

Procedures for closure of a school or sixth form

September 2010



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Preface

'We feel passionately that all children and young people should be happy, healthy, secure and have the confidence to achieve at school and enjoy their childhood.'

Devon Children and Young People's Plan 2008-2011

The decision to close a school is distressing. It affects pupils, parents, staff and communities; and we only make such difficult decisions after taking into account the individual circumstances of each case. However, a decision not to close a school can also have a negative impact on pupils' progress and while the immediate effects of closure may be stressful, the long term effects can be beneficial to all.

Pupil and parent views on the closure of a school in Devon during 2008 were taken 12 months after the closure of their school. The feedback indicated that the parents were satisfied with their child's progress, pleased with the quality of

teaching, the number of friends their child had made and the happiness of their children, and rated themselves more pleased and less anxious following the first year in the new school.

The pupils said:

- "I find it great because I have new friends and it's a bit bigger." [than previous school]
- "I have learnt new things."
- "I have been getting to know more people and I know my way around."
- "I feel more joined in my class because I know more people and I have friends."

We place a great deal of emphasis in making sure that pupils and parents are given every opportunity to express their views.

Lessons have been learned and our practices and procedures will continue to be monitored and evaluated.

1. Local authority roles and statutory responsibilities

'LAs are under a statutory duty to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They must also ensure that there are sufficient schools in their area and promote diversity and increase parental choice.'

DCSF guidance *Closing a Maintained Mainstream School, A Guide for Local Authorities and Governing Bodies, updated 2010*

'The Council should in any future plans consider educational benefits for children, value for money, and the ways schools could develop collaborative practice in the best interests of children, and the community cohesion offered by schools.'

Devon County Council Scrutiny Committee Task Group on a range of issues for small rural schools (2007)

Devon has 364 schools which vary in size, from primary schools with fewer than 20 pupils to some of the largest secondary schools in the country.

Schools in the 21st Century must support the diverse needs of pupils and the local communities. Closure of a school is always controversial and causes strong feelings in a community and uncertainty for parents and pupils. A number of factors and circumstances, however, may prompt us to consider the future of a school. We will make sure that a range of possible options and solutions, together with support, will be fully explored with the school and the governing body before proceeding to consult on any possible closure.

Below is a list of considerations that we will take into account when proceeding to consult on closure of a school, but it has to be emphasised that each case will have different circumstances, will have had targeted intervention for school improvement and will be treated and considered on its individual merits.

Viability and sustainability

- Effective learning and a broad curriculum.
- Access to extended and community services.
- Access to early years and childcare provision.
- Special Educational Needs (SEN) provision.
- Suitability of buildings and facilities.
- Proposals for collaboration and federation.
- Travel to school and the public transport network.
- Adverse environmental effects.

Effect on standards

- Every Child Matters.
- Schools in Special Measures and failure to respond to Improvement Notices.
- Difficulty in recruiting a head teacher.
- Isolation of teaching staff and pupils.
- Social interaction of pupils.
- Redeployment of staff.
- Effectiveness of governance.
- More than one-third governorship vacancies.
- Ofsted inspection reports.

Diversity and parental preference

- Parental confidence in school.
- Parental preference of other schools in the vicinity.
- Balance of places in faith schools.

Pupil numbers

- In area pupils not choosing the school.
- Falling pupil rolls.
- Demographic analysis and projections.
- Projected housing development.
- Surplus places above 25%.

Financial implications

- Per pupil funding rises to more than double the average for schools in Devon.
- Cost effective use of public funds.
- High levels of additional financial support.
- Lease of buildings, if appropriate.
- Transport costs.
- Use of funding to support school improvement in area.

Alternative options

- Amalgamation and mergers.
- Collaboration or federation with schools in the Local Learning Community (LLC) or external to LLC with executive head teacher.
- Continued support from School Improvement and other DCC officers.
- National Challenge - school is closed and reopened on same site with specific plans for raising attainment.

- Replacement, for example an Academy - publicly funded independent school.
- Free school - all-ability state-funded schools set up in response to parental demand.
- Schools wishing to change or lose a religious character – this is only available by closing and reopening.
- Changing category and acquiring a Trust.

