strategic Aims

- 6.1. The Council's new Corporate Plan has established three themes for the years 2022/25. These themes are:
- Healthy Environment
 - Thriving Communities
 - Inclusive Economy
- 6.2. These themes are underpinned by "Our Foundations" explaining the ways we work at the Council:
- People first
 - Digital transformation
 - Building self-reliance
 - Getting the best value
 - Collaborating with others
- 6.3. Full details of the Council's Corporate Plan and the projects which will deliver these priorities are published on the [Council's website](#). These priorities and the Corporate Plan demonstrate how the Council meets its legal obligation to be efficient, effective and economical.
- 6.4. The approach being taken to deliver sufficient school places for children with SEND contributes to both the 'Thriving Communities' and 'Inclusive Economy' strategic aims. It seeks to ensure that all children with disabilities are provided with meaningful equality of access to the full range of educational opportunities available to Reading children. Through this, this approach seeks to reduce inequality within society.
- 6.5. As reported to ACE Committee through the Annual School Standards report, the approach set out on this report contributes to our work with schools tackling a range of risks of disadvantage, removing physical and non-physical barriers for Reading children to engage in learning for example by ensuring our schools focus on developing inclusive curricula and inclusive learning.

7. Environmental and Climate Implications

- 7.1. The Council declared a Climate Emergency at its meeting on 26 February 2019 (Minute 48 refers).
- 7.2. It is not foreseen that there will be adverse environmental implications associated with this strategy. If all Reading schools were made fully accessible to children with disabilities, this could plausibly cause a reduction in CO2 emissions as the use of taxis to transport children with SEND out of Reading to access provision could be reduced. In addition to this, if existing capacity in mainstream provision were adapted for more specialist provision and made accessible to children with SEND in Reading, this could obviate the need for the construction of new buildings, further limiting the carbon impact of school place provision.

8. Community Engagement

- 8.1. Extensive informal pre-statutory consultation and formal statutory consultation will need to be taken for any significant change to school organisation.
- 8.2. Dedicated engagement sessions will need to be held with the parents of current pupils impacted by any proposed change, Reading Families Forum and Special United, Reading's forum for children and young people with Special Educational Needs and Disability.
- 8.3. The consultation will include impact monitoring proposals, so that Councillors could be assured that at any point proposals could be amended if there was deemed to be an

adverse impact on disadvantaged families, pupils with protected characteristics or any other at-risk group.

9. Equality Implications

- 9.1. Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 9.2. An Equality Impact Assessment (EIA) is relevant to the decision and will be undertaken as final proposals are developed further.
- 9.3. The decisions being sought will have a positive differential impact on people with protected characteristics of age and disability (access to school provision for children with SEND).

10. Legal Implications

- 10.1. Reading Borough Council holds a duty under the Education Act 1996, Section 14 to provide sufficient school places for local children.
- 10.2. A local authority federation of schools is a formal structure where two or more schools under a local authority are governed by a single body. The schools in a federation retain their individual identities, but they can share resources, staff, and facilities.
- 10.3. Where a local authority identifies the need for a new school, section 6A of Education and Inspections Act 2006 places the local authority under a duty to seek proposals to establish an academy (free school) via the 'free school' presumption.
- 10.4. It is possible to apply to the Secretary of State for 'consent to publish' proposals to establish a new school under section 10 of Education and Inspections Act 2006. With Secretary of State consent, local authorities may publish proposals under section 10 for a community, community special, foundation or foundation special school to replace one or more existing maintained school. The exception to this is where the proposal is for a primary school to replace a maintained infant school and a maintained junior school – in this case proposals must be published under section 11 of Education and Inspections Act 2006.
- 10.5. Under section 11 of Education and Inspections Act 2006 certain proposals for a new maintained school can be made outside of competitive process and without requiring the Secretary of State's consent. Other proposers, e.g. a diocese or other relevant religious authority or charitable trust, may publish proposals for a new foundation, voluntary controlled or foundation special school which replaces one or more foundation or voluntary schools with a religious character.
- 10.6. The procedural requirements for carrying out a closure or a significant change for a local authority maintained community school are set out in statutory guidance, underpinned by the Education and Inspections Act 2006 (EIA 2006) as amended by the Education Act (EA) 2011 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 (the Establishment and Discontinuance Regulations).
- 10.7. It is a statutory requirement to consult any parties the proposer thinks appropriate before publishing proposals under section 10 or 11 of Education and Inspections Act

2006 for new schools and for section 15 of Education and Inspections Act 2006 proposals to close a maintained school.

