



**Proposal to establish a resourced provision and
alter an existing resourced provision at
*Redbridge Community School***

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The following proposals are published under Section 31(1) of the School Standards and Framework Act 1998 as amended by Section 19(1) of the Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

This proposal takes account of the Education Act 1996; the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013; the School Organisation: Local Authority Maintained Schools Statutory Guidance for Proposers and Decision Makers (January 2014); the Education and Inspections Act 2006; the Equality Act 2010 and the Children and Families Act 2014 including the SEND Code of Practice 2015.

1. Local Authority Details

Southampton City Council, Civic Centre, Southampton, SO14 7LY

2. School Details

Name: Redbridge Community School
Type: Maintained, foundation school under REACH Co-operative Trust
URN: 116543
Address: Cuckmere Lane, SO16 9RJ
Age range: 11-16
Capacity: 1050
Ofsted: Good - Section 5, 13th July 2025

3. Cooperative Trust Details

REACH Cooperative Trust, Redbridge Community School, Cuckmere Lane, Southampton, England, SO16 9RJ

4. What changes are proposed

Redbridge Community School wishes to establish a Resourced Provision to support pupils with an ECHP and a primary need of social, emotional and mental health (SEMH) and/or Autism Spectrum Conditions (ASC) with a presentation of emotionally based school avoidance (EBSA) on site. This provision will be provided within the existing Beacon building from September 2025.

Redbridge Community School also wishes to alter an existing Resourced Provision that supports deaf pupils by increasing the spaces incrementally resulting in 14 spaces available by September 2028.

The first element of the proposal is to establish a resourced provision to allow for 18 spaces from September 2025 and 20 spaces from September 2026.

The second element of the proposal would increase spaces available within the RP for deaf pupils to 10 in September 2026, 12 in September 2027 and 14 in September 2028.

Resourced provision places are places that are reserved at a mainstream school for pupils with a specific type of SEN, taught for at least half of their time within mainstream classes, but requiring a base and some specialist facilities around the school.¹

Section 14 of the Education Act 1996 places a general duty on Local Authorities to secure sufficient schools for providing primary and secondary school education and requires them to have particular regard to the need to secure special educational provision for pupils with special educational needs.

In order to ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential it is proposed to establish a resource provision for children with a primary need of social, emotional and mental health (SEMH) and/or Autism Spectrum Conditions (ASC) with a presentation of emotionally based school avoidance (EBSA) identified within their Education Health and Care Plan (EHCP) for up to 18 pupils at Redbridge Community School, from 1 September 2025 increasing to 20 pupils from September 2026. Specialist teaching is provided in a resource base classroom, and pupils admitted demonstrate the potential to be included in the mainstream classroom supported

¹ Making significant changes to maintained schools

by a teaching assistant, communicator or specialist teacher advisor for at least part of the week. Pupils access the national curriculum with modification and/or differentiation as appropriate.

Alongside this, the school would also alter the existing provision to allow for up to 14 spaces within the RP for deaf pupils by September 2028 to ensure that the provision available within the city is comparable to the offer within neighboring Local Authorities and meets the need of pupils that are currently accessing education through existing primary RP spaces and will be moving up to secondary school in the coming years.

The RPs will be governed by the existing governing board which will provide the strategic leadership and accountability, maintaining the three key functions:

- overseeing the financial performance of the school and making sure its money is well spent;
- holding the headteacher to account for the educational performance of the school and its pupils;
- ensuring clarity of vision, ethos and strategic direction.

The RPs will be an integral part of the school and will be the responsibility of the Headteacher.

The establishment of the new RP will not require an amendment to the Ofsted registration of the school however should the consultation lead to the implementation of the RP, the governing board will be required to update Get Information About Schools (GIAS) to reflect the addition of the RP.

The RPs will operate with a base location separate to the main school, 'insert location in reference to site'. Pupils will not receive their offer exclusively within the RP spaces but will access mainstream teaching alongside their peers in the mainstream classes, receiving additional intervention within the RP spaces.