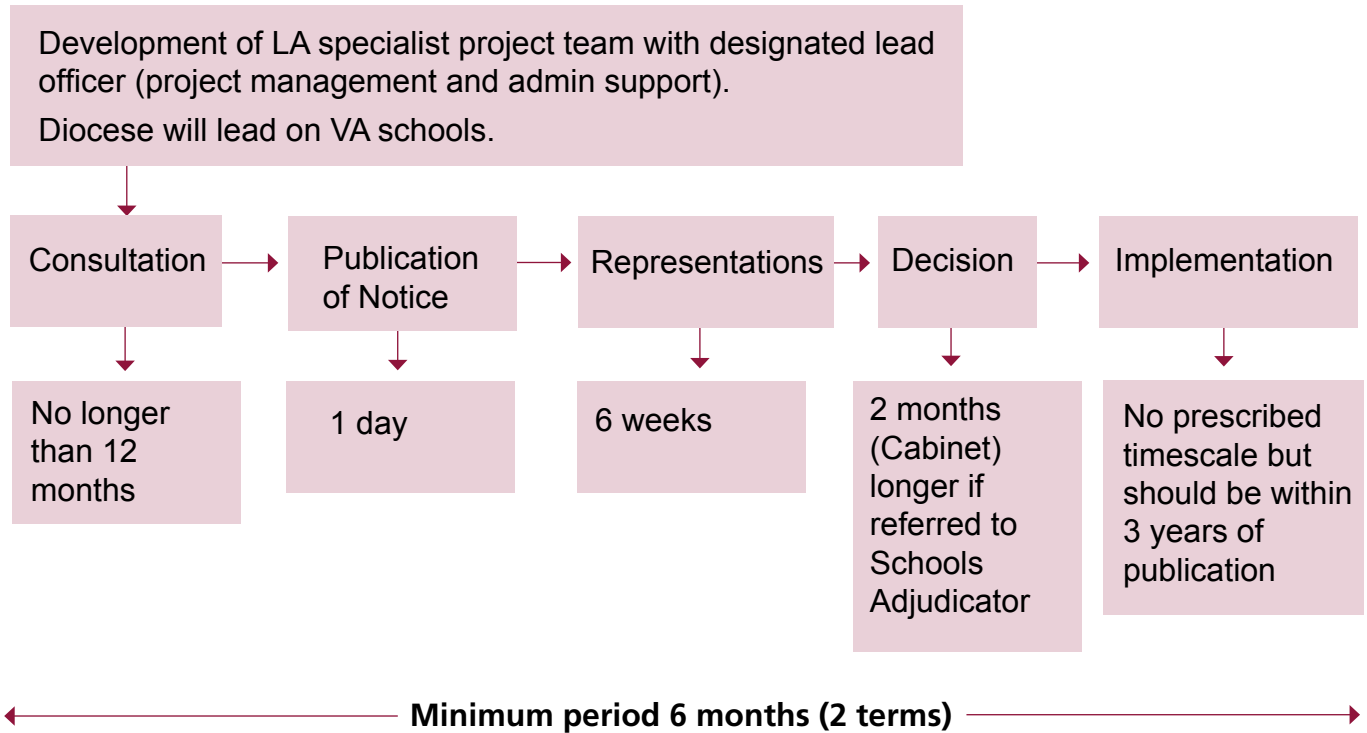
Community engagement

- Views of parents, pupils and the community.
- Strength of local feeling and support that will bring change and sustainability.
- Alternative use of school land and buildings.
- Community use of school.

2 Procedures

As prescribed in Appendix 2 Relevant acts and guidance page X.

Overview of process



Consultation

Instead of following the statutory process outlined above under Section 30 of the School Standards and Framework Act 1998 the governing body of a Voluntary or Foundation School may (subject to specified provision) give at least two year's notice of their intention to close the school to the Secretary of State and the LA.

We acknowledges that consultation is a key process and will provide full information through a variety of formats to engage a wide audience. Consultations will be tailored to individual circumstances and time will be devoted to the process.

The consultation process will include:

- detailed information
- extensive publicity, by post, email, press
- release, local radio and web links to all interested parties
- targeting of specific areas which may be affected by proposals
- involvement of governors, staff the Local Learning Community, the School Organisation Forum and local members
- information surgeries with appropriate DCC officers, including Admissions, Transport, Choice Advisers and School Organisation officers at times suitable to parents, pupils and the community
- liaison with teaching and non-teaching unions
- regular feedback in the form of newsletters following information surgeries
- clarity where required
- updating of the consultation website.

