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**Proposal to establish a resourced provision at**

***Cantell School***

**June 2025**

[1. Local Authority Details 2](#_Toc662005165)

[2. School Details 2](#_Toc73171826)

[3. Cooperative Trust Details 2](#_Toc2093835479)

[4. What changes are proposed 2](#_Toc1893208576)

[5. Current provision 4](#_Toc260922396)

[6. Why do we want to do this 4](#_Toc2032597700)

[7. Objectives, including how the proposal would increase educational standards and parental choice 5](#_Toc807221234)

[8. Consultation undertaken 6](#_Toc719674447)

[9. Will there be any effect on other schools, academies and educational institutions within the area? 6](#_Toc867069405)

[10. Admissions 6](#_Toc1647247198)

[11. Transport 7](#_Toc653079913)

[12. Project costs and an indication of how these will be met, including long term value for money that will be achieved 7](#_Toc1665092764)

[13. Implementation plan 7](#_Toc1300569433)

[14. Related proposals 8](#_Toc941730728)

[15. How can I make my views known 8](#_Toc948374522)

[16. What happens next 8](#_Toc1171287448)

[Appendix 1: Model consultation document 9](#_Toc1958358723)

[Appendix 2: The SEN Improvement Test 11](#_Toc1373134796)

**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 Disability Discrimination Act 1995 and the Children and Families Act 2014 including the SEND Code of Practice 2015.

# Local Authority Details

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

# School Details

Name: Cantell School

Type: Maintained, foundation school under Aspire Community Trust

URN: 116469

Address: Violet Road, Southampton, SO16 3GJ

Age range: 11-16

Capacity: 1250

Ofsted: Outstanding – Section 5, March 2024

# Cooperative Trust Details

Aspire Community Trust, Cantell School, Violet Road, Southampton, Hampshire, England, SO16 3GJ

# What changes are proposed

Cantell School wishes to alter the existing Resourced Provision to support pupils with an ECHP and a primary need of moderate learning difficulties (MLD) and/or Autism Spectrum Conditions (ASC) on site. This provision will be expanded within the existing Thrive building from September 2025 to provide 10 additional spaces within the existing provision resulting in up to 21 spaces in September 2025.

There will then be an additional building added to site allowing for an increase in spaces from September 2026, increasing to a maximum of 51 spaces from 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]](#footnote-2)

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 Moderate Learning Difficulties (MLD) and Autism Spectrum Conditions (ASC) identified within their Education Health and Care Plan (EHCP) for up to 21 pupils at Cantell School, from 1 September 2025 increasing to 51 pupils by September 2028. Specialist teaching is provided in a resource base classroom, and pupils admitted demonstrate the potential to be included in the mainstream classroom supported 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.

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

The establishment of the 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 RP will operate with a base location separate but accessible to the main school, with a side extension to the original building being added on floors 1 to 3 between the B and C block to provide a hub. Level Zero will allow access to outdoor space for the pupils. Pupils will not receive their offer exclusively within the RP space but will access mainstream teaching alongside their peers in the mainstream classes, receiving additional intervention within the RP space.

At social times, the pupils placed in the RP, 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 however the school will resource the following staff to deliver the level of intervention for the RP:

* The school’s SENDCo
* A Thrive Lead, qualified teacher
* Auxiliary classroom teaching support, e.g. Teaching assistants either employed for the purposes of the provision or existing members of staff.

The RP will be overseen by the schools SENDCo and resource provision Lead.

# 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 March 2024:

*Pupils are exceptionally proud to be part of the ‘Cantell family’. They thrive in this diverse and inclusive school. Pupils value the school’s positive ethos, as exemplified by the ‘Cantell Cs’ of challenge, cooperation, courtesy, commitment and creativity. Pupils develop strong positive friendships with each other. They understand that everyone is different, and all have a part to play in society. Pupils seize every opportunity to participate in the vast range of clubs, trips and visits on offer in the school and the wider community. Pupils spoke warmly about how there was something for everyone to get involved in during the recent production of ‘Oliver’, from acting to building the scenery. Pupils are notably proud of others’ achievements. As one pupil said, ‘This school encourages us to believe we can succeed.’ Pupils’ behaviour is exemplary. They show high levels of respect for all staff. This is because pupils know that staff want them to be happy and safe. Should any pupil need extra support to manage their behaviour, leaders make sure they get it. The curriculum is ambitious, demonstrating the school’s very high expectations of all pupils’ learning. Consequently, pupils, including those who speak English as an additional language and those with special educational needs and/or disabilities, achieve strong outcomes.[[2]](#footnote-3)*

# Why do we want to do this

The primary need to be supported will be Moderate Learning Difficulties (MLD) and Autism Spectrum Conditions (ASC). 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 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.

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 pupils with Education Health and Care Plans that identify MLD and ASC as the primary need, the training and guidance provided to staff working within the provision will be shared with the wider team at Cantell, 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 pupils with MLD and/or ASC enabling staff to have the time and space to ‘get to know’ children, and their needs.

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

# 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.’[[3]](#footnote-4)

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

The alteration of existing resource provision at Cantell School, and the subsequent increase in available places will ensure that children in Southampton with complex needs relating to MLD and ASC continue to have access to a high-quality education and provide parents with a choice of schools within the City. Cantell School was judged to be ‘Outstanding’ at its last Ofsted inspection (March 2024).

