

**Manchester City Council
Report for Resolution**

Report to: Children and Young People Scrutiny Committee – 28 February 2017
Executive – 8 March 2017

Subject: Consultation on the Closure of Buglawton Hall School

Report of: Director of Education and Skills

Summary

This report outlines a proposal to begin consulting on the closure of Buglawton Hall School which is a residential special school for boys with social, emotional and mental health needs. The school is located near Congleton, East Cheshire.

Recommendations

It is recommended that the Children and Young People Scrutiny comment on this proposal

It is recommended that the Executive approve the proposal to:

- begin informal consultation on the closure of Buglawton Hall School as required at stage 1 of the statutory process for the closure of a maintained school;
- delegate to the Director of Education and Skills in consultation with the Executive Member for Children’s Services the consideration of the outcome of the informal consultation, and if the decision is to proceed to publish the statutory notice for the closure of Buglawton Hall School and a full proposal in line with statutory guidelines, as required at stage 2 of the statutory process and to conduct appropriate consultation as required at stage 3 of the statutory process.

Wards Affected: None

Manchester Strategy outcomes	Summary of the contribution to the strategy
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	The increase in pupil numbers across the City requires additional primary, secondary, special school places and for resources to be deployed most efficiently and to match need. This involves capital investment in new buildings and in modifying existing buildings, which creates employment in construction and other associated building enterprises. Additional school places within the city require extra staffing which creates jobs and opportunities for residents.

A highly skilled city: world class and home grown talent sustaining the city's economic success	Ensuring a sufficient supply of school places across the continuum of provision ensures that children with wide ranging needs access appropriate education and can achieve their potential and contribute to the city's economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Regular attendance at high quality schools helps all children and young people to develop appropriate social skills, self respect and respect for others.
A liveable and low carbon city: a destination of choice to live, visit, work	Access to good and effective schools providing a high quality education is central to the Council's strategy of developing sustainable neighbourhoods, to make Manchester increasingly attractive to economically active people as a place to work, live and bring up children.
A connected city: world class infrastructure and connectivity to drive growth	

Financial Consequences – Revenue

In 2017/18 the Local Authority has a planned £65m High Needs budget from the Dedicated Schools Grant for education provision for children and young people with high levels of Special Educational Need and Disability (SEND). This now includes responsibility for young people with SEND up to the age of 25. The vast majority of this budget is allocated to schools, colleges and specialist providers to make provision for children and young people with high levels of SEND. The current annual budget share for Buglawton Hall School is £1.6 million and is based on 18 pupil places.

Financial Consequences – Capital

Following capital investment of £6m through the Building Schools for the Future scheme agreed in 2008, there is a small risk that the DfE may require a return of an appropriate proportion of this investment if the site is not used for Education purposes within a 10 year period. There will also be a holding cost incurred between the point of closing the school and vacating the property and the disposal of the site.

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- DFE: Opening and Closing maintained schools: Statutory Guidance: - April 2016
- High needs block report and update – Schools Forum 26th September 2016

1.0 Introduction

- 1.1 Manchester local authority offers a wide range of specialist services and provision for children and young people with special educational needs or disability (SEND) within the city which includes inclusive mainstream schooling, mainstream schooling with support, resourced mainstream schools and a range of special school provision for children and young people with different types of need. The range of specialist services to support children and young people with SEND and the numbers and type of specialist places provided in the city are continually under review to ensure that there is a sufficient supply of places to meet demand and that all schools and services are able to deliver good outcomes for children and young people with SEND.
- 1.2 This report outlines a proposal to begin consulting on the closure of Buglawton Hall School which is a residential special school for boys with social, emotional and mental health needs (SEMH). The process required for the closure of a maintained school is set out in the DfE's statutory guidance 'Opening and Closing Maintained Schools', and has five stages. Stage 1 is described in the guidance as an informal and pre-consultation phase, in which views are gathered on the possibility of closure leading to, if the decision is made to proceed, a decision to publish a formal proposal including a statutory notice of proposed closure (stage 2 of the process). Stage 3 of the process is a period of formal consultation during which representations can be made regarding the formal proposal. Stage 4 follows, in which the decision is taken on whether to proceed with the proposal, followed by (if appropriate) stage 5, implementation of the proposal.
- 1.3 It is proposed that the stage 1 informal consultation phase will be for a period of 8 weeks from 9th March 2017 to 5th May 2017. The Executive is asked to delegate the consideration of the responses to stage 1 and the decision to publish a formal proposal and statutory notice of closure (stage 2), and conduct of the ensuing period of consultation (stage 3), to the Director of Education and Skills in consultation with the Executive Member for Children's Services. This formal consultation stage (stage 3) would last for 5 weeks. The final decision on whether to close the school following consultation would be brought to the Executive within 2 months of the close of the consultation.