Public Notice

DCC Cabinet will consider the responses to the consultation to determine whether or not to proceed to Public Notice. As prescribed within the guidance a Public Notice will appear in a local newspaper, and be posted at main entrances to the school concerned and be displayed in local community facilities. We will research the most appropriate facilities relevant to the local community.

Representation

We will respond to representations individually, where appropriate, or in the form of question and answer newsletters which will be posted on our website at

www.consultationfinder.com/devon

An on-line electronic representation form will also be available.

All representations will be tabled for consideration by the Devon County Council Cabinet at their meeting to inform their decision.

Withdrawal of proposals

Proposals may be withdrawn by notice in writing at any point before a decision is taken. Where a governing body of a Voluntary or Foundation School has brought forward proposals but has subsequently agreed not to proceed with closure (prior to a decision being made), DCC can, if it so wishes, publish proposals to close the school. DCC can bring forward proposals to close any category of maintained school.

Appeals

See DCSF guidance *Closing a Maintained Mainstream School, A Guide for Local Authorities and Governing Bodies*.

Appeals must be submitted to DCC within four weeks of the notification of DCC's decision.

Decision

Paragraphs 4.15 to 4.63 of DCSF guidance *Closing a Maintained Mainstream School, A Guide for Local Authorities and Governing Bodies* details the factors to be considered by decision-makers.

Before making a decision, Cabinet will give careful consideration to the proposals, the Public Notice responses, other relevant papers and also to:

- the effect on standards and school improvement
- provision for displaced pupils
- collaborative arrangements
- diversity
- balance of denominational provision
- Every Child Matters
- the need for places
- the impact on the community and travel
- community cohesion and race equality
- travel and accessibility for all
- Equal Opportunity issues
- the type of school
- specific age provision issues
- curriculum and collaboration
- general provision
- Special Educational Needs
- views of interested parties
- rural schools and sites:
 - the likely effect of the discontinuance of the school on the local community
 - the availability and likely cost to DCC of transport to other schools
 - any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase
 - any alternatives to the discontinuance of the school.

The decision, with the reasons behind it and the main factors and criteria, will be notified to all concerned and will be accompanied by a press release.

Implementation

See the following procedures where Devon County Council is the decision-maker. If the governing body (VA or Foundation) has brought forward proposals to close a school their own closure procedures will apply.

Land and buildings

Part 2, Schedule 22 of the **Schools Standards and Framework Act 1998** as amended by Schedule 4 of the **Education Act 2006** states: "When a Foundation, Trust or Voluntary school is closed and being discontinued, those persons holding land for the purposes of the school are required to apply to the Secretary of State to decide what should happen to any land used by the school that has been provided, acquired, or enhanced at public expense."

See also ***The Transfer and Disposal of School Land in England: A General Guide for Schools, Local Authorities and the Adjudicator.***

When making application to the Secretary of State, trustees should include:

- a covering letter summarising the enclosures and desired outcome of the application
- conveyance to the Foundation
- a Deed of Appointment
- a plan showing the land to be determined
- capital investment for the school site and buildings made by Devon County Council if applicable - anything received directly from the Secretary of State should be listed separately
- an indication of the trustees expectations as to whom the land and buildings should be attributed
- an indication of DCC's expectations as to whom the land and buildings should be attributed
- proposed use of land and buildings in the future – trustees or DCC as appropriate.

Applications should be forwarded to: The Secretary of State, c/o Schools Assets Team, Schools Capital Division LGF11, Mowden Hall, Staindrop Road, Darlington DL3 9BG.

Advice and guidance on the determination of Trust Deeds should be referred to the Devon County Solicitor, who may in turn seek clarification from the DfE and Charity Commissioners. This can take a considerable time to resolve and maintenance and security of land and buildings will need to be negotiated until matters are concluded.

Follow up procedures

Devon County Council will:

- continue to evaluate our processes and procedures and learn from each proposal
- gather the views and perceptions of the closure process from the pupils' perspective
- gather the views of parents on their child's progress after transfer to a new school.

3 Sixth form provision

“The Learning and Skills Act 2000 (as amended by the Education Act 2005) gives the LSC* powers to propose the closure of 16-19 schools judged to require Significant Improvement in two consecutive Ofsted inspections. Where a 16-19 school is proposed for closure in such circumstances there should be a presumption to approve the proposals, subject to evidence being provided that the development will have a positive impact on standards.”

