

## For General Release

<b>REPORT TO:</b>	<b>CABINET 20 JANUARY 2020</b>
<b>SUBJECT:</b>	<b>Education Estates Strategy</b>
<b>LEAD OFFICER:</b>	<b>Robert Henderson – Executive Director, Children, Families and Education</b> <b>Shelley Davies – Interim Director, Education and Youth Engagement</b> <b>Denise Bushay – Head of Service, School Place Planning and Admissions</b>
<b>CABINET MEMBER:</b>	<b>Councillor Flemming, Cabinet Member for Children, Young People and Learning</b>
<b>WARDS:</b>	<b>All</b>

### **CORPORATE PRIORITY/POLICY CONTEXT/ AMBITIOUS FOR CROYDON**

Corporate Plan 2018 - 2022

The recommendations in this report are in line with the new operating model – ‘getting the basics right for residents’ and will contribute to the delivery of the following key priority / outcome: ‘Our children and young people thrive and reach their full potential:

- Children and young people in Croydon are safe, healthy and happy, and aspire to be the best they can be
- Every child and young person can access high quality education and youth facilities
- Ensure there are high quality school places for Croydon’s increasing numbers of children and young people.

[Corporate Plan for Croydon 2018-2022](#)

### **FINANCIAL IMPACT**

The overall cost of the Education Capital Programme is estimated at £37m over the period 2020/21 – 2021/22 as set out in Appendix 2 and includes the ESFA funded new special free school - Addington Valley Academy (on the Timebridge site). This project is proposed to be funded by the ESFA at a budget of £15.112m with the Authority contributing an additional £558,000.

### **FORWARD PLAN KEY DECISION REFERENCE NO.: 0120CAB**

The notice of the decision will specify that the decision may not be implemented until after 13.00 hours on the 6th working day following the day on which the decision was taken unless referred to the Scrutiny and Overview Committee.

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below

#### **1. RECOMMENDATIONS**

The Cabinet is recommended to

### **School Admission**

- 1.1 agree to recommend to full Council that it determine the proposed Community schools' Admission Arrangements for the 2021/22 academic year (Appendix 1);
- 1.2 approve the continued adoption of the proposed Pan London scheme for co-ordination of admissions to Reception and Junior schools – Appendix 1a; and adoption of the proposed Pan London scheme for co-ordination of admissions to secondary schools – Appendix 1b.

### **School Place Planning**

- 1.3 Approve the Capital Programme Budget summary (appendix 2).

### Special Educational Needs and Disability(SEND)

- 1.4 Delegate decision-making to the Lead Member, Children, Young People and Learning, and the Executive Director of Children, Families and Education in relation to proposals to change in the age range of St Giles School to include a nursery provision and to provide a coherent pathway for children with PMLD and physical, sensory medical needs through the provision of St Giles School expertise across the pre-school and school age range.
- 1.5 Note the funding previously approved by cabinet for Austic Spectrum Disorder (ASD) Enhanced Learning Provision places from the 2019/20 programme has been deployed to improve facilities at Meridian (£100K) and £50K for Castle Hill to increase places and provide suitable facilities.
- 1.7 Approve the proposal to undertake quality assurance and feasibility studies of special schools Red Gates; St Giles and Priory Schools to enable options to be set out which address current issues of suitability, safeguarding risks and the capacity of these education facilities to meet the special educational needs of children and young people.

### Mainstream / Community schools

- 1.8 Note that there are no proposed changes to the 3 year (2019/20 to 2021/22) School Place Supply Strategy agreed at Cabinet on 19<sup>th</sup> September 2019.

### Early Years

- 1.9 Note the 2019 Childcare Sufficiency Assessment report – Appendix 3.

### Alternative Provision / Pupil Referral Unit (PRU)

- 1.10 Note the update on Alternative Provision / PRU.

### **School Maintenance and Compliance**

- 1.11 Approve the proposed Schools' Maintenance Plan (Appendix 4) for 2020/21, and funding of £2m plus an additional £882,000 for 2020/21. This proposed additional £882,000 is to be slippage from the current budget to assist with the additional maintenance work required to be undertaken due to the ageing of the educational estate; and
- 1.12 Delegate authority to the Executive Director, Children, Families and Education to vary the proposed Schools' Maintenance Plan to reflect actual prices and new urgent issues that may arise, including authorising spend against the allowance

for emergency and reactive works. The Executive Director, Children, Families and Education shall report back to members in respect of any exercise of such authority.