- 10.8. The proposer may use the consultation to consider a range of options for the future of a school (e.g. amalgamation, academy conversion, federation or closure). However, the Local Authority must then publish specific proposals. It is these specific proposals setting out details of the new school or the school to be closed which can be commented on or objected to during the statutory representation period. It is for the Local Authority to determine the nature and length of the pre-publication consultation. It is best practice for consultations to be carried out in term time to allow the maximum number of people to respond.
- 10.9. A statutory proposal should be published within 12 months of the initial consultation period being completed. This is so that it can be informed by up-to-date feedback. A proposal must contain the information specified in either schedule 1 (for establishing a new school, as set out in Annex B to the Opening and Closing Maintained Schools Statutory Guidance For Proposers and Decision Makers 2024) (2024 Guidance) 67 or schedule 2 (for closing a school, as set out in Annex C to the 2024 guidance) to the Establishment and Discontinuance Regulations.
- 10.10. The proposer must publish the full proposal on a website along with a statement setting out:
- how copies of the proposal may be obtained;
 - that anybody can object to, or comment on, the proposal;
 - the date that the representation period ends (4 weeks from publication); and
 - the address to which objections or comments should be submitted.
- A brief notice containing the website address of the full proposal must be published in a local newspaper. Proposers should consult organisations, groups and individuals they feel to be appropriate during the representation period (the information in Annex A can be used for examples). The representation period starts on the date of publication of the statutory proposal and must last for 4 weeks. During this period, any person or organisation can submit comments on the proposal, to the local authority, to be taken into account by the decision maker. It is also good practice for local authorities to forward representations to the proposer (subject to any issues of data protection or confidentiality) to ensure that they are aware of local opinion.
- 10.11. The decision maker will need to be satisfied that the proposer has had regard for the statutory process and must consider all the views submitted during the representation period, including all support for, objections to, and comments on the proposal.
- 10.12. There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation. However, decision makers should be confident the proposers have good justification (for example an authority-wide reorganisation) if they propose a timescale longer than 3 years.
- 10.13. If it proves necessary, due to a major change in circumstance, or it being unreasonably difficult to implement a proposal as approved, the proposer can propose modifications (e.g. to amend the implementation date) to the decision maker before the approved implementation date. However, proposals cannot be modified to the extent that new proposals are substituted for those that have been approved.

11. Financial Implications

- 11.1. Reading Borough Council received a grant of £6.2m for capital spending on SEND projects since 2020, with £1.2M allocated to projects by the Reading Borough Council Property and Assets Team over the past two years. Requests for capital works received from schools to deliver Additionally Resourced Provision places, totalling £849,200, have been considered on a business case basis through the SEND Strategy Steering Group and by the Reading Borough Council Assistant Director for Property and Assets.

The RIBA Stage 1 evaluation therefore identifies a significant funding gap between identified options and SEND Capital Grant available.