“Where the implementation of reorganisation proposals by the LSC conflict with other published proposals put to the Decision Maker for decision, the Decision Maker is prevented (by the School Organisation Regulations and the LSC for England Regulations 2003) from making a decision on the “related” proposals until the Secretary of State has decided the LSC proposals.”

DCSF guidance *Closing a Maintained Mainstream School, A Guide for Local Authorities and Governing Bodies, updated 2010.*

*The **ASCL Act 2009** transferred responsibilities of the Learning and Skills Council (LSC) for 16-19 education and training to LAs, supported by the Young People’s Learning Agency with effect from 1 April 2010. Revision to the above guidance is expected shortly.

We have a commitment to plan 11-18 education provision collaboratively in accord with the partnership and commissioning specifications of the Sub-Regional Grouping, and incorporated within the Area Partnership plans, to provide a comprehensive matrix of provision to address the needs of all learners.

The applicable procedures are set out in the diagram on page X.

4 Specific finance and Human Resources tasks

Finance

Action	Who to tell
If a DCC owned property transfers to surplus properties list arrange for services to be terminated if appropriate.	Strategic Planning
Recode any onebills/redirect invoices - utilities generally left connected in surplus properties to provide background heat etc.	CYPS Finance
If a VA school then liaise with Diocesan authorities about transfer of responsibility for utilities.	

Rents – give notice on any agreements for hire of village halls, playing fields or similar.	Strategic Planning
If VA recover any prepaid rates (school closure in August prepaid for September). Non VA claim void for 6 months.	CYPS Finance
Stop phone. (30 days notice for CAN). Care with alarms which may be required to prevent vandalism. If One bill	Strategic Planning CYPS Finance
Ensure all final bills are collected up and paid. Check against SIMS commitment list. Arrange for payment of late bills.	
Recover Petty Cash imprest and close bank account. Suspend entity	Payments Team
Return any controlled stationery including unused imprest cheques.	Payments Team
Ensure all O/S supply claims met. See supply day book. Paper claims needed after last upload from school.	
Recover school computers, including laptops, and ensure data security. Pass final back-up of finance data to	
Dispose of school assets, such as furniture, PCs and whiteboards.	Disposal by sale to be credited to Enn dcsf 9570 or where passed to other schools charged by internal invoice to Enn dcsf 8901. Dcsf is school number and nn is 10 for primary.
Check any outstanding debt	Revenue Team
Advise ScoMIS Cancel SecureNet sub etc, revoke SecureNet access etc. If appropriate revoke access authority to terminal server etc. Remove email addresses from global address lists.	
Stop DTCS after last transmissions.	CYPS Finance
Redirect final printouts.	CYPS Finance
Any dinner money refunds? Stop any cash collections.	Arrange with DCCS
List of pupils by age and year group and their receiving school.	CYPS Finance

Schools are required to maintain an inventory of their moveable non-capital assets as set out within Financial Regulations.

Inventories

Inventories and the maintenance of inventories, is an area which 66% of schools audited during 2009/10 have struggled with.

This ranges from the record not detailing all required asset details, new equipment not being added in a timely fashion, annual inventory checks not being carried out as required and asset disposal not being appropriately authorised.

The inventory is a comprehensive record of assets held in the school, and provides evidence to the police and an insurance company in the event of loss or theft, increasing the chance of any recovery. It also make sure that the school knows what assets are held in the event of their transfer of ownership, for example where a school changes to Trust status, where the asset transfers to the trustees or Academy, or the school becomes part of a Federation.

Maintenance of the inventory list is a key control; however it seems to be given low priority in schools. Keeping inventories up to date tends to be more challenging in senior and special schools, where the volume of assets held is much greater. That said issues with inventory maintenance occur in most schools.

Inventory records must include or record:

- all assets over £100 and attractive or portable assets, including any donated or loaned equipment
- item description
- serial number
- date of acquisition
- location
- evidence of annual check

- evidence of certification of annual check by head teacher or delegated officer
- disposal of assets and evidence of authorisation by head teacher or delegated officer.

There are a number of methods being used to keep inventories maintained. Some choose the conventional CT37 manual inventory record, with others using SIMS Equipment Register, a Microsoft Access database or other computerised method. Provided the inventory record is complete and fully structured as detailed here, any one of these methods are accepted practice.