## **2. EXECUTIVE SUMMARY**

2.1 This report outlines the Council's Education Estates Strategy for three stages of education: Early Years, Primary and Secondary, including Pupil Referral Unit and Special Educational Needs and Disability. It covers: School Place Planning; School Admissions; and Schools' Maintenance and Compliance.

### **2.2 School Admission**

Admission authorities, including local authorities, are responsible for admissions and must act in accordance with the School Admission Code, and the School Admission Appeals Code. All admission authorities must determine (i.e. formally agree) admission arrangements every year, by 28 February. The Council is also responsible for having in place a scheme for coordinating admission arrangements. The admission arrangements are part of the policy framework and are therefore reserved to full Council for decision.

### **2.3 School Place Planning**

In accordance with the Education and Inspections Act 2006 ("EIA") the Council has a statutory duty to "secure that sufficient schools for providing— (a) primary education, and (b) secondary education are available for their area" as well as to "secure diversity and increase opportunities for parental choice when planning the provision of school places" in the borough. The Council also has statutory duty to manage a potential surplus of schools places.

### **2.4 Special Educational Needs and Disability**

Croydon's Special Educational Needs and Disability school place planning is informed by the Council's Dedicated Schools Grant Recovery Plan and 0-25 SEND Strategy. Croydon's plans to provide local education pathways for children and young people with SEND to support young people in living fulfilled lives and achieving independence in adulthood. Provision of suitable facilities underpins effective and coherent specialist education provision.

2.5 Consultation on extending the age range of St Giles School so that there is a change to provider arrangements for Rainbow specialist nursery from September 2020. The intention is to provide efficient and effective specialist provision and a coherent pathway for children whose specialist education will be with St Giles School. There are no cost implications.

2.6 Options for the long-term provision of specialist education for children with Profound and Multiple Learning Difficulties (PMLD); Physical, Sensory Medical or Severe Learning Difficulties (SLD) to be informed by feasibility and quality surveys of Priory; St Giles and Red Gates Schools. Increased places and provision of suitable education in Enhanced Learning Provision (ELP) in mainstream schools for young people with autism is being addressed in Meridian and Castlehill Schools.

## 2.7 Mainstream / Community Schools

The Education Estates supply strategy agreed in September 2019 will be further developed following consultation and a decision on the Local Plan in order to assess the likely number of pupils that new housing developments will generate and the number of additional school places required.

## 2.8 Early Years

Local Authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents. Croydon's Childcare Sufficiency Assessment 2019 report indicates that there are sufficient early years and childcare places for families. The Sufficiency Assessment report is attached as Appendix 2.

## 2.9 Alternative Provision / Pupil Referral Unit (PRU) (Mike to complete)

The Council has a duty to make arrangements for the provision of suitable education at school or otherwise for each child of school age who for reasons of illness, exclusion or otherwise would not receive it unless such arrangements were made.

## 2.10 School Maintenance and Compliance

The Council is the employer for community schools, community special schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works. It has a duty to ensure that appropriate arrangements are in place to monitor and review any preventative and protective measures that have been implemented. The Schools' Maintenance Plan (Appendix 4) contains the planned repairs and maintenance programme for 2020/21.

# 3. **DETAIL**

## 3.1 **School Admissions**

The Council is the Admission Authority for Community schools as set out in Appendix 3 and is therefore responsible for determining the Admission Arrangements for these schools. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years. Croydon is not proposing any significant changes to the previously agreed admission arrangements, barring minor changes to comply with the Pan-London protocol, which do not require consultation, as below:

- evidence parents/carers need to provide for their child's home address
- process of overseas school applications – the word 'overseas' has been replaced with 'outside England'

3.2 Admission authorities must determine admission arrangements for entry in September 2021 by 28 February 2020. The proposed Admission Arrangements for Community schools include the criteria by which schools places are allocated when a school receives more applications than places. There are no proposed change to the admission arrangements that have been previously determined in January 2019.