- 11.2. As reported to CMT in July 2023, participation in the DfE Delivering Better Value programme established a future demand and financial forecast based on data from 2020 to 2023. This identified an unmitigated forecast of financial pressure, which, if not mitigated, would lead to an accrued budget pressure of £97,598,000 by 2027/28. The pressures are being driven through the significant increase in Education health and Care Plans from April 2022, and the increased demand pressures leading to more INMSS places being used, in the absence of other more cost-effective school places being available.
- 11.3. As our current special schools are full, these children will continue to require places in the independent non-maintained sector (INMSS) if Reading is to meet its statutory requirements to provide children with an appropriate education. The average cost of a place in an INMSS is £77,000/child/annum plus transport. Therefore, if no action is taken, pressures would increase by an additional £51,513,000/annum (not including transport).
- 11.4. The financial implications arising from the proposals set out in this report relate to the Dedicated Schools Grant High Needs Block. In December 2022, HM government extended the Statutory Override for the Dedicated Schools Grant until 2025-26. This means that Reading Borough Council does not need to account for the current budget pressures in the Dedicated Schools Grant High Needs Block within the overall Reading Borough Council accounts. However, Reading Borough Council retains responsibility for the DSG and to ensure that the deficit is managed as effectively as possible, a High Needs Block Deficit Management Plan has been developed and agreed by the Reading Borough Council Director of Finance, the Executive Director of Children's Services. The Plan will be subject to monthly monitoring and will be the subject of a further report to CMT, ahead of presentation to Leaders Briefing or Strategic Briefing.

12. Timetable for Implementation

- 12.1. The statutory process must be followed for relocating, opening and closing a maintained school.
- 12.2. A pre-publication consultation must be undertaken. It is for the proposer to determine the nature and length of the pre-publication consultation.
- 12.3. A statutory proposal should be published within 12 months of the initial consultation period being completed.
- 12.4. The representation period starts on the date of publication of the statutory proposal and MUST last for 4 weeks.
- 12.5. For the opening of a new school, there is an expectation that the time between the publication of a proposal and its proposed date of implementation should be less than three years.

13. Background Papers

- 13.1. None

Appendices

Appendix 1- Longlisting of Reading schools and map of Reading Primary provision

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Planning area summaries are set out below, setting out key areas of surplus, financial challenge and attainment priorities.

Planning Area North: Caversham Park; Caversham; Emmer Green; Micklands; St Annes RC; St Martins RC; Thameside; The Heights; The Hill.

- (11.4% surplus place capacity against DfE recommended 5%).
- The highest proportion of schools facing financial difficulty (6/7 – all but two of the schools facing financial difficulties. 4 experiencing school place issues/falling rolls; one school where children with SEND are contributing to finance pressures).
- The highest proportion of schools with modular building capacity, beyond the formal surplus place capacity.
- Second lowest area of SEND need, so although there is spare building capacity, consideration of use to meet needs of children with SEND would involve transport cost calculation
- 8/9 of schools are at national or above KS2 RWM at the expected standard (one school below national average is the one school impacted by high proportions of children with SEND).

Planning area East: Alfred Sutton; Katesgrove; New Town; Redlands; St John's.

- (4.5% surplus place capacity against DfE recommended 5%).
- One school facing financial difficulty.
- 3/5 of schools are at national or above KS2 RWM at the expected standard.

Planning Area: Central West. Schools: All Saints CE Infants; All Saints Junior; Battle; Civitas; Coley; EP Collier; Oxford Rd; Southcote; St Mary All Saints; Wilson

- (8.5% surplus place capacity against DfE recommended 5%).
- 5/9 of schools are at national or above KS2 Reading Writing Maths at the expected standard.

Planning Area: West. Schools: Churchend; English Martyrs; Manor; Meadow Park; Moorlands; Park Lane; Ranikhet; St Michael's

- (16.1% surplus place capacity against DfE recommended 5%).
- One of the highest areas of SEND need.
- One school facing financial difficulty due to School organisation – falling rolls.
- Reading Borough Council maintained primary special provision, Holybrook Special School, is in this planning area but is significantly site restricted.
- 5/8 of schools are at national or above KS2 RWM at the expected standard.

Planning Area: South. Schools: Christ the King; Geoffrey Field Infants; Geoffrey Fields Junior; Green Park New Christchurch; The Palmer; The Ridgeway; Whitley Park