It is evident from school audits that the best maintained inventories tend to be ones controlled by finance or administration staff who maintain the inventory on a day to day basis and issue the completed inventories to the relevant departments or teams for the annual stock check.

Using a computerised system to maintain the inventory also seems to be more successful than using the manual inventory book (CT37). **SIMS Equipment Register** is an add-on to SIMS. It has the ability, if programmed correctly, to update the inventory automatically when a new equipment purchase is made. There is additional work initially as all existing assets held would need to be input manually, but once this has happened the maintenance would be automatic. There is an additional cost to the school should you decide to use this, but the savings in staff time would outweigh any cost over time.

The maintenance of a loans log to record any equipment loaned out or removed from the premises is also essential for making sure that equipment can be accounted for at all times and reduces the risk of undetected loss.

While governors are not expected to maintain the inventories, they are ultimately responsible for making sure that school assets are secure and accounted for. The inventory is a key record for this and governors need to monitor this and be assured that it is kept up to date.

Human resources

The Employment Rights Act 1996 defines redundancy as a situation where:
the employer ceases or intends to cease either to carry on the business for the purposes for which the employee was employed or to carry on the business in the place in which the employee was employed
the requirements of the business for employees to carry out work of a particular kind or for employees to carry out work of a particular kind in the place where the employee was employed, have ceased or diminished or are expected to cease or diminish.

In the situation where it is proposed that a school should close there would be a redundancy situation.

Any termination of an employment contract is a dismissal and must be as a result of action under the schools' redundancy policy.

In all cases where redundancies are being considered, there is a legal requirement to consult with all recognised trade unions, professional associations and individual staff and there is a need to advise and involve Devon County Council.

The process should be completed as early as possible, taking into account conditions of service, contractual and statutory obligations, and the need to minimise uncertainty for staff.

The timescales in the school's redundancy policy should be adhered to and advice sought from the Schools' Personnel Service, or the school's HR service provider if it different.

A school which proposes to dismiss twenty or more employees as redundant at one establishment within a period of ninety days or less has a statutory duty to notify the Secretary of State for Department for Business, Enterprise and Regulatory Reform. This is so that government departments and agencies and the Jobcentre Plus Rapid Response Service can be alerted and prepared to take any appropriate measures to assist or retrain the employees in question.

Devon's processes

All processes and procedures in these tables are in line with Devon's Code of Business Conduct and Financial Regulations, and will be undertaken with minimum disruption to pupils.

School closure procedures - Diocese and governing body of VA Schools

Process	Activity	Responsibility -community schools	Responsibility - voluntary and foundation schools	Action
Statutory	Rural primary school Information gathering to inform public meetings.	LA	Governing body	Demonstrate consideration of <ul style="list-style-type: none"> the likely effect of discontinuance of the school on the local community the availability and likely cost to the LA of transport to other schools any increase in the use of motor vehicles which is likely to result from discontinuance of the school, and the likely effects of any such increase any alternatives to the discontinuance of the school.
	Consultation and Public Notice Need to decide format of consultation meetings, information surgeries etc.	LA	Governing body	Families of pupils, teachers and other staff at school. Neighbouring authorities - may be some cross-border movement. Governing bodies, teachers and staff of any other school that may be affected (LLC). Families of any pupils at any other school who may be affected Pupils with Special Educational Needs, taking into account parental preferences for particular styles of provision and responding to needs of individuals. Any trade unions which represent staff at the school. Diocesan authorities or relevant faith groups. Any Trust or Foundation providing the school. MPs, local members and local district and parish councils. Any early years or child care partnerships. Anyone using the premises.

Statutory-general	Press release Notification to all by email, post etc. Notify School Organisation Forum	LA	Governing body	
Pupils	Letter to current and prospective parents incorporating: <ul style="list-style-type: none"> • alternative admission arrangements • transport arrangements and costs • transport arrangements to other schools • use of Choice Advisers for families 	LA	Governing Body in conjunction with LA	
Staffing	Support to school on closure process Unions Support to staff Payroll Counselling service for staff Manual Handling Training	LA	Governing body	Arrange meeting School Support Officer involved Arrange meeting with Unions. What help will staff need? Finance Officer to support process. HR For staff involved in packing up equipment. Basic knowledge of manual handling needs to be checked.
Finance	Internal Audit to be informed Any outstanding funding issues Any grant needs to be repaid to DCSF Outstanding contracts Outstanding orders Unpaid bills PTA account Reconciliation of other accounts and transfer of authorisation.	LA	Governing body	Contact all utilities and suppliers.

