

Full statutory proposal information for proposed changes to Downs View Community Special School and Cedar Centre Community Special School

1. In accordance with sections 15 (1) and 19(1) of the Education and Inspections Act 2006 Brighton & Hove City Council proposes to expand and change the designation of Downs View Community Special School with effect from 1 September 2018 and proposes to close Cedar Centre Community Special School with effect from 31 August 2018.

1.1 Local Authority (LA) details

Brighton & Hove City Council
Hove Town Hall
Norton Road
Hove BN3 3BQ

1.2 School details

Downs View Community Special School
Warren Road
Brighton BN2 6BB

Cedar Centre Community Special School
Lynchet Close,
Brighton BN1 7FP

- 1.3 Downs View is a registered Community Special School which makes day provision for boys and girls aged 2-19 with severe, profound and multiple learning difficulties. It is rated as outstanding by Ofsted. Cedar Centre is a registered Community Special School which makes day provision for boys and girls from age 4 to 16 with complex needs. It is rated as good by Ofsted. Currently there are 124 places commissioned at Downs View and 65 places commissioned at Cedar Centre. All pupils at both schools have an Education, Health and Care Plan or a statement of special educational needs and come mainly, but not exclusively from the east of the city. Neither school has a religious character. Downs View school currently is commissioned to manage the city's 16-19 specialist provision at Downs View Link College on the same site as Varndean College, a local mainstream sixth form college.

2. Implementation plan

- 2.1 These proposals are part of a redesign of the city's special provision and thus linked to other proposals being made concurrently. In order to achieve the

merger between Downs View school and Cedar Centre to create a hub in the east of the city for pupils with a wider range of learning difficulties and complex needs, the LA is proposing to:

- close Cedar Centre in August 2018;
- expand the number of places at Downs View to include those currently commissioned at Cedar Centre;
- change the designation of Downs View to severe and complex learning difficulties.

Pupils from the Cedar Centre will remain on their current site, until either the building work on the Downs View site is finished or their individual plan supports transition at a more appropriate point. There is a long lead in time for the development of the new hub, and thus many of the pupils currently at the Cedar Centre will remain there until the end of their school career. A small number may transfer to alternative provision, should this be more appropriate to their needs. These two proposals are linked proposals and the local authority will either implement both proposals or neither. There will not be an instance where one proposal would be implemented on its own.

3. The objectives of the proposals

3.1 All LAs have a statutory responsibility to keep SEND provision under review, in order to be able to ensure that provision is able to meet the needs of children and young people with SEND and is sustainable into the future. The LA believes that the changes proposed will enhance the standard, range and quality of the city's special provision, which is all currently judged as good or outstanding. These schools are two of the city's six special schools. In 2014, Brighton and Hove City Council conducted a wide ranging review of its services for children with special educational needs and disabilities, which concluded that the LA should move towards developing more integrated and flexible services to provide for the holistic needs of those with SEND and their families and in doing so, could make better use of existing resources. The LA intends to maintain the existing number of special school places in the city overall, although these will be distributed across fewer provisions.

3.2 These proposals:

- are based on a vision to improve the integrated education, health and care offer for our most vulnerable young people;
- re-design our existing six special schools and two Pupil Referral Units into three 'hubs' offering enhanced education, health support and extended day provision on one site;
- maintain the number of special school and PRU places available across the city;
- consolidate provision so that it runs more efficiently and more sustainably into the future.

4. The decision making process

4.1 The journey of the review

There have been a number of milestones as the review has progressed towards more specific proposals for change across the city: Further details can be found in the committee report in Appendix 1.

4.2 Governance and participation

The integrity of this SEND review was overseen by a high level strategic Governance Board, and included parent/carers and young people, in line with the Local Authority's commitment to engage parents and young people effectively at all levels of strategic and decision making forums. During the life of the review, project groups were formed to cover the following areas:

- Learning difficulties (LD);
- Social emotional and mental health (SEMH);
- Early years (EY);
- Post 16 provision.