- 3.3 The Council is also responsible for having in place a scheme for coordinating admission arrangements. Croydon has participated in a Pan London arrangement for the Co-ordinated Admissions rounds for both primary and secondary applications for several years.
- 3.4 The annual school admissions arrangements are part of the Council's policy framework and as such require determination by the full Council. The Council is required by statute and regulations to approve its admissions policies for the schools it is responsible for the 2021/22 academic year (including Published Admissions Numbers – PANs). Accordingly Cabinet is requested to recommend to full Council that it determine the proposed Admission Arrangements for Croydon's community schools for the 2021/22 academic year (Appendix 1) and adoption of the proposed Pan London co-ordination arrangements (Appendix 1a & 1b).
- 3.5 The governing bodies of voluntary aided, foundation schools and academies are their own admission authorities and therefore responsible for determining their own admission arrangements.

#### **4. School Place Planning**

Under section 14 of the Education Act 1996, every local authority (LA) has a statutory duty to provide sufficient school places for all pupils in its area. This includes the planning and reviewing of school places, securing diversity and increasing opportunities for parental choice to ensure the needs of the community are met, as well as managing surplus places.

- 4.1 Special Educational Needs and Disability (SEND)  
Croydon's SEND Strategy; Dedicated Schools Grant Recovery Plan and review of specialist education funding have set the foundation for Croydon's Education Estate Strategy in relation to SEND provision. Croydon has planned to develop the coherence and effectiveness of special needs education provision 0-25 to ensure the suitability of education facilities to meet the needs of children for whom an increasing number have severe and complex special educational needs, including medical needs.
- 4.2 Extending the age range of St Giles School enables there to be effective and efficient special early years provision, Rainbow specialist nursery, with a pathway into St Giles School. Croydon's Rainbow specialist nursery provides for early years children with profound and multiple learning difficulties and medical, physical sensory needs and is based at the Children's Development Centre. The local education pathway for the majority of children attending Rainbow is St Giles Special School. St Giles Special School currently provides for children with these needs who are within the age range 4-19 years. The proposal is to consult on extending the age range of St Giles School. St Giles staff are skilled and have expertise in the development of young people with PMLD and are confident in providing care, support and teaching for these children,.
- 4.3 The Rainbow nursery contract with the current provider ends at the end of the academic year 2019/20. The Council proposes consulting on a change in the

age range of St Giles School to include nursery age range and to provide a coherent pathway for children with PMLD and physical, sensory medical needs through the provision of St Giles School expertise across the pre-school and school age range.

4.4 The construction of the new St Nicholas Primary School building is progressing according to timescale. In September 2019 the Topping Out ceremony was led by Croydon's Deputy Mayor, Cllr Maddie Henson, Deputy Cabinet Member, Children, Young People and Learning, Cllr Shafi Khan, head teacher, Nick Dry and the contractor. The new building will be open for children from April 2020 and the school's in-take will be four forms of entry from September 2020.

4.5 The Council has maintained its commitment to investing in the suitability of autism ELPs. Meridian High School autism ELP (30 places) has a need for education estates investment to provide adequately for young people's sensory needs with a breakout quiet room and sensory room. Castlehill School (46 places) has increased the number of places available for children with autism in the school's ELP by 8 places and has a need to provide adequate work-spaces and improved playground facilities. Cabinet is asked to approve the expenditure identified for 2019/20 of £100K for Meridian and £50K for Castle Hill to address the above need for improved and suitable facilities.

4.6 Initial investigation has highlighted issues in the special school estate of Red Gates School, St Giles School and Priory School with regard to the adequacy of the condition of the school fabric and the suitability of the facilities in the context of the increasingly complex needs of the children and young people placed there. Initial feasibility studies have been undertaken for Red Gates and St Giles Schools. A quality survey is due to be undertaken for Priory School. The condition of buildings and the inadequacy of capacity has necessitated in immediate and urgent capital investment to address leaking roofs (St Giles), the need for additional classrooms (Red Gates) and adequate fencing (Priory). Feasibility studies for these special schools will inform options for future decision-making.

#### 4.7 Mainstream / Community schools

A mainstream school is a maintained school or academy which is not a special school. A Community School is a school that is controlled and run by the Local Authority (LA). The LA owns the land/building and determines the admission arrangements. Croydon has a total of 88 primary schools, of which 29 are maintained / Community schools. Non of Croydon's 23 secondary schools are maintained by the Local authority.

4.8 The Education Estates supply strategy agreed in September 2019 will be further developed following consultation and decision on the Local Plan. A key part of the strategy will be to earmark potential sites in the Local Plan for educational use. This will help to estimate / assess the likely number of pupils that new housing developments will generate and the number of additional school places required.