Library	Is there a library service contract with the school?	School	Governing body	
Premises	School Future use Notice of Termination Lease of temporary classroom site Playing fields Keys Repairs Other uses Utilities Telephone Cleaning Grounds Maintenance Hazardous materials Security Redirection of mail Disposal of any furniture and equipment and sports equipment	LA	Governing body	Determination Is any lease still in existence? Any outstanding issues? For VA schools, playing fields will remain in control of LA. Keyholders and contact details, change of locks Termination of supplies Security arrangements, such as security alarms, fire alarms and fire extinguishers Safe disposal to designated disposal stations
Furniture and equipment resources	Inventory Packing boxes Disposal of furniture and equipment (process) Personal and other resources and equipment owned by school Other resources Removal for reallocation or disposal	School governors	Governing body	An updated inventory should already be in existence.
Gifts	Return of gifts, including items purchased by PTA and playground equipment	School governors	Governing body	

Kitchen equipment	Crockery, microwave, refrigerator and cooker	School governors	Governing body	All electrical equipment needs to be Portable Appliance Testing (PAT) tested before disposal.
Records and files	<p>Pupil files to be transferred</p> <p>Others to be kept until pupils reach age 25</p> <p>Staff files kept until 6 years after employment ceases</p> <p>Registers – Permanent</p> <p>Admissions - 3 years</p> <p>Attendance - 3 years</p> <p>School Meals – Permanent</p> <p>Governors Minutes – permanent</p> <p>Reports and minutes</p> <p>Archive materials</p> <p>Log Book</p> <p>Confidential Information</p> <p>Financial records – current year + 6 years</p>	School governors/ LA	Governing body in conjunction with LA	<p>Additional staff required to sort, label and pack files.</p> <p>Bags required for shredding</p> <p>Devon Records Office to co-ordinate storage of log books, admission registers and all official records.</p>
ICT	<p>Network disconnection and dismantling equipment</p> <p>Network provider to be notified</p> <p>Secure storage</p> <p>Software licences</p> <p>Data Protection information</p>	LA - NP	Governing body	<p>Disconnection</p> <p>Technicians to wipe kit prior to transferring to other schools.</p> <p>All other IT equipment to be cleared.</p>
ICT equipment	<p>Disposal to other schools</p> <p>Remain within use of community?</p>	LA - NP	Governing body	

Contracts and commitments	Cleaning staff Kitchen staff Security Servicing contracts Service Level Agreements Health and Safety	LA and school	Governing body	See Premises above Contracts relating to formal inspections, maintenance and servicing
Governor services	Insurance Indemnity cover to be cancelled Record of decision of Adjudicator to be minuted Governors Minutes	LA	Governing body	 To be retained To be retained
Emergency planning	Is school on the Emergency Rest Centre list?	LA	Governing body	Who needs to be notified about alternative arrangements?
Refuse	Hire of skip Confidential shredding	School governors	Governing body	See Furniture and equipment.
Designated areas	Once school is closed change in designated area will need to take effect.	LA		Inform schools in designated area.
Dates when arrangements can be made	To be decided	LA and school	Governing body	
Books and teaching materials	Books, teaching materials and educational books	LA and school	Governing body	School to dispose of books older than two years. Catalogue all other books and offer to other schools
Schools within Learning Community	Need to keep informed	LA	Governing body and LA	Meeting with schools and update regularly.

Relevant acts and guidance

This document explains Devon County Council's responsibilities and should be read in conjunction with these relevant acts and guidance.

Education and Inspections Act 2006 effective from 25 May 2007

The School Organisation (Establishment and Discontinuance of Schools (England)) Regulations 2007

The School Organisation and Governance (Amendments) (England) Regulations 2007

The Education Act 2005

School Standards and Framework Act 1998

The Academies Act 2010

DCSF ***Closing a Maintained Mainstream School, A Guide for Local Authorities and Governing Bodies***

DCSF ***Guidance on Designated Rural Schools***

Learning and Skills Act 2000

Devon Children and Young People's Plan 2008-2011

DCC Scrutiny Committee Task Group, report to Cabinet, 11 July 2006

Pupil Participation Guidance: Working Together – Giving Children and Young People a Say Teachernet

Sex Discrimination Act 1975

Race Relations Act 1976

Disability Discrimination Act 1995

Human Rights Act 1998

School Staffing (England) Regulations 2003

The Transfer and Disposal of School Land in England: A General Guide for Schools, Local Authorities and the Adjudicator

Devon school consultation website www.consultationfinder.com/devon

Review of outcomes from closure of a school from 2007

A full report was commissioned and undertaken by the Children and Young People's Services (CYPS) Psychology Services on the closure of a small primary school in July 2007. The main aim of the commission was to:

- evaluate the social and emotional progress of the eight pupils
- gather views and perceptions of the closure from the pupils' perspective
- gather the views of parents on their child's progress one year after closure.

