

Managing Major Change- Business Case

Project Title:	Establishment of Whitkirk Primary School as Specialist Community Provision (PD & Complex Medical Needs)
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BUSINESS CASE

1. EXECUTIVE SUMMARY

The proposal is to establish Specialist Community Provision (SCP) at Whitkirk Primary School for pupils with complex physical difficulties and medical needs. The proposal addresses the issue of making provision locally to include children with special educational needs within mainstream settings. Numbers of children with physical disabilities (PD) in the city are rising (see paragraph 2) and parental demand for mainstream provision for the majority of these children is increasing. Currently Leeds has only one primary school catering for the needs of children with these complex needs which is inadequate to meet demand.

Whitkirk Primary School is situated in the east of the city, an area with demand for this type of resource and where there is currently none. It offers space for the necessary facilities (after building adaptations) and has an ethos that fits with the operation of this type of provision. It is in close proximity to Temple Moor High school which will open in 2011 as new secondary provision for children with complex PD and medical needs. Provision at Whitkirk primary school alongside Temple Moor High School and Children's Centres at Osmanthorpe, Meadowfield and Seacroft would complete a continuum of provision 0-19 consistent with proposals consulted upon in 2004. A number of pupils attending at the East SILC have been identified as likely to benefit from mainstream school experience and are being considered for attendance at Whitkirk Primary School once it opens as a Specialist Community Resource. This is consistent with parental aspirations.

It is intended to complete necessary adaptations at the school over two phases beginning in April 2010 and ending in March 2011. Costs are expected to be no more than £700,000 and would be met from the Schools Access Initiative fund. Revenue funding is expected to be broadly neutral, and there are anticipated savings to the Education Leeds transport budget.

2. STRATEGIC FIT

2.1 Description of the business need

The Leeds Inclusion Strategy already approved by the Education Leeds Executive Board and Leeds City Council describes how the city plans to make services available locally to children and families including those with special educational needs. Provision for children with PD and complex medical needs at Whitkirk Primary School would contribute to the achievement of this strategic aim and meet the growing demand of children, parents and carers for mainstream places for children with these complex needs.

2.2 Objectives.

Once fully established, Whitkirk SCP would offer places to 14 children with PD & Complex Medical Needs with an average of two children per year group. This is the maximum number a mainstream school can successfully include without fundamentally changing its character.

In order to accommodate these children and meet their needs Whitkirk Primary School will require a base teaching room, an enhanced care suite, a medical room, an appropriate passenger lift and areas to deliver physio and speech therapies. These facilities are essential to meeting the care needs of children with complex needs. Once completed Whitkirk Primary School will represent a learning environment that has a high level of physical, care and curriculum access.

Making Whitkirk Primary School a specialist provision will require significant alteration to the internal fabric of the building but will not include the development of additional floor space (except where the lift is installed). The school currently has a number of areas that are designated as 'non – teaching' areas that could be used for a Community resource "development for up to 14 high care pupils

The outcomes for children with SEN would be improved if they were included in a school alongside their local peers who do not have SEN on as equal a basis as possible. They

would access the curriculum alongside their peers whenever appropriate and participate in all activities offered to all the children on roll on to in the context that they were able to do so.

Access to a mainstream curriculum would achieve outcomes for children at least equal to those achieved by a SILC and would enhance their participation in a wider range of activities. OfSTED in their recent report *Inclusion: Does It Matter Where Children Are Taught?* (Ref HMI 2535, July 2006) indicate that outcomes for children with complex needs are better met in additionally resourced mainstream schools than in any other educational provision currently available nationally.

2.3 Why is it needed now

Data shows that numbers of children with physical difficulties and complex needs have risen by 16% since 2006 with parental demand overwhelmingly being for mainstream provision. Parents seek natural progression from local children’s centres to local primary and high schools.

Numbers identified on PLACS with a Physical Difficulty Special Educational Need

Year	Provision	PD
2006	FFI	179
	Resource	17
	SILC	27
2006	Total	223
2007	FFI	165
	Resource	22
	SILC	22
2007	Total	209
2008	FFI	196
	Resource	23
	SILC	23
2008	Total	242
2009	FFI	212
	Resource	22

	SILC	24
2009	Total	258

The single resourced provision primary school for children with PD & Complex Medical Needs in Leeds has been oversubscribed in most of the years since 2005 and parents have resorted to appeals and SEN and disability tribunals to secure places there when they have not been readily available. In September 2009 that resourced school will have on roll 19 children with complex needs which is 5 children over the desired level (see paragraph 2.2. above)

Temple Moor High School will open in September 2011 with high care facilities including rebound and hydrotherapy but will have no naturally contributing primary school if Whitkirk Primary School is not developed now.