2 Background

- 2.1 Buglawton Hall School is a local authority residential special school for boys from Year 5 to Year 11. The pupils have Statements/Education Health Care plans for their Social, Emotional, Behavioural and Mental Health (SEMH) difficulties. It is located near Congleton, Macclesfield and offers residential care from Sunday evenings to Friday afternoons each week during term time (38 weeks per year) and has the capacity to accommodate around 20 pupils. There are currently 11 pupils on roll. The school is funded through the High Needs Block of the Dedicated Schools Grant.
- 2.2 In 2005, Buglawton Hall School joined two specialist day schools in a formal Federation of schools for children experiencing emotional, behavioural, social

difficulties (EBSD). In 2008, the school's Ofsted Inspection placed it in a Special Measures category and Manchester Local Authority established an Interim Executive Board (IEB) in 2009 to govern this federation of schools. In 2013, Ofsted again found the school to be 'Inadequate', but a subsequent Ofsted inspection in 2014 graded the school 'Good'. An IEB, was in place until February 2013 when a full governing body for the Federation was established. The other two schools within the SEBD Federation are also judged 'Good' by Ofsted.

2.3 The budget share for Buglawton Hall School for 2016/17 is £ 1.6m. Significant savings have been made by the school since 2012/13 when the budget was £1.962m. However, the number of pupils in the provision has lowered significantly as demand for this provision has reduced. There is much greater demand for specialist SEMH day placements within the City as the needs of young people are better met through being close to their links with the City of Manchester rather than a rural part of Cheshire; the reasons behind this change in the nature of demand is set out below. Resources currently deployed to Buglawton Hall School could be better used to support the development of day provision for pupils with SEMH and other areas of need within the City.

2.4 The number of pupils on roll is currently 11. This number has fallen incrementally from a total of 41 pupils in 2008.

2008	41
2009	35
2010	26
2011	20
2012	22
2013	21
2014	
2015	11
2016	11 includes 2 day pupils placed by Cheshire East

2.5 The school needs to be funded at a minimum of 18 residential places in order for it to deliver effective education and safe care. This means that the current cost of a place at the school exceeds the cost of a 38 week residential place in other similar Local Authority maintained or Independent provision.

2.6 The cohort of pupils for whom provision is made at Buglawton Hall School have Social, Emotional Mental Health needs (SEMH). Statutory guidance contained in the SEND Code of Practice published in 2015 used this term to replace Behaviour Emotional and Social Difficulties (BESD/SEBD). The Code of Practice defines SEMH in the following way.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming

withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

(Special Educational Needs and Disability Code of Practice, DfE, 2015)

- 2.7 The age profile of the boys currently attending Buglawton Hall is set out below:

Year Group	Number on roll
6	1
7	2
8	2
9	1
10	2
11	3

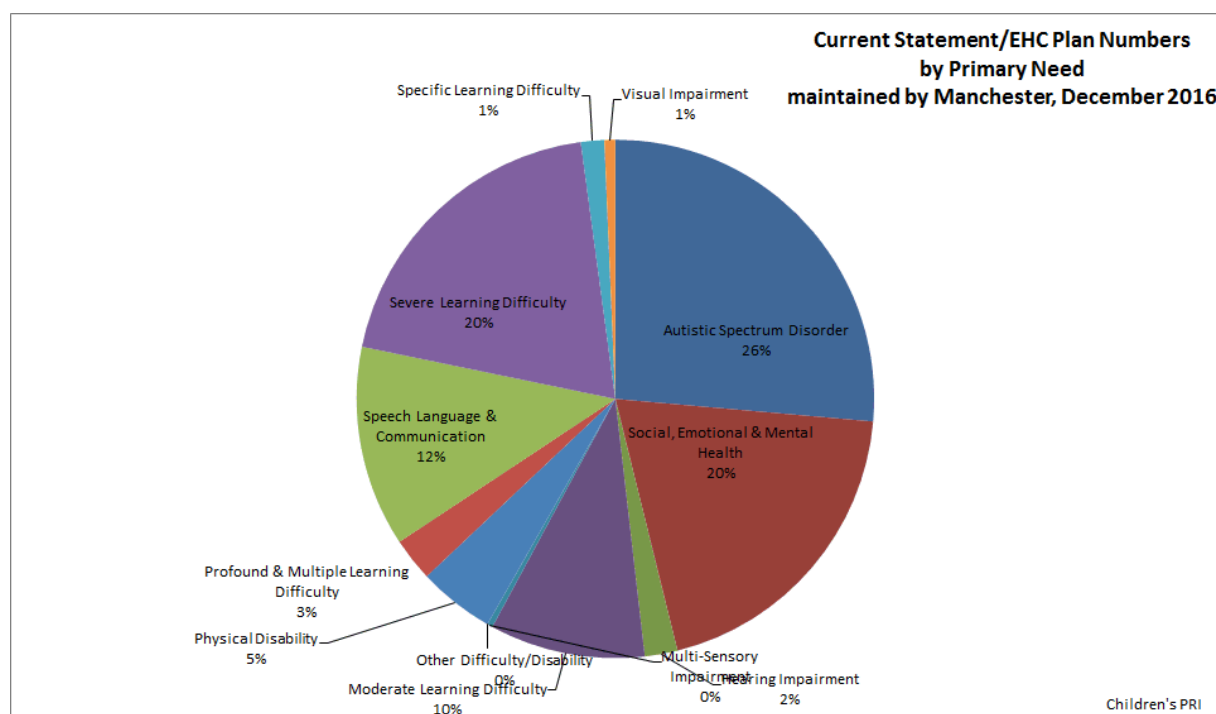
- 2.8 Absence rates for pupils at Buglawton Hall in 15/16 was much higher than at other schools providing for pupils with SEMH in the city, and included 5 pupils being persistently absent (attendance below 90%).

3.0 Cohort of children and young people in the city with Social Emotional Mental Health needs

- 3.1 In January 2016, there were 2526 children in schools in the city with SEMH as a primary need. This has increased each year since 2014 (based on January school census).

Year	Numbers of children with SEMH as primary need
2014	1872
2015	2180
2016	2526

- 3.2 Manchester maintains Education, Health and Care plans (EHCPs)/statement for 643 children and young people who have SEMH as a primary need. The cohort of children and young people with SEMH as a proportion of those with EHCPs/statements has been gradually increasing and is now 20% of the cohort.



4.0 Continuum of provision

4.1 Manchester currently offers a range of provision for children in the city with social emotional and mental health needs. This includes:

- mainstream schools
- mainstream school with additional support
- access to alternative provision made by the primary and secondary Pupil Referral Units – this includes specialist provision.
- Access to alternative provision for young people with significant mental health needs based at Leo Kelly Centre commissioned from Manchester Hospital School
- Resourced provision in 2 primary schools
- Special day provision made by the Federation of SEMH schools for children from Year 5 to Year 11 based across 4 sites
- 38 week term time residential provision at Buglawton Hall School.

4.2 All specialist and alternative provision including the PRUs and Hospital School is currently good or outstanding.

4.3 In addition, 87 children with SEMH are currently placed in independent schools or alternative provision for both day and residential placements. The number of children accessing day provision in the independent sector with SEMH has started to increase again because of increased need for day places within the city. There is also a small but significant number of young people requiring specialist 52 week residential therapeutic provision because of high levels of mental health need, following access to tier 4 mental health provision. Currently, these children are placed in independent provision outside of the city which is jointly funded by Education, Health and Social Care.

- 4.4 In 2016/17, £13,582,746 of high needs funding was allocated to meeting the special educational needs of children and young people with SEMH. The breakdown across mainstream provision and specialist provision is shown in the table below.