#### 4.9 Early Years

Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of working parents/carers in their area. The

Council's duties around inclusion birth to five are detailed in the Children and Families Act 2014, (section 2 Childcare Act 2016).

4.10 For the purposes of this assessment the supply of formal childcare includes private day nurseries, pre-schools, schools with nursery provision, childminders (funded childminders are accredited to deliver the free entitlement on behalf of the local authority), out of school clubs and holiday clubs. In total the 698 providers offer 15,415 childcare places. Ofsted's national figures as at 31.3.19 state that the proportion of childcare providers on the Early Years Register judged to be good or outstanding was 95%.

4.11 Alternative Provision / Pupil Referral Unit (PRU)

Under Section 19 of the Education Act 1996 the Local Authority has a statutory duty to make arrangements for the provision of suitable full time education to those pupils who are unable to attend a mainstream school due to illness, exclusion or otherwise.

4.12 In this context, Alternative Provision in Croydon is provided by separate specialist providers for each of the Primary and Secondary settings, a Medical Tuition Service and the London Borough of Croydon supplement this with provision commissioned from the independent sector as required. The number of commissioned places from the Independent Sector varies according to need. All of this place funded provision is good or outstanding. The number of places available at each setting is:

- Medical 90 places
- Primary 48 places
- Secondary 190 places

4.13 School Maintenance

Local Authorities have responsibility to maintain school buildings so that they are safe, warm and weather tight and provide a suitable learning environment, including dealing with emergencies promptly and effectively and managing and procuring maintenance works efficiently. The Council is responsible for the larger condition and maintenance works in maintained schools.

4.14 The condition of some of the education estate has improved due to investment in the refurbishment of the building fabric and maintenance / replacement of electrical and mechanical equipment. However, as school buildings age, they present age related issues and the cost of maintaining them is increasing steadily. In addition, some of the buildings are nearing the end of their lives and structural issues are beginning to emerge.

4.15 The annual maintenance capital budget (appendix 4) currently stands at £2m which is sufficient to only undertake the highest ranked projects; those categorised as the worst defects and designated D1 in the condition survey report. The council retains a percentage of its annual maintenance capital budget to address unexpected and urgent works in schools. Due to the ageing condition of the buildings and the need for more urgent works to be undertaken we are seeking approval for an additional £882,000 from the current capital budget to assist with planned maintenance works.

4.16 The School's Maintenance plan (appendix 4) has been developed using information from condition surveys commissioned by the Council. These surveys are comprehensive and identify costed items across each school rated from A (good condition) to D (poor condition) as well as assessing the urgency of each (on a scale of 1 to 4, with 1 being the most urgent). The next condition surveys will be undertaken in 2020.

4.17 Asbestos Management in Community Schools

Where asbestos is present, the council will take the following steps to manage the asbestos in our schools ensuring they have the following:

- a) Management survey of asbestos-containing materials (ACMs)
- b) Assess the risks associated with ACMs.
- c) A plan for managing asbestos.
- d) Ensure staff and visitors know the risks and precautions they need to take.
- e) Keep the management of asbestos under continuous review

4.18 Statutory compliance Inspections

Both the Council and maintained schools are required to ensure school buildings are meeting the statutory standards by regularly undertaking statutory tests which includes Legionella Risk Assessment, Gas Safety Checks, Fire Alarm tests, NICEIC 5 Year Periodic Inspections, NICEIC Emergency Lighting, Fire Risk Assessment and Asbestos Management. The Council ensures that the policies and the condition of the school estate are compliant with appropriate legislation by requesting and checking the relevant certification.

4.19 Fire Safety

Cabinet has approved an additional £3m from 2018/19 through to 2019/20, extended to 2020/21 to undertake fire safety remedial works at schools for which it is the responsible body. Works have completed in 6 schools. The programme to undertake the remaining works is currently being reviewed against other planned / agreed works to ensure the works are coordinated and minimise disruption to teaching and learning.

## 5. CONSULTATION

5.1 Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.

5.2 Croydon's Autism Partnership Board requested that information about current and developing education pathways for children with autism spectrum disorder (ASD) was shared at Board meetings. The first of these sessions (0-11 years – early years and primary) has taken place the second session (12-25 years – secondary to adulthood) is due to take place in January. The sessions provide an opportunity for feedback and question and answer.