At social times, the pupils placed in the RPs, will make use of the main school provision, such as the school playground and dining hall. They will also access shared facilities for sports and daily worship.

There are no statutory requirements for staffing ratios.

The RPs will be overseen by the school SENDCo, Rebecca Missouri and The Beacon Lead, Alice Medcalf.

5. Current provision

Southampton has a number of resource bases which are located within mainstream schools. These bases provide specialist teaching and support for pupils with specific special educational needs allowing them to be educated in a mainstream setting. All pupils who attend a resource base have an Education, Health and Care Plan (EHCP).

From the school's Ofsted Inspection, July 2023

Pupils are proud to attend Redbridge Community School. The school is an important beacon in the local area with a strong sense of community. Pupils respond well to the values of aspiration, excellence, respect and opportunity which permeate the school. They feel well

cared for and safe because staff are always available to talk about their worries. Strong relationships are the bedrock of the school. One pupil said, 'The school is like another little home.' Leaders have high expectations of pupils' learning and conduct. Pupils are welcoming, polite and courteous. Bullying is rare and always followed up. Staff want the very best for their pupils. They celebrate pupils' achievements regularly. Pupils respond by behaving well and being respectful of each other. They collaborate well, enjoy each other's company and celebrate each other's differences. Pupils have exceptional personal development opportunities. The vast array of clubs, trips and events are impressive. There is a strong focus on outdoor education. For example, pupils can use the school's climbing wall and learn 'bushcraft'. Pupils can develop their leadership skills by becoming prefects and sports leaders. As one parent said, 'This school has brought out the best in my child.'

.... Leaders have developed an innovative curriculum, designed to meet the needs and aspirations of pupils. In key stage 3, all pupils, including those with special educational needs and/or disabilities (SEND), follow the national curriculum. In Year 9, pupils can add extra subjects, such as construction, business studies or ancient history. Pupils have a wide choice of subjects to study in key stage 4. The number of pupils taking a foreign language is growing, so more now have the opportunity to achieve the English Baccalaureate.²

6. Why do we want to do this

The primary need to be supported within the newly established RP will be social, emotional and mental health (SEMH) and/or Autism Spectrum Conditions (ASC) with a presentation of emotionally based school avoidance (EBSA). This has been identified as an area of need through the Southampton City Council SEND needs analysis carried out in the autumn term of 2025.

The existing RP for deaf pupils needs to increase spaces to enable the school to support the needs of existing pupils and the needs of those pupils that are currently accessing RP spaces at the RP based at Newlands Primary School that will move up into secondary places in the future.

The needs analysis estimated the following forecast EHCP numbers until 2027:
(note: forecasts are dynamic as mitigations fluctuate)

In 2024 we had **2790** EHCPs.

In 2025 we forecast that we will have **3070** EHCPs.

In 2026 we forecast that we will have **3381** EHCPs.

In 2027 we forecast that we will have **3654** EHCPs.

Meaning that between now and 2027 we need to find an additional **864** places for children with EHCPs.

Following the needs analysis, Southampton City Council has consulted with schools to identify spaces and expertise where RP spaces would be best placed.

The government has made it clear that the general direction of SEND reform is towards establishing a mainstream school and college environment that is more inclusive of children and young people who need specialist SEND provision, including in SEN units and resourced provisions. The department is working on a range of reforms that will facilitate that shift.

² Ofsted report, July 2023

In Southampton the profile of children in our special schools will become more complex over time and the less complex children will be accommodated in mainstream schools or RPs. For example, we expect to see the profile of children attending Great Oaks special school to shift from primarily MLD to being primarily SLD within a couple of years. This is why many of the suggested resourced provisions have an MLD focus along with ASC and SEMH which are rising in presentation in Southampton.

One of the benefits of focusing on an RP model is that the cohorts are small and there is greater opportunity to place more provisions across the city reducing the need for extensive travel from home to school. To this end we have mapped the projected provision against an east/west/central model. Currently the model is East heavy geographically but this reflects both schools willing to provide the additional provisions and also the places where the surplus places for mainstream cohorts is having an impact and releasing space for the provisions.