Each group consisted of a broad range of stakeholders who would be affected by the changes in some way and who together had a breadth of expertise and experience to support the LA in its intention to co-produce specific options for change on which to formally consult

4.3 Formal consultation on the creation of the hubs across the city, including the proposal to create that for the west of the city by merging Downs View Community Special School through the expansion and re-designation of Downs View Community Special school and closing Cedar Centre Community Special School

At their meeting on 6 March 2017, the Children, Young People and Skills Committee agreed to proceed with a formal consultation on proposals to create the new hubs, which included a proposed hub in the east of the city, formed by merging Downs View and Cedar Centre schools. The proposal would require the expansion and re-designation of Downs View school and the closure Cedar Centre school. The consultation was conducted through a range of meetings with parent/carers, young people, education, social care and health staff and voluntary organisations alongside the opportunity for views to be submitted via the council's online consultation portal. The consultation period ran from 15 March to 9 May 2017.

Analysis of the feedback on the consultation of the hubs across the city can be found via Appendix1.

The feedback received online and via the consultation events covered the creation of hubs across the city. Thus the following summary in section 5 covers both the proposals relating to Downs View and Cedar Centre, as well as the proposals relating to the redesign of special provision across the city.

5. Summary of the main issues raised, with responses

5.1 The prospect of change

Parents were generally very happy with the current provision made for their child's needs and appreciated the high quality of the city's special provision, which are all rated good or outstanding by Ofsted. Any change that might disrupt this caused some parents and staff anxiety. However, maintaining the status quo is not an option as the city's large number of very small schools is not financially sustainable. The level of commitment from senior leaders to continue to build on the quality offered at the moment to make the best possible provision in the future for the city's most vulnerable children and young people acknowledges the views of those who urged change and offers reassurance that the existing quality will at least be maintained. The existing governing bodies have begun to work together in different groupings, so that the transition from one model to another is as smooth as possible for everyone. This should mitigate the concerns expressed that the mergers would result in a 'take over' of one school over another to the point of domination.

Both the LA and the governing bodies have been keen to emphasise that the hubs will be deemed new organisations and the ethos developed with the shared perspective of school leaders, staff, parents and pupils. The council has agreed a long lead in time for any changes, as it is proposed that the hubs come into being on September 2018 and changes will be introduced over a number of years to minimise disruption for individual pupils. In some instances, ie the Pupil Referral Units, pupils were not always in agreement with their parents and welcomed the prospect of change, particularly new facilities and a wider curriculum offer. The proposal to increase post 16 opportunities received very positive feedback.

5.2 The level of detail

Although they recognised that this consultation focussed primarily on the model of provision and its legal framework, some respondents felt that they would have liked more detail about how the hubs might work on a day to day basis to be confident that they would be able to provide effectively for the needs of pupils and families. Governors and senior leaders attended the consultation meetings with parents and were able to give reassurance not only that they would want to retain the best of what currently exists and plan any changes sensitively and over time, but also that they were committed to involving parents in taking the hubs forward, so that what is provided in the future for pupils and their families is tailored to their needs. The LA would ensure that senior leaders have the feedback from the consultation so that they can use this to frame their early thinking and talk further to staff and families in the spirit of engagement and co-production.

5.3 Impact on pupils

Whilst there was some anxiety about the impact of changes to schools with

which pupils are already familiar, it was acknowledged that the development of hubs will broaden what they can offer to pupils within the learning curriculum and in their social and personal development. The continuing need for programmes tailored to the needs of individuals, with a particular focus on personalised learning styles was considered important to ensure that pupils maximise their potential. There was support for the new provision to be introduced over a period of time, as it was agreed that this would minimise disruption for pupils. The vast majority of pupils will remain on their current site with familiar staff. Where the needs of individual pupils might necessitate some changes, then this will be managed sensitively with a personalised plan for each pupil. Downs View School has had recent experience of a significant building work project adjacent to the school which was managed effectively to keep noise to a minimum and minimise any impact on pupils. The school's senior leaders were able to offer reassurance to parents that building work to extend the school or refurbish existing buildings would be managed similarly.