Funding for the project is available now from the Schools Access Initiative fund. Currently these funds are provided to Leeds City Council by the DCSF. While funding has been announced up to 2011 it may not be available after that time.

2.4 Stakeholders and change management

Stakeholders have been identified as those who have strategic management and operational management for the school at Local Authority level and school level and also service users being local children and families.

Whitkirk Primary School Governors

The school governors are the strategic management board for the school. They were addressed by officers of Education Leeds during 2008 on the proposal to develop the school into Specialist Community Provision and the implications of that. They have agreed to the development and have been kept informed of progress on it since then through the school's Headteacher.

Whitkirk Primary School Headteacher and Senior Leadership Team

The headteacher and SLT of the school were approached by officers of Education Leeds during 2008 on the implications of the school becoming a Specialist Community Resource. They have agreed to the development, have been involved in the planning of building developments, and have been kept informed of progress on the statutory processes. They have agreed to keep the School's Governors informed of developments.

Leeds City Council, Education Leeds Board and Executive Board.

Elected Members and Executive Managers of Leeds City Council have been informed of this project and consulted on it through the receipt of reports and they will receive the outcomes of statutory processes as appropriate. The recommendations in this report are consistent with the recommendations made to the LCC Scrutiny Committee which monitors and approves the planning of special educational provision. The strategic management boards of Education Leeds have approved progress on and the timescale for necessary statutory processes.

Education Leeds Strategic management – Integrated Children's Services (ICS) and SENSAP – operational management.

As the division of Education Leeds responsible for the development of special educational needs provision the strategic Management of ICS has been fully involved in this project and has championed its development. They will remain involved at a strategic level through to its completion. SENSAP, in partnership with school organisation, retain the operational management of the project

Education Leeds Schools Organisation division

The Schools Organisation Division of Education Leeds supported officers in ICS to draft the Board report and have been kept informed of developments. Further meetings are scheduled through to project completion.

Education Leeds Learning Environments Division

Learning Environments Division has been kept informed of the development through the ICS representative on Capital Projects Board and through close liaison with one of the Division's project officers. Further liaison is planned with Learning Environments through to the completion of the project.

The EAST Specialist Inclusive Learning Centre.

The Governors, Principal and Senior Leadership Team of the East SILC have been a prime mover in the development of Whitkirk Primary School into Specialist Provision and they have been kept informed of developments throughout 2008/09. Further liaison is planned through to the completion of the project.

Local Children and Families

Local children and families will be informed of and consulted on this proposal through the normal statutory processes

2.5 Key benefits to be realised

For the City

- Education Leeds and LCC will extend its range of educational provision for children with SEN across the city providing children and families with more choice
- Education Leeds and LCC will improve outcomes for children with SEN in relation to all five outcomes of the Children's Act
- Education Leeds will achieve a development that will contribute to meeting its duties under the DDA.
- Education Leeds will realise a number of objectives contained within the Leeds Inclusive Learning Strategy
- Education Leeds will reduce its transport budget

The school will:

- develop its capacity to meet the needs of local children
- develop the expertise of its staff

- achieve a major refurbishment of some areas in need of attention and will enhance its facilities and overall accessibility consistent with its duties under the DDA
- improve working conditions for its staff
- build upon and enhance its inclusive ethos

Children and Families will:

- have provision available locally for children with SEN thereby reducing stressful journeys to school for vulnerable children
- have easier access to extended school's provision increasing participation for pupils with complex SEN
- have more choice of provision for children with SEN
- have local continuum of provision 0-19 with easily accessible planned provision pathways

2.6 Critical Success Factors

- Adequate funding over two years to complete the project (estimated to be no more than £700,000 over two years).
- That the project be completed by 2011 to meet the needs of children resident in the city and the aspirations of their families.
- that the project be completed by 2011 in order to complement other but related developments aimed at making a continuum of provision available for pupils in the east of the City 0-19
- that the project achieves the high care and high access facilities necessary to meet the care and educational needs of children with physical difficulties and complex medical needs
- that the project conforms to all current building regulations

3 OPTIONS APPRAISAL

3.1 Options for meeting need

Consideration has been given to a range of ways of meeting the aims and objectives of Inclusion with regard to specialist educational provision. The preferred option is to identify Whitkirk Primary School as Specialist Community Provision and to make facilities available there to achieve this over a period of 2/3 years utilising the summer breaks to complete the main phases of work.