Overall positive aspects that emerged from the closure are that the pupils settled in socially and are sustaining, and in some cases exceeding, their academic progress.

In the planning of a closure due consideration should be given to:

- producing a transparent timescale for the closure of any school and making this public and actively sharing it with older pupils and parents as early as possible
- openly sharing possible alternatives to closure with older pupils and families to avoid mixed and confused messages or rumours circulating among children
- the impact of a school closing and considering whether pupils, staff and parents may benefit from independent support
- emotional ties to a school for staff and pupils – this needs careful consideration, particularly where some families may have several generations attending a school or long associations with a school.

Glossary

Academy

Academies were established under Section 482 of the **Education Act 1996**, as amended by Section 65 of the **Education Act 2002**, and the **Academies Act 2010**. Academies are publicly-funded independent schools free from local authority control. They are able to set their own pay and conditions for staff, they have freedom from following the National Curriculum and the ability to change the length of terms and school days.

Amalgamation

To merge or amalgamate two or more schools. This can be the closure of one school and opening a new school, or closing one school and enlarging, changing the age range or transferring the site to an existing school

Cabinet

Devon County Council's Cabinet consists of County Councillors who have an area of responsibility for delivering the Council's functions and monitoring the budget and allocated resources in education, social care, highways, county planning, waste disposal, public transport and traffic.

Collaboration

Informal joint working between schools.

Consultation

Discussion to find out public opinion through an exchange of views, information and advice. Can be information surgeries, public meetings or participation through email, web or letters.

DCCS

Devon Catering and Cleaning Services.

DCSF

Department for Children, Schools and Families.

Diversity

Devon County Council's commitment to tackling discrimination and exclusion, promoting social justice and good community relations and ensuring fair access to its services.

Every Child Matters

The government programme on the approach to the wellbeing of children and young people from birth to age 19. The programme places better outcomes for children at the centre of all policies. The outcomes are: be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing.

Federation

Schools formally sharing one governing body and often one executive head teacher

Foundation school

A state-funded school where the governing body has greater freedom in the running of the school, including managing the school and admissions (within the School Admissions Code of Practice), site and premises and the employment of staff.

Free schools

All-ability state-funded schools set up in response to parental demand. Can be set up by a wide range of proposers, including charities, universities, businesses, educational groups, teachers and groups of parents.

Governing body

A governing body helps to plan what a school does, supports children to get the most out of their time there, and contributes to raising standards. Governors comply with their statutory duties to help to manage the school budget, recruit new school staff, monitor the work of the school, check that children have a broad and suitable curriculum and keep children and staff safe.

LA

Local Authority - Devon County Council.

Local Learning Community (LLC)

A collaboration of education providers in a geographical area largely based on market towns and their hinterlands. They typically include primary, secondary and special schools and in some areas, Pupil Referral Units and colleges of further education.

Public Notice

A Public Notice in a newspaper which gives information on proposals specifically for the public and enables the public to respond.

Special Education Needs (SEN)

Children with Special Education Needs have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.

School Organisation Forum (SOF)

SOF advises and supports the local and Diocesan authorities in making decisions on school organisation, by representing schools' views collectively and assisting Devon County Council in generating informed local discussions amongst specific groups of schools on issues relevant to them. SOF meets alternate months.

Strategic Planning

The Strategic Planning Group is part of Children and Young People's Services and provides strategic leadership on school organisation and the Capital Programme for investment in school buildings.

Trust school

A state-funded foundation school, supported by a charitable trust and sustainable external partners. The governing body has greater freedom in the running of the school, including managing the school and admissions (within the School Admissions Code of Practice), the site and premises and employing staff. The Trust would hold the land and assets on trust for the school.

VA

Voluntary Aided School