5.4 The size of the new hubs

Many parents liked very small schools and were keen to retain the personalised approaches that current provision is able to offer. The importance of continuing to tailor provision to the needs of individuals was a clear message in the consultation feedback and school leaders were able to explain that this approach, proven to be effective, would be maintained. Some respondents were very supportive of the council's rationale for creating larger organisations which could operate more flexibly and make the best use of resources. Strategic leaders in particular acknowledged that even at the new pupil numbers, they would not constitute large schools, compared to both similar provision in neighbouring LAs and the national picture and would offer exciting opportunities to do things differently.

5.5 The combination of schools to create the hubs

Whilst recognising the need to create larger schools with greater opportunities for flexibility and efficiency, some respondents questioned the rationale for bringing together the schools in the combinations which the proposals put forward. A small number suggested alternatives, for example bringing together Cedar Centre and Downs Park, whose pupil populations were felt to be similar, alongside a merged Hillside and Downs View would be a preferred option. This had been considered at an earlier stage of the review debate but not favoured, as it limited parental choice further and did not make best use of the benefits arising from the geographical location of the existing schools. Cedar Centre and Downs Park have historically been part of a Federation of three schools, but this model has not enabled them to maintain an even balance of pupil numbers.

5.6 Inclusion

The proposal to bring together a wider range of pupils with special educational needs in one hub created considerable debate. Those who supported the concept of inclusion in its broadest sense had no problem with this. However,

others did not want the pupils either across the whole age range or with different needs to mix together. There was a difference in opinion about the apparent disparity between the council's commitment to inclusion and the extension of the age ranges of the new provision, although it was recognised that this increased the options available to parents. Concern was expressed about how the admission of very young children, particularly to SEMH provision, might lead to early 'labelling' of children, which was felt to be undesirable. Some parents were worried that resources might come under pressure by the demands of those with profound and multiple learning difficulties, or that the needs of those deemed less complex might be overlooked. Some health colleagues in particular suggested that the schools should be brought together according to need, rather than locality. However, the council continues to have a legal duty to meet the needs of all pupils with special educational needs and disabilities. There is confidence, based on the experience of other LAs who have developed similar provision that this can be achieved very successfully in schools with a wider range of needs. There are a number of ways in which this can be managed- by the creative use of sites, a range of groupings according to learning style, pupil need and social, emotional and communication issues. The city's current PRU provision for primary and Key Stage 4 is effectively managed on the same site, but with separate accommodation and entrances, and offers one model of using sites creatively. Some parents who have opted to educate their children with very complex needs in mainstream were keen that consideration be given to them being able to access the wider range of services which are planned to be developed within the hubs.

5.7 The breadth of the new provision

Some parents were anxious that the needs of those pupils on the autistic spectrum were not being sufficiently addressed within the proposed changes. The current special schools all have pupils with a diagnosis of autism and this will continue. The council also plans to develop a new Special Facility in a mainstream secondary school to enable the needs of those with a range of communication difficulties to be met. It is planned that this should open in September 2018. Additionally the LA is looking to create a small specialist unit within one of the hubs for the small number of more able pupils with autism/Asperger's syndrome, whose challenging behaviour or mental health needs mean that they cannot cope in a mainstream school. The LA acknowledged the view of some parents that a change in designation of Hillside and Downs View to the generic term of 'learning difficulties' may not reflect the full breadth of needs that the hub is intended to meet. Thus the proposed re-designation has been adjusted to 'severe and complex learning difficulties.' The hubs should be able to offer a wider range of curriculum opportunities than previously available through smaller schools and this is likely to result in a curriculum that is more tailored to the ability, needs and interests of pupils than ever before, including those on the autistic spectrum. Respondents were keen that a wide range of accreditation options would be available in the new hubs, so that individual students could explore their talents fully, and gain qualifications according to their potential. PRU pupils were particularly keen to access a wider and more creative curriculum than at

present, with improved facilities, and the creation of the SEMH hub is intended to offer increased flexibility by giving specialist staff the opportunity for staff development to work across different cohorts.