The proposal to alter the existing resource provision at Cantell School is not believed to cause any detrimental effect to any of the pupils or staff within the school.

This proposal will ensure that children with a primary need of MLD/ASC:

* Are admitted to their parents preferred school
* Have access to a suitable educational environment
* Have access to specialist trained staff in MLD/ASC
* 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 pupils with primary need of MLD/ASC 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.

# Consultation undertaken

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

The consultation will be published on the school website and the Southampton City Council website. There will also be an opportunity for staff, parents and community members to meet with LA officers at the school.

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.

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

This proposal will not impact on other Southampton schools.

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

# Transport

Home to school transport will be provided in accordance with the Home to School Transport Policy, May 20254.

# 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 Cantell 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 Cantell 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 RP 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 RP will be £10000 per place. 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.

Capital costs for this project have been provided through the High Needs Provision Capital Allocations in agreement with Southampton City Council. This spend has been agreed by Delegated Decision Notice and will be subject to final Cabinet oversight in July 2025 before provisions open.

# Implementation plan

The proposal utilises space within the existing building at the school to provide an additional 10 (total 21) spaces for September 2025, then to build additional space allowing an increase to 51 spaces by September 2028.

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.

# Related proposals

The proposal to open a RP at St Patrick’s 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 | 2025 | 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 |

# 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

# 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 | 20th June 2025 |
| Statutory consultation (representation stage) | 20th June 2025 – 18th July 2025 |
| Decision required, no later than | 5th September 2025 |
| If approved, resource bases opens | 1st September 2025 |

|  |  |
| --- | --- |
|  |  |

Appendix 1: Model consultation document**:**

**CONSULTATION *Proposal to Establish a Resourced Provision at***

***Cantell School***

|  |  |
| --- | --- |
| Cantell School  Violet Road  Southampton  SO16 3GJ | |
| **Contact Person:** Zoe Snow | ***Email***: zoe.snow@southampton.gov.uk |

Cantell School is proposing to alter the existing Resourced Provision in the school starting in September 2025. This will provide increased spaces for specialised support for pupils with an EHCP with Moderate Learning Difficulties (MLD) and/or Autism Spectrum Conditions (ASC) identified as the primary need.

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](mailto:zoe.snow@southampton.gov.uk) by 18th July 2025.

|  |
| --- |
| **Summary of Proposal:**  Cantell wishes to alter the existing Resourced Provision to support pupils with an ECHP and a primary need of moderate learning difficulties (MLD) and/or Autism Spectrum Conditions (ASC) on site. This provision will be expanded within the existing Thrive building from September 2025 to provide 10 additional spaces within the existing provision resulting in 21 spaces in September 2025.  There will then be an additional building added to site allowing for an increase to 31 spaces from September 2026, increasing to 51 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: |

**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:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  | | --- | | 1. take account of parental preferences for particular styles of provision or education settings; | |  | |  | | The proposals are to expand provision for children with Moderate Learning Difficulties and/or Autism Spectrum Conditions (ASC) in line with current parental preference in Southampton.    Cantell School is highly regarded by parents.    The increase in availability of provision would increase choice for parents and pupils. |
| 1. take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it; | 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.    The consultation process will involve all interested parties and will take account of the Local Offer and all views expressed |
| 1. offer a range of provision to respond to the needs of individual children and young people, taking account of:    1. collaborative arrangements (including between special and mainstream);    2. extended school and Children’s Centre provision;    3. regional centres (of expertise) and regional and sub-regional provision;    4. out of LA day and residential special provision | Cantell School will offer bespoke packages of integrated provision to meet the specific needs of each child in the base.    The school works as part of the network of mainstream schools in the city offering a continuum of provision from mainstream to specialist education. |
| 1. 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; | Cantell School was judged to be Outstanding at its last Ofsted inspection.    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. |
| 1. 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; | The proposal has due regard to the  Southampton City Council policy statement on Disability Equality and to the Children and Families Directorate accessibility strategy.    This proposal sits within a comprehensive strategy for managing the ever-increasing range and breadth of SEND. Increasing accessibility and promoting equality of opportunity is a central theme within that strategy. |
| 1. 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 and its subsequent addition of places at Cantell School will provide access to specialist support to more pupils in Southampton. |
| 1. ensure that appropriate full-time education will be available to all displaced pupils. Their Education Health and Care Plans 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. | 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.    The consultation process involves all interested parties and takes account of all views expressed on it. |

1. [Making significant changes to maintained schools](https://assets.publishing.service.gov.uk/media/67c0397d68a61757838d2026/Making_significant_changes_prescribed_alterations_to_maintained_schools-2025.pdf) [↑](#footnote-ref-2)
2. [Ofsted report, March 2024](https://files.ofsted.gov.uk/v1/file/50246938) [↑](#footnote-ref-3)
3. [Making significant changes to maintained schools](https://assets.publishing.service.gov.uk/media/67c0397d68a61757838d2026/Making_significant_changes_prescribed_alterations_to_maintained_schools-2025.pdf) [↑](#footnote-ref-4)