Alongside providing much needed spaces for the Local Authority to place deaf pupils or pupils with Education Health and Care Plans that identify SEMH or ASC (presenting as EBSA) as the primary need, the training and guidance provided to staff working within the provisions will be shared with the wider team at Redbridge, resulting in continued development of the provision being offered to our existing pupils who have EHCPs and those with SEND.

RPs allow for pupils to be supported by staff with specialist skills and training whilst also being able to access learning and social opportunities within the mainstream setting. Pupils will be taught in a specialist and coordinated unit, staffed by adults who are trained to teach and support deaf pupils or pupils with SEMH/ASC presenting as EBSA, enabling staff to have the time and space to 'get to know' children, and their needs.

The proposal is for the Resourced Provisions to be open and for pupils to be allocated spaces ready for September 2025.

7. Objectives, including how the proposal would increase educational standards and parental choice

The Local Authority must ensure that good quality school places can be provided quickly where they are needed and that additional new places will only be provided at schools that have an overall Ofsted rating of 'good' or 'outstanding.'

The Education Act 1996 requires that Local Authorities secure diversity in the provision of schools and increase opportunities for parental choice.

The establishment of a resource provision and alteration of existing provision at Redbridge Community School, and the subsequent increase in available places will ensure that children in Southampton with complex needs relating to SEMH/ASC presenting as EBSA and deaf pupils continue to have access to a high-quality education and provide parents with a choice of schools within the City. Redbridge Community School was judged to be 'Good' at its last Ofsted inspection (July 2023).

The proposal to establish a resource provision at Redbridge Community School is not believed to cause any detrimental effect to any of the pupils or staff within the school. This proposal will ensure that deaf pupils and pupils with a primary need of SEMH/ASC/EBSA:

- Are admitted to their parents preferred school
- Have access to a suitable educational environment
- Have access to specialist trained staff in SEMH/ASC/EBSA or teachers specialising in supporting deaf pupils
- Are treated equitably in relation to children with similar needs
- Can have their needs met locally avoiding the need for children to spend unnecessary time travelling to an alternative school further away

It is proposed that the new resource provision will be an extension of the current school. This will ensure that the pupils are fully included in all aspects of school life.

This proposal ensures that the Council can meet the needs of all deaf pupils and pupils with primary need of SEMH/ASC/EBSA in the city by increasing the number of available places.

This proposal is aligned to a wider strategy of expansion and reconfiguration of specialist provision across the city and is supported by the school senior leadership and governors.

8. Consultation undertaken

The proposal has been discussed with Redbridge Community School staff and parents. It has received the consent of Reach Cooperative Trust Board, school leadership team and the Governing Body.

The school has put together the proposal in consultation with the Local Authority Education Standards team, Education Access and Support team, Finance team, and the Special Education Needs and Disabilities team.

9. Will there be any effect on other schools, academies and educational institutions within the area?

This proposal will not impact on other Southampton schools.

10. Admissions

There will be no amendment to the school's existing admissions arrangements. Pupils will have the Resourced Provision named in their EHCPs following consultation with the Local Authority and the school in accordance with the Local Authority's protocol for admitting children with EHCPs.

Transition to the RPs will be managed in accordance with Information about how transition into the RPs will be supported and managed (either for new starters or from other schools).

11. Transport

Home to school transport will be provided in accordance with the Home to School Transport Policy, May 2025³.

³ School Travel Service Policy for Children of Compulsory School Age

12. Project costs and an indication of how these will be met, including long term value for money that will be achieved

The Local Authority has a statutory duty to ensure that there is a sufficient supply of school places in its area for children of school age. In addition, all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards, and the fulfilment of potential (SEND, Code of Practice 2015).

Children placed in a resource base attract base funding of £10,000 per pupil plus top up costs according to need.