	Total Local Authority allocation	Number of places
Manchester Special School Places – spend on SEMH	4,590,001	231
Out of area maintained special school	132,164	16
PRU places	6,391,947	470
Manchester Resourced Provision for SEMH	195,000	13
Manchester Mainstream	913,843	172
Out of area mainstream	210,239	38
Independent alternative provision	400,000	40
Independent specialist day provision for SEMH	1,124,910	37
Independent residential provision for SEMH	538,485	1 – 38 week 9 – 52 week
Total	13,582,746	1027

- 4.5 There is considerable pressure on the high needs block which has been reported to the Schools Forum (December 2016) despite an increase of £1.6 m in 2017/18. This is because of increased need for Education, Health and Care plans and also specialist provision. The Department for Education are also currently consulting on a new National Funding Formula for schools and the High Needs Block. Current proposals show a further increase of £2million in the High Needs Block for Manchester because of the growth in the pupil population; there is also a requirement for all Local Authorities to carry out a strategic review of their spend on the high needs block including special education provision.
- 4.6 Manchester is currently developing a strategic plan for special provision including provision in the city for children with social, emotional and mental health needs. The development of the early help and social care offer including access to Family Support, Multi Systemic Therapy and the development of Alonzi House which provides intensive family support through an outreach and short breaks programme for young people aged 11 to 17 on the edge of care, as well as a CAMHS offer which also now includes an intensive outreach service, means that the Local Authority is able to develop more educational provision within the city which enables families and young people to access these services if they are required and reduces the requirement to place young people in residential provision which is not based in the city. The reducing demand for Buglawton Hall over the last 5 years also demonstrates the declining parental preference for this type of provision. It is anticipated that the whole of the £1.6m High Needs Block funding currently used to fund the school would ultimately be released following a transition period to fund provision for pupils with SEMH.

- 4.7 The proposed closure of Buglawton Hall would enable the Local Authority to use the funding to increase the range and type of day provision available within the city as part of the developing strategic plan. This would include:
- Additional resourced provision within mainstream schools
 - Additional places within the special day schools
 - Jointly commissioning with health and social care provision in the city for children with significant mental health needs.

5.0 Current pupils

- 5.1 There are currently 9 pupils from Manchester who attend Buglawton Hall School on a 38 week (Monday to Friday term time only) placement and 2 children placed by Cheshire East who access day provision only. All boys have an Education, Health and Care plan. Following consultation, if a decision was made to close the school, the needs and aspirations of each pupil would be considered individually through a multi agency review and in discussion with parents/carers and the young person. Alternative specialist education would be provided for each pupil based on the outcome of this review and where appropriate and preferenced this may include commissioning 38 week residential provision from an alternative provider for those pupils. Benchmarking shows that these places could be procured for less than the current cost of a place at Buglawton Hall because of its reduced roll.

6.0 Staffing

- 6.1 Buglawton Hall School is governed by the Governing Body for the Federation of EBSD schools and has an Executive headteacher who leads all of the schools within the Federation. Buglawton Hall School is managed by a Head of Centre and has 47 staff which includes 22 care staff; 11 education staff; 14 administration and support staff.

7.0 Building

- 7.1 Buglawton Hall is located in a rural setting with a number of buildings located on site, although not all are in use or fit for purpose. Part of the building is listed. The school had a new residential block constructed as part of Wave 1 of Building Schools for the Future, which was approved in 2008. The site is owned freehold by Manchester City Council.

- 7.2 The site consists of the following assets:

- Main Hall building (Block A)
- Teaching Block (Block B)
- Cowsheds (Teaching Spaces)
- Stables
- Greenhouse
- Outbuilding
- Bungalow
- Cottage
- 2 Semi-detached houses

- New residential block (Block L)
- Extensive land – some of which is in the Green Belt

7.3 A range of options for future use or disposal of the asset would be considered if the decision to proceed with consultation process for a closure is approved.

8.0 Process for closure

8.1 The process for a school closure is set out in Department for Education Statutory Guidance: Opening and Closing Maintained Schools – April 2016. The relevant section is attached as Appendix 1. The initial stage 1 consultation phase is informal and how it is carried out is not prescribed in regulations and it is for the proposer (in the case the Local Authority) to determine the nature of the consultation and length - although a minimum of 6 weeks is recommended and a maximum of 12 months. It is proposed that the initial pre consultation period is 8 weeks from:

- 9th March 2017 to 5th May 2017

8.2 During this informal consultation period, the Local Authority will consult with parents/carers of children at Buglawton Hall and the parent/carers SEND forum for the City, children and young people at the school, staff at the school and have continued discussion with school governors. In addition, the Local Authority will consult with Health commissioners and CAMHS, Trade Unions, Manchester Schools, Cheshire East and Greater Manchester authorities.