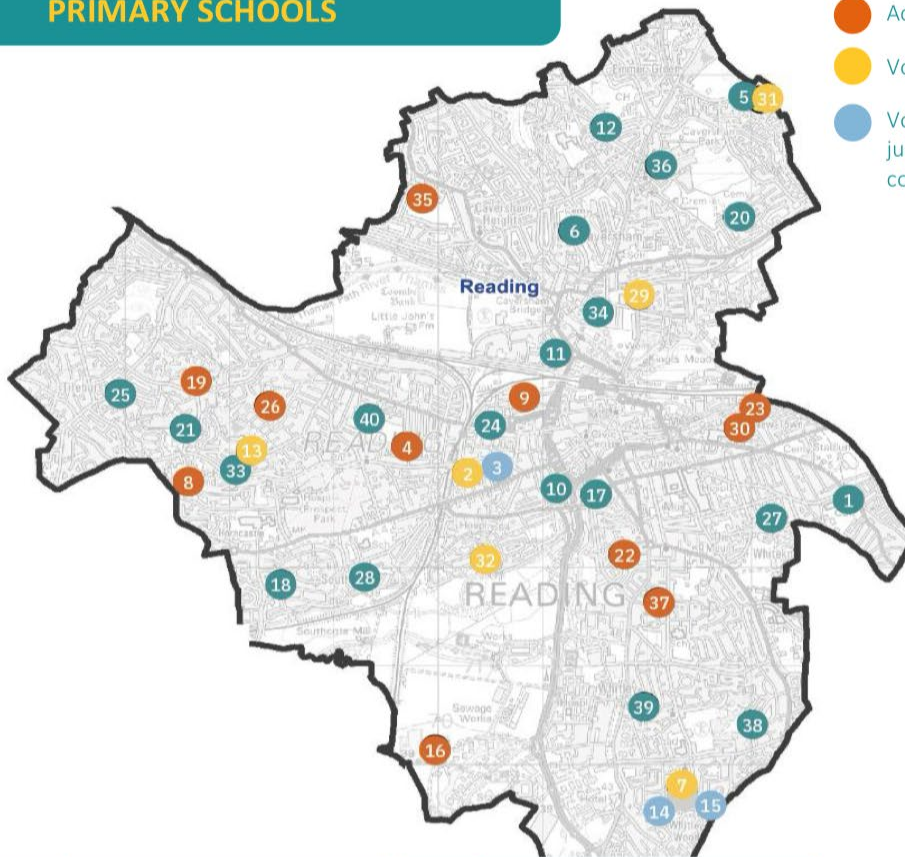
- (22.6% surplus place capacity against DfE recommended 5%).

- The highest areas of SEND need
- 0/6 of schools are at national or above KS2 RWM at the expected standard.

Change options have been prioritised to three highest ranked opportunity areas: North, West and South. Options have been restricted to community schools as they are the schools where we are able to make decisions. MAT consultations have not identified any Trusts keen to convert current primary capacity to special school provision.

Desktop appraisal of options indicated eight schools for more detailed exploration as possible locations of new special school provision.

READING INFANT, JUNIOR AND PRIMARY SCHOOLS



- Community primary
- Academy
- Voluntary-aided
- Voluntary-aided junior or community junior

ID	School	ID	School
1	Alfred Sutton Primary School	21	Moorlands Primary School
2	All Saints CE Infant	22	New Christ Church CE Primary
3	All Saints CE Junior	23	New Town Primary School
4	Battle Primary Academy	24	Oxford Road Community School
5	Caversham Park Primary School	25	Park Lane Primary School
6	Caversham Primary School	26	Ranikhet Academy
7	Christ the King RC Primary	27	Redlands Primary School
8	Churchend Primary Academy	28	Southcote Primary School
9	Civitas Academy	29	St Anne's RC Primary School
10	Coley Primary School	30	St John's CE Primary School
11	E P Collier Primary School	31	St Martin's CE Primary School
12	Emmer Green Primary School	32	St Mary & All Saints CE Primary
13	English Martyrs RC Primary	33	St Michael's Primary School
14	Geoffrey Field Infant School	34	Thameside Primary School
15	Geoffrey Field Junior School	35	The Heights Primary School
16	Green Park Village Academy	36	The Hill Primary School
17	Katesgrove Primary School	37	The Palmer Primary Academy
18	Manor Primary School	38	The Ridgeway Primary School
19	Meadow Park Academy	39	Whitley Park Primary School
20	Micklands Primary School	40	Wilson Primary School