Whitkirk Primary School has availability of accommodation and is in close proximity to Temple Moor High School. Other school sites were considered but had site constraints making Whitkirk Primary School the preferred option

Parental demand is for mainstream specialist provision for pupils with complex needs wherever possible. The city would not meet the aspirations of these parents by expanding provision at the current SILCS.

Furthermore our experience of operating informal partnerships between SILCS and mainstream schools has proved less successful over the longer term mainly due to issues over accountability for pupil outcomes, funding constraints and logistical problems associated with children on the roll of one school while attending at another.

The current resource provisioned primary school cannot be expanded to meet the needs of more pupils because of site constraints and also because the fundamental character of the school would be altered by such an expansion.

3.2 Opportunities

The Service Delivery Agreement with Whitkirk Primary School will include joint working and appropriate partnership with the East SILC to maximise benefits to children and families.

Whitkirk Primary School will become a mainstream centre of excellence in the inclusion of children with complex needs thereby becoming a repository of best practice for the city as a whole.

As an identified specialist provision for children with complex needs Whitkirk Primary School will benefit from enhanced services provided by the NHS for the benefit of children and families locally.

Working with Schools Organisation and Learning Environments divisions ICS will work jointly to maximise the use of educational facilities within the city.

Working with LCC Strategic Design Alliance we will achieve a high quality and consistent approach to high access building schemes further developing experience and practice already gained through the delivery of other schemes throughout the city.

3.3 Project Delivery Option

Proposed alterations to Whitkirk Primary School:

Phase 1

Swapping the staff room and library to provide a larger staff room for the anticipated increase in staffing levels.

The development of a resource teaching base with office and care-suite attached. Provision of additional accessible toileting on the ground floor, a designated physio area, nursing and medical interventions/assessment area, food prep area, parking and access drop off area, level changes to external doorways

1. Change the after school club room 014 for new nurse's room
 - 1.1. Remove existing store walls
 - 1.2. Construct new partition wall to split room
 - 1.3. Install new 'H' frame track with hoist

- 1.4. New lighting
 - 1.5. New sink unit with double drainer
 - 1.6. Overhead lockable storage cupboards
 - 1.7. Decorate
 - 1.8. New carpet floor finish/Vinyl area around sink
2. Change existing library room 004 for new staffroom
 - 2.1. Form new kitchenette in store 009 with single drain sink, wall mounted water heater, power supply for fridge, vinyl flooring.
 - 2.2. Storage for tea, coffee cups etc
 - 2.3. Decorate walls
 - 2.4. Carpet flooring
 - 2.5. New data points
 - 2.6. Air conditioning unit
3. Change existing staffroom 085 for new library
 - 3.1. Form new partition between staffroom 085 & Staff kitchen 082
 - 3.2. Install new data points
 - 3.3. New ceiling mounted projector
 - 3.4. Repair or install new suspended ceilings
 - 3.5. Decorate walls
 - 3.6. New skirting
 - 3.7. Fit new shelving
 - 3.8. Carpet flooring
4. Change existing sports changing room 081 for new physiotherapy room with WC
 - 4.1. Remove existing internal walls and staff WC room 080
 - 4.2. Create new storage in staff kitchen 082 with power units
 - 4.3. Install new 'H' frame track with hoist and physiotherapy bench/plinth
 - 4.4. New power supply
 - 4.5. Emergency Pull cord and wall mounted reset button
 - 4.6. New lighting
 - 4.7. Repair/new suspended ceiling
 - 4.8. New vinyl/carpet flooring
 - 4.9. Supply therapy plinth
5. Change pupils cloaks 063 for new storage cupboard
 - 5.1. Remove benches and coat and hat hangers
 - 5.2. New power supplies
 - 5.3. New fixed shelving
 - 5.4. Decorate walls
 - 5.5. Fit new double bi-fold doors and new frames
6. Change existing education welfare room 059 for new Resource room
 - 6.1. Construct new partition wall across pupil cloak 057
 - 6.2. Remove partition wall between pupil cloak 057 & store 058 to create new office
 - 6.3. Re-site electrical equipment from office 058
 - 6.4. Construct new wall to create new exit corridor and new store

- 6.5. New lighting and power points
- 6.6. May require projector point?
- 6.7. Repair/new suspended ceiling
- 6.8. New carpet flooring
- 6.9. Supply 'H' Frame tracking to teaching area
- 6.10. Block up existing door
- 6.11. New stud wall to create new care suit
- 6.12. Remove wall from cleaner store 060 create care suit
- 6.13. Install new 'H' frame track to Care Suite
- 6.14. Supply changing bench
- 6.15. Create wet room with new vinyl floor with fall into new shower gully
- 6.16. New ambulant WC
- 6.17. New lighting
- 6.18. New power points
- 6.19. Emergency pull cord and wall mounted reset button
- 6.20. Repair/new suspended ceiling
- 6.21. New skirting
- 6.22. Decorate walls