## 6. PRE-DECISION SCRUTINY

6.1 This report did not go a Scrutiny meeting.

## 7 FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

### 7.1 Revenue and Capital consequences of report recommendations

	Current year		
	2019/20	2020/21	2021/22
	£'000	£'000	£'000
<b>Capital Budget available</b>			
Permanent Expansion – Primary Places	2,057	1,150	1,048
SEN Places	18,854	18,807	8,568
Major Maintenance	3,046	2,882	2,000
Fire Safety Works	1,588	1,000	
Other Education Schemes	6,346	1,444	229
<b>Effect of decision from report</b>			
Expenditure	<b>31,891</b>	<b>25,283</b>	<b>11,845</b>
<b>Funding Sources</b>			
School Condition Fund	3,374	2,000	2,000
Basic Needs	5,331	0	0
ESFA Invest to Save	747	9,000	5,365
S106	558	0	0
Borrowing	21,881	14,283	4,480
<b>Total Funding</b>	<b>31,891</b>	<b>25,283</b>	<b>11,845</b>

7.1.1 The table above details the Education Capital Programme for the current and future two financial years and the associated funding sources. The third financial year spend has not been shown as it is dependent on the following, which will be concluded over the coming financial year 2020/21.

- a) The completion of the Condition Surveys across all of our community schools. This will determine the required level of funding over the coming years to ensure that our schools are compliant and safe.

- b) Conclusion of the viability study of the SEN estate; Redgates, Priory and St Giles.
  - c) The outcomes of the Croydon Local Plan Consultation
- 7.1.2 A detailed breakdown of the projects can be found in Appendix 2 to this report. With a further detailed breakdown of the Schools' Maintenance Programme in Appendix 4.
- 7.1.3 The ESFA have commissioned Croydon to lead on the delivery of the new special free school - Addington Valley Academy (on Timebridge site). This project is proposed to be funded by the ESFA at a cost of £15.112m. Both the expenditure and funding for this project is detailed in the table above and the project is listed in Appendix 2.
- 7.2 The effect of the decision**  
The use of the free schools route to provide new school places within the borough in the future will result in a reduction in the requirements for future capital funding from the council as this will be funded by central government.
- 7.3 Risks**  
Due to the nature of this programme there is a risk the projects may overspend and regular monitoring of all projects and the programme will be undertaken and reported to this Cabinet as part of the quarterly financial monitoring reports.
- 7.4 If the costs of Addington Valley Academy are greater than the funding allocated by the ESFA the additional costs will need to be funded by the Council above and beyond the already £558,000 committed.
- 7.5 With the opening date of the Addington Valley Academy revised to September 2021, the ability of being able to place the early years and primary places originally intended to be admitted in September 2020 in bulge classes is critical to the success and deliverability of the DSG deficit recovery plan.
- 7.6 Future savings/efficiencies**  
If additional free school providers are interested in opening schools in Croydon, the cost to the Council could be reduced further in the future years. Also the Council's borrowing requirement may also be reduced if any further funding is allocated by the Department for Education. The fall in birth rate and associated demand for school places would however result in reduced demand and this would be monitored closely to make future savings.
- 7.7 The provision of more school places within the borough will result in a reduction in the need for young people to travel outside of the borough, which will result in financial savings to the SEND budget.

Approved by: Lisa Taylor Director of Finance, Investment and Risk and s151 Officer

## **8. LEGAL CONSIDERATIONS**

- 8.1 The Director of Law and Governance comments that there are no additional legal considerations arising from the recommendations beyond those set out in the body of this report.

Approved by Sean Murphy, Director of Law and Governance and Deputy Monitoring Officer

## **9. HUMAN RESOURCES IMPACT**

- 9.1 There are no direct HR implications arising from this report for Council employees. Any resultant future increases or changes in staffing will be handled by schools' governing bodies in accordance with the appropriate school/council policy and procedures.

Approved by: Nadine Maloney, Head of HR; Children, Education and Families on behalf of the Director of Human Resources