8.3 In line with statutory guidance, following this informal consultation period, a full proposal will be developed in line with statutory guidance. As set out above, it is proposed that the decision to publish this proposal and move to stage 2 of the consultation process and issue a formal proposal and statutory notice is delegated to the Director of Education and Skills in consultation with the Executive Member for Children's Services.

8.4 Following this, if the decision is to proceed to closure the final proposal will be presented to Children and Young People's Scrutiny Committee and to Executive for a decision within 2 months of the end of the representation stage of consultation.

9.0 Key Policies and Considerations

9.1 **Equal Opportunities** A full equality impact assessment will be completed for this proposal. It is likely to show a positive impact on opportunities for girls as they are currently not able to attend Buglawton Hall and increased access for day provision in the city for children with social emotional mental health needs.

10.0 Recommendations

It is recommended that the Children and Young People Scrutiny comment on this proposal and that the Executive approve the proposal to:

- begin informal consultation on the closure of Buglawton Hall School as required at stage 1 of the statutory process for the closure of a maintained school
- delegate to the Director of Education and Skills in consultation with the Executive Member for Children’s Services the consideration of the outcome of the informal consultation, and if the decision is to proceed to publish the statutory notice for the closure of Buglawton Hall School and a full proposal in line with statutory guidelines, as required at stage 2 of the statutory process and to conduct appropriate consultation as required at stage 3 of the statutory process

APPENDIX

Extracts from the **Department for Education Guidance: Opening and Closing maintained schools – Statutory guidance for proposers and decision-makers April 2016:**

About this guidance

This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to establishing (opening) a new school and / or the discontinuance (closing) of an existing school. The purpose of this guidance is to ensure that good quality school places are provided where they are needed. It should be read in conjunction with Part 2 and Schedule 2 of the Education and Inspections Act (EIA) 2006 as amended by the Education Act (EA) 2011 and *The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013*.

School closures

All decisions related to school closures are taken locally following a statutory process to allow those directly affected by the proposals to feed in their comments. All decisions on proposals to close a school must be made in accordance with the factors outlined in the guidance for decision-makers.

Who can close a school?

An LA can propose the closure of **ALL** categories of maintained school, following the five-stage statutory process in part 4.

The governing body of a voluntary, foundation, or foundation special school may also publish proposals to close its own school following the statutory process. Alternatively, it may give at least two years' notice of its intention to close the school to the Secretary of State and the LA.

Reasons for closing a maintained school include where:

- it is surplus to requirements (e.g. result of an area-wide reorganisation and/or neighbouring schools have sufficient places to accommodate displaced pupils);
- it is to be 'amalgamated' with another school;
- it is failing and there is no viable sponsored academy solution;
- it is to acquire, lose or change religious character; or
- it is being replaced by a new school

Amalgamations

There are two ways to amalgamate two (or more) existing maintained schools:

- The LA or governing body (depending on school category) can publish a proposal to close two, or more, schools and the LA or a proposer other than the LA (e.g. diocese, faith or parent group, Trust) depending on category, can publish a proposal to open a new school or presumption free school (see part 2). This results in a new school number being issued.
- The LA and / or governing body (depending on school category) can publish a proposal to close one school (or more) and enlarge / change the age range / transfer site (following the statutory process as / when necessary) of an

existing school, to accommodate the displaced pupils. The remaining school would retain its original school number, as it is not a new school, even if its phase has changed.

The statutory process

The statutory process for opening and closing a maintained school has five stages:

Stage	Description	Timescale	Comments
Stage 1	Consultation	No prescribed timescale.	Informal / pre consultation. Recommended to last a minimum of 6 weeks. School holidays should be taken into consideration and avoided where possible. Likely to be no longer than 12 months.
Stage 2	Publication		Publication of the statutory notice and proposal
Stage 3	Representation	Must be 4 weeks, at least, from date of publication.	Formal consultation. As prescribed in the Establishment and Discontinuance of Schools Regulations and cannot be shortened or lengthened.
Stage 4	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator.	Where permitted appeals must be made within 4 weeks of notification of the decision.
Stage 5	Implementation	No prescribed timescale.	However the date must be as specified in the published notice, subject to any modifications agreed by the decision-maker.