5.8 Post 16 provision

This was an area of the consultation which solicited strong views. There was little disagreement to the proposal to extend opportunities for provision beyond the age of 16. However, there was a range of views about what this might look like and who could offer this provision. Existing providers of post 16 provision for those with the most severe and complex needs preferred that this provision should be expanded to retain a citywide provision for this cohort of students, although it was recognised that the numbers of students would exceed the capacity of the current building. There was considerable support from those mostly closely linked with the west and citywide SEMH hubs that the creation of post 16 provision elsewhere would enable there to be a broader range of models and thus offer different pathways to adulthood. It is intended that the new provision delivered via the west and citywide SEMH hubs should focus more on enhancing opportunities for those who could access local college courses or pathways to employment with the right level of specialist help, thus creating joint ventures with other providers. It was acknowledged that the original proposal created some inequality in the proposed age ranges for post 16 provision and the LA has addressed this in response to the views expressed during the consultation. The proposed age range for the SEMH and west hub is now extended to aged 19.

5.9 Integrated working

Meeting the holistic needs of pupils through working effectively together was rated as the one of the highest priorities at an earlier stage in the SEND review. Many respondents agreed that this would be a significant benefit of how the hubs would deliver what pupils need. The allocation of the proposed additional £300,000 across the 3 hubs for therapies and health services was welcomed. There was support for a greater role in school leaders in joint commissioning what services can be provided, and how they might best be integrated into the hub's core offer. Early work has begun with key partners to plan for any changes that might be necessary to secure joint planning and delivery of services.

5.10 Admissions

Some parents whose children do not currently attend their most local special school were anxious that they would be required to move their child to the hub closest to their home address. This consultation does not propose any changes to the admission arrangements to special provision. The LA would always look to place a child in their most local school, if that school is able to offer provision appropriate to a child's needs. However, parents still have a right to express a preference, and the LA is obliged to comply with that preference as long as it would not be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young

person there would be incompatible with the efficient education of others, or the efficient use of resources. A very small number of pupils have dual placements with mainstream schools, and the new hub arrangements do not change the city's policy and practice on these. Hubs will be encouraged to develop increased opportunities for links with mainstream schools.

5.11 Transport

Some parents had queries about entitlement to home to school transport, and how this might impact on which hub a child might attend, as well as the options available to families, particularly in relation to services which might be offered via the hubs in future. The council's policy on home to school transport does not form part of this consultation. However, transport arrangements will need to be considered carefully when the hubs develop an extended day, to ensure that equalities principles are upheld.

5.12 Traffic

Concerns about the impact of the creation of the hubs on local traffic were raised by a small number of respondents. As the number of children attending our special provision is not likely to change significantly, it is not envisaged that there will be an increase to the traffic involved in transporting pupils between their home and the hub. However, alterations to site access and car parking will form part of the discussions about the improvements to the new hub sites.

5.13 Sites

Many comments were received about the location of the new provision. A number of queries emerged about the future use of current sites. No sites in current use are likely to be relinquished until it is decided that a site is no longer needed. Respondents acknowledged that some sites are no longer fit for purpose (eg Dyke Road KS3 Pupil Referral Unit, which lacks outside space and accommodation which restricts the curriculum able to be offered there). Others will need refurbishment or new buildings. £7.5 million capital funding has been secured to spend on the improvements necessary to enable the three hubs to have the appropriate facilities to meet the needs of their new pupil population, although some doubted whether this would be sufficient. The need for the SEMH hub to be based across a number of different sites was a strong message, as SEMH encompasses both a very diverse range of needs and different patterns of provision depending on whether a pupil has an Education, Health and Care plan (EHCP) or is excluded, for example. The LA intends to address the issues about sites sensitively, working closely with colleagues in the property team to make the most creative use of available accommodation and the additional capital funding.