Due to the complexity of their needs, if no places are available at Redbridge Community School resource base, it is likely that the children identified as needing a place will have to be educated in an alternative school out of city, either Local Authority maintained or independent. The former school will attract the same level of funding as Redbridge Community School and will require pupils to spend avoidable time and discomfort in travelling. Independent Special Schools cost significantly more, in the region of £70,000 per place, per annum (including travel costs), and again will have the negative impact of daily travel on the child and additional transport costs.

Long term value for money will be achieved through the greater capacity to meet the needs of children with special educational needs and disabilities locally.

Places within the RPs will be allocated by the SEND team according to the primary need identified within EHCPs and in consultation with the school.

Funding for places within the newly established RP will be at £35000 for the first 15 spaces and then £10000 per place for the remaining 4. When a place is filled, the Age Weighted Pupil Unit (AWPU) will be deducted from the place funding and any high needs top up funding will be added according to the EHCP of the pupil.

Funding for the existing RP for deaf pupils will be continued at the current arrangement of £10000 per place if vacant or topped up to £10000 if a pupil is placed there. Alongside this, the school will receive Band 2 funding top up for each student.

There are no capital costs for this project as it will utilise the existing space within existing buildings at Redbridge Community School.

13. Implementation plan

The proposal utilises existing space within modular buildings at the school.

If the proposal is agreed by Southampton City Council Cabinet members, it is intended that the change will be implemented in phases from 1 September 2025.

14. Related proposals

The proposal to establish a new RP and to alter an existing RP at Redbridge Community School sits within a wider scale proposal of Resourced Provision and Specialist Provision to be established across Southampton in response to the increasing need for specialist provision. All proposals, whilst related in the wider piece of work, are being considered and determined on a school by school basis and are not contingent on other proposals at other school sites being approved.

The full list of proposals in this workstream are:

School	Online	Area of Need	Planned Final Capacity
Townhill Infant School	2025	MLD	5
Ludlow Infant School	2025	MLD	5
St Patrick's Catholic Primary School	2025	MLD	13
Redbridge Community School	2025	EBSA	4
Redbridge Community School	2025	SEMH	10
Oasis Academy Mayfield	2026	VI	8
Townhill Junior School	2026	MLD	10
Moorlands Primary School	2026	MLD/ASC	8
Bitterne Park School	2026	EBSA	4
Bitterne Park School	2026	ASC & SEMH	4
Shirley Warren Primary School	2026	EBSA	8
Bitterne Manor Primary School	2026	MLD	20
Swaythling Primary School	2026	TBC	10
Cantell School	2025	MLD/ASC	51

15. How can I make my views known

Any person may object to, express support for, or make comments on the proposal, within 4 weeks of the publication of the statutory public notice by:

- Sending an email to: zoe.snow@southampton.gov.uk
- Writing to: Zoe Snow
Education Services,
Southampton City Council
North Block
Civic Centre
SO14 7LY

16. What happens next

The following table sets out the key dates for the consultation and decision making. At any point the proposal may be withdrawn. The dates set out below meet the Department for Education requirements for consultation on school organisation proposals.

School organisation process	Date
Public Notice published	23 rd June 2025
Statutory consultation (representation stage)	23 rd June – 21 st July 2025
Decision required, no later than	5 th September 2025
If approved, resource bases opens	1 st September 2025

Appendix 1: Model consultation document:

CONSULTATION
***Proposal to Establish a Resourced Provision and
alter an existing Resourced Provision at
Redbridge Community School***

Redbridge Community School Cuckmere Lane SO16 9RJ	
Contact Person: Zoe Snow	Email: zoe.snow@southampton.gov.uk

Redbridge Community School is proposing to establish a new Resourced Provision in the school starting in September 2025. This will provide increased spaces for specialised support for pupils with an EHCP with social, emotional and mental health (SEMH) and/or Autism Spectrum Conditions (ASC) with a presentation of emotionally based school avoidance (EBSA) identified as the primary need.