Phase 2

Provide 1st Floor toilet and care area

1. Redevelop toilet area on first floor to provide Care Suite and Toileting
 - Block up existing door
 - New stud walling to create new care suit, mainstream toilets (boys and girls)
 - Install new 'H' frame track to Care Suite
 - Supply changing bench
 - Create wet room with new vinyl floor with fall into new shower gully
 - New ambulant WC
 - New lighting
 - New power points
 - Emergency pull cord and wall mounted reset button
 - Repair/new suspended ceiling
 - New skirting
 - Decorate walls

Provision of 16 person lift

- Build shaft
- Provide and fix lifting apparatus

The advice of the fire officers will be sought at each stage.

3.4 Needs Options Appraisal

Identification of other Primary Schools in the east of Leeds in place of Whitkirk Primary School

- (i) Temple Newsam Halton Primary School rejected due to a lack of capacity within its existing footprint.
- (ii) Colton and Austhorpe Primary school rejected due to a lack of available space and distance from Temple Moor High school and the East SILC.

Expansion of the East SILC

This option was rejected as it would be contrary to agreed direction for Inclusion in Leeds and would not contribute to the provision of the least restrictive environment for the education of pupils with complex needs being sought by parents.

3.5 Preferred Options for Project Delivery and meeting Business Need

The preferred option is to have the project managed and delivered through the LCC Project Management Facility. LCC departments such as the SDA and Education Leeds Learning Environments Division utilises in house departments experienced in delivering highly accessible schools to timescales and costs. This approach is anticipated to be the most cost effective.

4 PROCUREMENT ISSUES

4.1 Statement of requirements

The provision of a Community Specialist Provision School offering 14 places for children with complex physical and medical needs. This school should be highly accessible including level access, adequate circulation spaces for wheelchair users, identified spaces for the delivery of therapies, a teaching base, a medical facility, disabled parking and drop-off, an accessible main entrance for pupils (including automatic doors), lift to upper floors and care facilities on all floors.

4.2 Commercial arrangements

The operation of a Leeds mainstream School as a Community Specialist resource will not involve a traded service so a formal Service Level Agreement between Education Leeds and Whitkirk Primary School will not be required. However to secure the efficiency and effectiveness of the provision a Service Specification will be written by the LA on which the school will be consulted. Support from Education Leeds will then be available to school to develop a Service Delivery Agreement describing how they will meet the specification. Monitoring and evaluation arrangements for the service will also be contained in this document.

4.3 Risk allocation and transfer

Cost.

It may be that the scheme is not deliverable for the amount of money considered at this point. Upon commencement of the scheme there will be significant financial commitment to finish the project.

Responsibility: Access Group and Capital Programme Board

Leadership

A change in policy or leadership. This is unlikely but should there be a significant change in the Leadership structures i.e. School Leadership and Governors at Whitkirk, East SILC, City Council etc then the scheme may not proceed.

Responsibility: Education Leeds Strategic Management ICS, Schools Organisation, Officers within SENSAP

Building Control

There is a possibility the building will not be adaptable to meet the minimum requirements of a High Care Partnership in relation to circulation and vertical movement within the building

Responsibility: SDA who will design and deliver the scheme

Impact on children, families and the school during development

The scheme of works will require some working during term time. This could have an effect upon teaching and learning at school. There will be management and communication issues around this for Education Leeds and the School

Responsibility: School Governors and SLT, Education Leeds SENSAP , SDA and Learning Environments.

4.4 Procurement approach

The procurement will follow the current LCC procurement process. Client Services have already been engaged to provide support around the development of feasibility for the scheme. The SDA will be engaged as the principal consultant with the remit to deliver and manage the programme of works

4.5 Implementation timescales

As soon as possible with detailed planning commencing in September 2009 and project completion September 2011.

5 AFFORDABILITY

5.1 Expected costs

Anticipated costs are a maximum of £700,000 over two phases

5.2 When they will occur

Phase 1 - 2009/2010 financial year

Phase 2 – 2010/ 2011 financial year

5.3 How they will be monitored

Access Strategy group, SDA, Capital Programme Board

5.4 Contingency requirements

Access Strategy group have identified £100,000 from the Schools Access Initiative as a contingency

5.5 Budgets and sources of funding

Schools Access Initiative Fund

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