5.14 Funding

There was some scepticism about the financial case for change, a few suggesting that the proposed changes were merely a budget saving exercise.

Making the proposed changes will enable the available funding to be used more efficiently and effectively, so that the city's special provision is sustainable into the future. The status quo is not an option, as there are budget deficits across a range of special provision, which can no longer be netted off against historic balances or bridged by additional funding from the LA. This was a strong message to staff and parents at consultation events. It is not yet clear exactly how the new funding changes at national level would impact on the city's special provision, but school leaders were positive that a larger number of pupils in each hub and thus larger budgets would give them optimum flexibility to make the best use of available resources.

5.15 Staffing

Whilst many saw that the creation of the new hubs and the extension of provision in some hubs to include early years and post 16 provision might create new professional opportunities for staff, and some staff welcomed this, it was recognised that changes to the staffing structures in the hubs might also mean seeking economies of scale over time and this would impact on staff job security. The presence of union representatives at consultation meetings with staff groups gave them confidence that the appropriate HR processes would be put in place to manage any changes. There was a widespread view that the expertise within the city's current provision was highly valued and should be retained if at all possible. The attendance of governors at consultation events also gave them the opportunity to reinforce their intention to exercise sensitivity in the management of any change. Clarification was given at consultation events that the LA's role was strategic in the creation of the new model of provision, with the responsibility for developing an appropriate staffing and operational structure laying with the governing body.

- 5.16 There were a number of issues raised, which whilst not the focus of the immediate issues of the consultation, were important to capture, so that they can be raised in ongoing review discussions. The new hub leaders will also be provided with further details about this consultation feedback and the LA intends to establish some principles as a foundation for the ongoing development of the hub and set out the expected outcomes of the redesigned provision.

6. Further considerations

6.1 How can greater efficiency be achieved in the east hub?

A governing body has responsibility for ensuring that the allocated budget is managed efficiently, whilst ensuring that the needs of pupils are met. The creation of the hubs does not change this, but an increased number of pupils and a larger budget are likely to be able to offer greater flexibility to manage within budget, particularly times of particular financial challenge. The status quo is not an option in the current financial climate, as the LA is unable to sustain further allocation of additional funding to balance special school budgets. Money saved from any economies of scale that the governing body can achieve could be reinvested into the hub and focussed on their priorities.

6.2 How will current pupils at Downs View and Cedar Centre be affected by the proposed changes?

There will be a long lead in time to develop the new hub, so that any change can be planned and implemented sensitively, with minimal disruption for children. In the immediate future, the current sites of both schools are to be retained. Thus current pupils from both schools will be able to remain on their existing site with their peer group and familiar staff for the immediate future. The transition of the small number of Cedar centre pupils to the new site will be planned at the appropriate time according to their needs. A small number of existing Cedar Centre pupils may transfer to alternative provision, should this be more appropriate to their needs. The LA intends to use a proportion of the £7.5million capital money set aside for the redesign of special provision to refurbish the current Downs View site and build new accommodation and improved facilities to enable the new hub to be located on the Woodingdean site in the future. An improved learning environment is likely to benefit all pupils.

Longer term, school leaders may make changes to how staff are deployed, as any school might when they keep their provision under review. In the new hub pupils will undoubtedly benefit from broader curriculum opportunities, both during and beyond the school day alongside their core National Curriculum entitlement. Improvements to the learning environment when the new school site from the allocated capital money to support the implementation of the proposals will be of direct benefit to pupils. The availability of an additional £300,000 across the hubs for health and therapy services will enable more joint commissioning of services closely matched to the needs of individual pupils and the hub's priorities. This will enable the hubs to meet the needs of their pupils more holistically.