Consultation

Except where the school is a rural school or a special school where there are prescribed consultees (see Annex A), proposers of a school closure must consult organisations, groups and individuals they feel to be appropriate (the information in Annex A can be used for examples). The information that **MUST** be included in a closure proposal is set out at Annex B. The information that **MUST** be included in a proposal to establish a new school under the section 10 or 11 processes is set out in Annex C.

Where a LA or governing body carries out a preliminary (informal/ stage one) consultation to consider a range of options for a possible reorganisation, this would not be regarded as a statutory consultation as set out in legislation. The statutory consultation would need to cover the specific opening or closure proposal of the school in question.

How the stage one consultation is carried out is not prescribed in regulations and it is for the proposer to determine the nature of the consultation and its length (although a

minimum of six weeks is recommended). It is best practice for consultations to be carried out in term time to allow the maximum number of people to respond. The Cabinet Office guidance on Consultation principles can be used for other examples of best practice.

Publication

A statutory proposal should be published within 12 months of the stage one 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 (see Annex C) or Schedule 2 for closing a school (see Annex B) of the Establishment and Discontinuance Regulations.

The full proposal must be published on a website (e.g. the school or LA's website) along with a statement setting out:

- how copies of the proposal may be obtained;
- that anybody can object to, support, or comment on, the proposal;
- the date that the representation period ends; and
- the address to which objections or comments should be submitted.

A brief notice (including details on how the full proposal can be accessed e.g. the website address) must be published in a local newspaper and in a conspicuous place on the school premises and at all of the entrances to the school.

Within one week of the date of publication of a section 10 or 11 proposal to open a new school, the proposer **MUST** send a copy of the proposal to the LA which it is proposed would maintain the school.

On the day of publication of a proposal to close a school the proposer **MUST** send a copy of the proposal to the governing body/LA (as appropriate).

In all cases, within one week of the date of publication on the website, the proposer **MUST** send a copy of the proposal and the information set above to:

- the Secretary of State
(schoolorganisation.notifications@education.gsi.gov.uk);
- the parents of every registered pupil at the school - where the school is a special school;
- the local Church of England diocese;
- the local Roman Catholic diocese; and
- any other body or person that the proposer thinks is appropriate (e.g. relevant faith group).

Within one week of receiving a request for a copy of the proposal the proposer must send a copy to the person requesting it.

Related proposals

A proposal for one change can be linked to another proposal(s) for example such an amalgamation where two schools are closing and are to be replaced by a completely new school or if the need for the closure arises from an area-wide reorganisation such as a result of long-term LA planning.

In these cases this should be made clear in any informal or formal consultation processes, in published notices and proposals. All notices should be published together / or as one notice (e.g. where one school is to be enlarged because another is being closed a single notice could be published) and specified as 'related'. Decisions on 'related' proposals should also be made at the same time.

Representation

The representation period starts on the date of publication of the statutory proposal and must last for at least four weeks. During this period, any person or organisation can submit comments on the proposal, to the LA, to be taken into account by the decision-maker. It is also good practice for representations to be forwarded to the proposer to ensure that they are aware of local opinion.

Decision

The LA will be the decision-maker on a school closure proposal, unless the closure proposal is 'related' to another proposal that is to be decided by the Schools Adjudicator.

The Schools Adjudicator will decide LA proposals for new schools (and cases where the LA are involved in the Trust of a proposed foundation school). The LA will decide proposals for new schools from other proposers.

If the LA does not make a decision within a period of two months of the end of the representation period, they must, within a week of the end of the two month period, refer the case to the Schools Adjudicator.

However, the body or individual that takes the decision must have regard to the statutory 'Decision-makers Guidance'.

When issuing a decision, the decision-maker can:

- reject the proposal;
- approve the proposal without modification;
- approve the proposal with such modifications, as the LA think desirable, after consulting the LA and/or governing body (as appropriate); or
- approve the proposal – with or without modification – subject to certain conditions⁷ (such as the granting of planning permission) being met.

A proposal can be withdrawn by the proposer at any point before a decision is taken. When doing so the proposer must send written notice to the LA and the Schools Adjudicator (if the proposal has been sent to them). A notice must also be placed on the website where the original proposal was published.