## **10. EQUALITIES IMPACT**

- 10.1 An equality analysis has been undertaken as part of the January 2020 report to help us to understand whether people with protected characteristics, as defined by the Equality Act 2010, will be disproportionately affected by the proposed changes and recommendations in the Education Estates Strategy report.
- 10.2 The proposed changes in this report will help the Council meet its statutory duty to provide sufficient school places for protected and non-protected groups. Croydon schools provide diverse educational provision in terms of type/category, size and educational sponsors. These include special schools, enhanced learning provisions at mainstream schools; and Academies /Free Schools. Pupils are allocated a school place based on the admissions criteria which aims to promote fair access to schools and are compliant with the School Admissions Code.
- 10.3 The proposed strategy supports the Council's Equality and Inclusion Policy by extending the existing provision to accommodate students with an SEND need. This will support Croydon's aspiration to:
- Make Croydon a place of opportunity and fairness by tackling inequality, disadvantage and exclusion.
  - Promote provisions that close gaps in educational attainment by working with local businesses and community groups to enable people of all ages to reach their full potential through greater opportunity to access to quality schools and learning.
  - Work in partnership to lift people out of poverty by increasing employment opportunities across the borough ensuring local people have a pathway into employment, education and training.
- 10.4 The proposed strategy supports the Council's general equality duty to have due regard to the need to eliminate unlawful conduct under the Equality Act 2010; to advance equality of opportunity and foster good relations between persons who share a protected characteristic and those who do not.
- 10.5 The equality analysis indicates that the proposed changes and recommendations will not negatively impact on any groups that share protected

characteristics and that no major change is required as the strategy meets the general and specific equality duties as required by the Equality Act. An Equality Analysis Impact is attached at Appendix 5. Furthermore there is a written commitment in the Equality Analysis to continue to keep the strategy under review and make changes as appropriate should the need arise. An Equality Impact Assessment is attached at Appendix 5.

Approved by: Yvonne Okiyo, Equalities Manager

## **11. ENVIRONMENTAL IMPACT**

- 11.1 Through the delivery of the Education Capital Programme of works the Council will strive to deliver energy efficient solutions through design and construction methodologies with the intention to reduce energy use and associated carbon emissions in our schools.
- 11.2 The Council will work with schools to monitor the energy performance post works so that this can be captured in lessons learnt for future projects

## **12. CRIME AND DISORDER REDUCTION IMPACT**

- 12.1 Children being in school will help prevent criminal and anti-social behaviour or being victim of such behavior and reduce the number of children and young people in the criminal justice system.

## **13. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION**

- 13.1 The recommendations of this report are set out to ensure that the Council is compliant with its statutory duties as an education authority:
- School Place Planning (s13-14 Education Act 1996) to promote high standards of education and fair access to education; secure sufficient primary and secondary education, including SEN to meet the needs of the population of its area
  - School Admissions (School Admission Code 2014) to determine the Admission Arrangements for its community schools annually
  - School Maintenance - school buildings meet the minimum standard and premises are maintained so that they provide a suitable learning environment.

## **14. OPTIONS CONSIDERED AND REJECTED**

- 14.1 In relation to mainstream schools, there are no confirmed plans to deliver any new/additional mainstream school places. A review of demand will be undertaken following consultation and decision on the Local Plan to ensure that

any potential increase in demand is included in future pupil place projections. Future demand for new schools will be delivered through the free school route.

#### 14.2 Special Educational Needs and Disability

Options considered for the provision of the SEN Early Years specialist Rainbow nursery to ensure suitable early education is provided:

- continuing with the current provider (a mainstream nursery) through an extension of the existing contract agreement
- providing coherent specialist pathway by extending the age range of St Giles Special School

14.3 The specialist nature of this early years provision is such that no other options were considered. The need for provision of suitable specialist education that leads to coherent specialist pathways is a key determinant in this decision-making. .

14.4 Alternative options should not be identified purely for the purposes of the report. The report should merely reflect the various alternatives considered in the course of developing the project or initiative

### 15. DATA PROTECTION IMPLICATIONS

#### 15.1 WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?

NO

#### 15.2 HAS A DATA PROTECTION IMPACT ASSESSMENT (DPIA) BEEN COMPLETED?

NO

This report does not include any personal data.

The Director of Education comments that this report is an overview of education estates and does not contain any personal data.

Approved by: Shelley Davies, Interim Director of Education

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#### CONTACT OFFICER:

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Alison Framer – Head of 0-25 SEN Service, 0208 604 7263

#### APPENDICES:

Appendix 1 – Community Schools Admission Arrangements

Appendix 1a – Pan London Co-ordination – Reception and Junior

Appendix 1b – Pan London Co-ordination – Secondary

Appendix 2 – Capital Budget Programme Budget Summary

Appendix 3 – Early Years Childcare Sufficiency Assessment report

Appendix 4 – Schools Maintenance Plan  
Appendix 5 – Equality Impact Assessment

**BACKGROUND DOCUMENTS:** None