6.3 What will happen to the staff currently working at Downs View and Cedar Centre?

The governing body will have responsibility for the appointment of the leadership team of the hub, including the executive headteacher of the east hub. Thereafter, the staffing structure is likely to be developed over time in order to support the desired ethos of the new hub, so that it is seen as new provision, thus avoiding any perceptions that one school has 'taken over' another. The LA very much values the experience and expertise of those working at both schools and shares the wishes of governing bodies to retain these within the city as far as possible.

Once the period of consultation is over, all staff affected by the change will have access to individual meetings to discuss their futures and any opportunities available. Union representatives were present at staff consultation events to reassure staff of their support and fair application of the council's employment policy and practice.

In terms of staff wellbeing at a difficult time, Public Health have offered a

range of support services to staff and some funding for staff to organise support for themselves.

6.4 What impact will the changes have on the community?

Both schools have been an integral part of the city's special school community over the years and there is no reason to believe that their positive links in the locality will not be retained and built on. They also have longstanding professional relationships with other special provision across the city and these will also continue within the new model of the city's provision.

7 THE OUTCOME OF THE CONSULTATION

- 7.1 All responses to the consultation on the creation of the new hubs have been carefully reviewed, alongside three other significant elements of consideration:
- an analysis of the current model of provision in the city which does not reflect the present pattern of need and demand for places
 - the support for change evident during the review process
 - the analysis of the current and future budget position
- 7.2 There are significant budget pressures facing all schools at this time. These have been brought about by cumulative cost pressures, such as pay rises and higher employer contributions to national insurance and pension schemes. At the end of the 2016/17 financial year special school budgets in Brighton and Hove showed a net overspend of £164,000, with 3 of the 8 schools being in an overspend position. Some schools had been able to draw on historic underspends to avoid going over budget because of spiralling costs, but this is no longer sustainable. There is a considerable challenge for these schools to bring their budgets back into balance and it is likely that licensed deficit arrangements will be necessary. The economies of scale that should be delivered through the SEND Review and specifically the redesign of the special schools and Pupil Referral Units will better enable schools (hubs) to achieve balanced budgets.
- 7.3 In response to the consultation feedback the LA has made two changes to the original proposals. The proposed upper age range of the west and SEMH hubs has been adjusted from 18 to 19 and thus creates parity across the city. Secondly, the proposed designation of the east and west hubs has been changed from 'learning difficulties' to 'severe and complex needs'.
- 7.4 The LA has considered the consultation feedback carefully and where there are concerns about the new model of provision, every effort will be made to allay concerns and ensure a smooth transition to the new model for all children. A number of related issues were also raised during the consultation which were not the focus of these specific proposals and these will be considered as the review progresses. The new hub leaders will also be provided with further details about the consultation feedback. The LA intends

to draft a statement of principles as a foundation for the ongoing development of the hubs and set out the expected outcomes of the redesigned provision.