The school is also proposing to alter the existing Resourced Provision starting in September 2025. This will provide increased spaces for specialised support for deaf pupils. There are currently 7 spaces available, and this will increase to 14 by September 2028.

As part of the application process, we are required to consult other providers in the locality. As part of the consultation, please complete this form and return it to the school by email to zoe.snow@southampton.gov.uk by 18th July 2025.

Summary of Proposal:

Redbridge Community School wishes to establish a Resourced Provision to support pupils with an EHCP and a primary need of social, emotional and mental health (SEMH) and/or Autism Spectrum Conditions (ASC) with a presentation of emotionally based school avoidance (EBSA) on site. This provision will be expanded within the existing Beacon building from September 2025.

The proposal is to alter the existing resourced provision to allow for 18 spaces from September 2025 and 20 spaces from September 2026.

Redbridge Community School also wishes to alter the existing Resourced Provision for deaf pupils by increasing to 10 spaces from September 2026, 12 spaces from September 2027 and 14 spaces from September 2028.

This page to be completed by the provider who is being consulted on the proposal

Contact Person:	Telephone:
	Email:
Name of Provision:	
Nature of Provision:	
Date provision registered (where applicable)	
Number of places registered:	Age Range:

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Will the proposal impact on your provision? Yes / No

If yes, please indicate what you think the likely impact will be on:

Any further comments:

Thank you for your participation in this consultation.

Appendix 2: The SEN Improvement Test

Section 39 of the School Organisation Maintained Schools, Annex B: Guidance for Decision Makers (January 2014) states:

In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability.

Decision-makers should ensure that proposals:

i. take account of parental preferences for particular styles of provision or education settings;	Proposal to establish a provision for children with social, emotional and mental health (SEMH) and/or Autism Spectrum Conditions (ASC) with a presentation of emotionally based school avoidance (EBSA) in line with current parental preference in Southampton. AND
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	<p>Proposal to alter the existing provision for deaf children.</p> <p>Redbridge Community School is highly regarded by parents.</p> <p>The increase in availability of provision would increase choice for parents and pupils.</p>
ii. take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;	<p>Southampton is committed to promoting integration between special educational provision and mainstream settings, health and social care provision to promote well-being and improve the quality of provision, in line with the SEND Code of Practice 2015.</p> <p>The consultation process will involve all interested parties and will take account of the Local Offer and all views expressed</p>
<p>iii. offer a range of provision to respond to the needs of individual children and young people, taking account of:</p> <ul style="list-style-type: none"> a. collaborative arrangements (including between special and mainstream); b. extended school and Children's Centre provision; c. regional centres (of expertise) and regional and sub-regional provision; d. out of LA day and residential special provision 	<p>Redbridge Community School will offer bespoke packages of integrated provision to meet the specific needs of each child in the base.</p> <p>The school works as part of the network of mainstream schools in the city offering a continuum of provision from mainstream to specialist education.</p>
iv. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe;	<p>Redbridge Community School was judged to be Good at its last Ofsted inspection.</p> <p>The school works in partnership with other services and the mainstream sector to ensure that children are afforded opportunities to enable them to achieve their full potential.</p>
v. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;	<p>The proposal has due regard to the Southampton City Council policy statement on Disability Equality and to the Children and Families Directorate accessibility strategy.</p> <p>This proposal sits within a comprehensive strategy for managing the ever-increasing range and breadth of SEND. Increasing accessibility and promoting equality of</p>

	opportunity is a central theme within that strategy.
vi. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;	The establishment of the resource base, the alterations of an existing resource base, and its subsequent addition of places at Redbridge Community School will provide access to specialist support to more pupils in Southampton.
vii. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured.	This proposal does not displace any pupils currently on-roll at the school.
Other interested partners, such as the Health Authority should be involved.	<p>Southampton is committed to promoting integration between special educational provision, health and social care provision to promote well-being and improve the quality of provision, in line with the SEND Code of Practice 2015.</p> <p>The consultation process involves all interested parties and takes account of all views expressed on it.</p>