Within one week of making a determination the decision-maker must arrange (via the proposer as necessary) for their decision and the reasons for it to be published on the website where the original proposal was published. They must arrange for notification of the decision and reasons for it to be sent to:

- The Secretary of State (via schoolorganisation.notifications@education.gsi.gov.uk)
- the LA (where the Schools Adjudicator is the decision-maker);
- the governing body/proposers (as appropriate);

- the trustees of the school (if any);
- the local Church of England diocese;
- the local Roman Catholic diocese;
- for a special school, the parents of every registered pupil at the school; and
- any other body considered appropriate (e.g. other relevant faith organisation).

Rights of appeal against a decision

Within four weeks of the decision being made the following bodies may appeal to the Schools Adjudicator against a decision made by a LA:

- the local Church of England diocese;
- the local Roman Catholic diocese;
- the proposers of section 10 and 11 proposals where the LA is the decision-maker; and
- the governors and trustees of a foundation, foundation special or voluntary school that is subject to a proposal for closure

On receipt of an appeal, an LA decision-maker must then send the proposal, representations received and the reasons for their decision to the Schools Adjudicator within one week of receipt.

There is no right of appeal on determinations made by the Schools Adjudicator.

Implementation

There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation. However, proposers will be expected to show good reason (for example an authority-wide reorganisation) if they propose a timescale longer than three years.

The proposer must implement a proposal in the form approved, taking into account any modifications made by the decision-maker.

The school organisation team will make the necessary changes to the school(s) EduBase record(s).

Annex A: School closure consultations

In the case of the closure of a rural primary school or a community or foundation special school proposers **must**, under section 16(1) of EIA 2006 consult:

- The LA (as appropriate);
- The registered parents of registered pupils at the school;
- where the LA is a county council the local district or parish council where the school that is the subject to the proposal is situated; and
- in the case of a special school – any LA which maintains an EHC plan or statement of special educational needs in respect of a registered pupil at the school.

The Secretary of State considers that these bodies, along with those listed below should be consulted in the case of the proposed closure of all schools:

- the governing body (as appropriate);
- pupils at the school;
- (if a proposal involves, or is likely to affect a school which has a particular religious character) the appropriate diocese or relevant faith group;
- the trustees of the school (if any);
- teachers and other staff at the school;
- any LA likely to be affected by the proposal, in particular neighbouring authorities where there may be significant cross-border movement of pupils;
- the governing bodies, teachers and other staff of any other school that may be affected;
- parents of any pupils at other schools who may be affected by the proposal including where appropriate families of pupils at feeder primary schools;
- any trade unions who represent staff at the school; and representatives of any trade union of staff at other schools who may be affected by the proposal;
- MPs whose constituencies include the school that is the subject of the proposal or whose constituents are likely to be affected by the proposal; and
- any other interested organisation / person that the proposer thinks are appropriate.

Annex B: Statutory proposals for school closures

As set out in Schedule 2 to the Establishment and Discontinuance Regulations the information below **must** be included in a proposal to close a school:

Contact details

The name and contact address of the local authority or governing body publishing the proposals and the name, address and category of the school it is proposed that should be discontinued.

Implementation

The date on which it is proposed to close the school or, where it is proposed that the closure be implemented in stages, the dates of and information about each stage.

Reason for closure

A statement explaining the reason why closure of the school is considered necessary.

Pupil numbers and admissions

The numbers (distinguishing between compulsory and non-compulsory school age pupils), age range, sex, and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is currently made at the school.

Displaced pupils

A statement and supporting evidence about the need for school places in the area including whether there is sufficient capacity to accommodate displaced pupils. Details of the schools or further education colleges at which pupils at the school to be discontinued will be offered places, including—

- a) any interim arrangements;
- b) the provision that is to be made for those pupils who receive educational provision recognised by the local authority as reserved for children with special educational needs; and
- c) in the case of special schools, the alternative provision made by local authorities other than the local authority which maintain the school.

Details of any other measures proposed to be taken to increase the number of school or further education college places available in consequence of the proposed discontinuance.

Impact on the community

A statement and supporting evidence about the impact on the community of the closure of the school and any measures proposed to mitigate any adverse impact.

Special educational needs provision

Where existing provision that is recognised by the local authority as reserved for pupils with special educational needs is being discontinued, a statement as to how the local authority or the governing body (as the case may be) believe the proposals are likely to lead to improvements in the standard, quality and/or range of the educational provision for these children.

Travel

Details of length and journeys to alternative provision.

The proposed arrangements for travel of displaced pupils to other schools including how the proposed arrangements will mitigate against increased car use.