- 7.5 It is acknowledged that there were a range of views on the proposals. However taking everything into account, it is felt that to move forward with the proposals to create the hubs would mean the following benefits for the city:
- a) each hub will be able to provide a holistic package of support for pupils and their families through a much more integrated offer across education, health and care/respice on site
 - b) proposals respond to feedback from families that they want to see better coordination across education, care and health so that personalised plans for children have a unified set of objectives and outcomes
 - c) the integrated hub model supports families to build resilience and stay together by:
 - a better extended day/short break offer where needed
 - direct support to families at home where children have challenging behaviour or very complex needs
 - d) the availability of provision within the city which can offer a holistic package for children with multiple needs will reduce the need to resort to expensive out of city placements
 - e) parents can be assured that high quality education can be maintained in all hubs, as each hub would consist of a school which has been consistently rated as outstanding and one as good
 - f) proposals extend the age range to 19 at all three hubs and allow for more support in the transition to adulthood where needed
 - g) best value would be achieved through the largest proportion of funding focussed on pupils and front line services, made possible by a streamlined management structure being in place
 - h) the hubs would have sufficient pupils to guarantee financial viability in the future
 - i) there would be greater economies of scale when commissioning health and care services
 - j) proposals allow for £7.5m to be spent on upgrading the remaining sites
 - k) proposals that merge special provision reflect newer successful models of best practice around the country, including that in neighbouring LAs.
- 7.6 The LA has considered the views expressed carefully and acknowledges that where there was positivity about the principles and vision for the new model of provision, anxieties remain about operational detail. Where real concerns exist, every effort will be made to mitigate these, so that there is no negative impact on pupil outcomes.
- 7.7 As a result of the feedback from the consultation, the LA has reconsidered the detail of the proposals and has made two changes in the recommendations going forward:

- (i) Extending the upper age range of the west and SEMH hubs from 18 to 19, to create parity across the city
- (ii) Changing the designation of the east and west hubs from 'learning difficulties' to 'severe and complex learning difficulties'

7.8 The principles behind the proposal to create three integrated hubs from our current provision as outlined in this report have the support of:

- The four governing bodies concerned – Hillside, Downs View, Homewood College and the CDP Federation (Cedar Centre, Downs Park and Patcham House);
- The management committees of the two PRUs – Brighton and Hove PRU and the Connected Hub;
- The headteachers of Hillside and Downs View Schools and the Acting Executive Headteacher of the CDP Federation;
- The Clinical Commissioning Group (specifically community paediatrics and children's mental health);
- The Parent Carers' Council (PACC).

8. Where and when will the statutory notice and full proposal information be available?

Brighton & Hove City Council will publish the statutory notice for this proposal on Friday 30th June 2017. The notice will remain in force for a period of 4 weeks i.e. until Friday 28th July 2017. Copies of the notice will be placed:

- at the entrance to both Downs View (main site and Downs View Link College site) and Cedar Centre schools;
- in other places in the community; namely the local post office, library and the Jubilee Library.

It will also be published in The Brighton & Hove Independent newspaper on 30th June 2017.

A copy of the statutory notice is attached to this document.

On Friday 30th June 2017 the full proposal information (this document plus appendices) will be sent to the following recipients:

- The Secretary of State for Education;
- The governing bodies responsible for Downs View and Cedar Centre schools;
- Members of the Children, Young People and Skills Committee
- Local Ward Councillors;
- The Members of Parliament for Brighton & Hove;
- The parents/ carers of every registered pupil at both Cedar Centre and Downs View Community Special Schools.

It will also be published on the council's website at the following address www.brighton-hove.gov.uk/school-statutory-notices.

Any person may request a copy of the full proposal information either by writing to Edd Yeo at:

Brighton & Hove City Council
Room 116 Hove Town Hall
Norton Road
Hove BN3 3BQ

or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk.

9. How to make representations or comment on the proposal

Any person may object or make a representation or comment on the proposal. This can be done by writing to:

SEND Team
Room 204
Brighton & Hove City Council
Hove Town Hall
Norton Road
Hove BN3 3BQ

before the closing date of 28th July 2017
or via email to sendreview@brighton-hove.gov.uk
or through leaving a telephone message on 01273 293232.

Following the closing date for representations, comments and objections, a report will be prepared for Children, Young People and Skills Committee to decide the proposal within two months i.e. no later than 29th September 2017. At the present time it is anticipated that the report will be considered at their meeting scheduled for 18th September 2017.

Appendix 1

This document can be found on the council's website at

[https://present.brighton-hove.gov.uk/Published/C00000883/M00006648/\\$\\$ADocPackPublic.pdf](https://present.brighton-hove.gov.uk/Published/C00000883/M00006648/$$ADocPackPublic.pdf)