

Annex 5

Statutory Proposal

Reorganisation of Moselle & William C Harvey Special School

School Name:	Moselle Special School Adams Road London, N17 6HW.
School Category :	Community special school

School Name:	William C Harvey Special School Adams Road London, N17 6HW.
School Category:	Community special school

Proposals published by:	Haringey Council 48 Station Road Wood Green London N22 7TY
Date proposals published:	20th September 2007
Proposed implementation date:	1st September 2011

1. Comments and objections.

Any person can make a comment or objection on the proposal to reorganise Moselle and William C Harvey special schools into one primary and one secondary special school. The deadline for representation is 31st October 2007.

Representation must be sent to:

Post: Corinne David
Head of Place Planning
Haringey Children & Young People's Service
48 Station Road
Wood Green
London N22 7TY

Email: corinne.david@haringey.gov.uk

2. Alteration description – Reorganisation of Moselle & William C Harvey Special Schools.

Currently William C Harvey can accommodate a total of 65 pupils aged 3 to 16 years old, with Severe or Profound and Multiple Learning Difficulties. The prescribed alterations detailed below will allow William C Harvey to become the secondary school for Moselle and William C Harvey pupils, accommodating a total of 120 pupils aged 11 to 19 years old, with an Autistic Spectrum Disorder (ASD), Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD).

In accordance with section 19(1) of the Education and Inspections Act 2006, Haringey intends to make the following prescribed alterations to William C Harvey Community Special School:

- Change the age range of the pupils educated at the school to 11 to 19 years old.
- Increase the pupil numbers to 120.
- Widen the special educational needs the school caters for to include pupils with an Autistic Spectrum Disorder (ASD).

Currently Moselle can accommodate a total of 121 pupils aged 3 to 16 years old, with an Autistic Spectrum Disorder (ASD) or Severe Learning Difficulties. The prescribed alterations detailed below will allow Moselle to become the primary school for Moselle and William C Harvey pupils, accommodating a total of 100 pupils aged 3 to 11 years old, with an Autistic Spectrum Disorder (ASD), Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD).

In accordance with section 19(1) of the Education and Inspections Act 2006, Haringey intends to make the following prescribed alterations to Moselle Community Special School:

- Change the age range of the pupils educated at the school to 3-11 years old.
- Decrease the pupil numbers to 100.
- Widen the special educational needs the school caters for to include pupils with Profound and Multiple Learning Difficulties.

3. Objectives of the proposals

The council's plans over recent years have set out the activities to ensure that both mainstream and special schools increasingly have the resources, environment, skills and confidence to ensure that children and young people with a Special Educational Need are fully included in the school community and that they have access to a rich and enhanced educational experience, reaching their full potential.

Over recent years, the number of children and young people with profound and complex needs has been increasing. This trend has become apparent in all the boroughs special schools, but particularly in Moselle and William C Harvey, whose pupils have severe and complex learning difficulties.

The Inclusive Learning Campuses project, sets the future pattern of provision in Haringey for children and young people with the most severe and profound learning difficulties, including severe autistic spectrum disorders.

The reorganisation of Moselle and William C Harvey special schools is the first of three stages to establish a primary and secondary Inclusive Learning Campus. These three stages are:

- The reorganisation of Moselle and William C Harvey Special schools into one primary and one secondary school.
- Building the secondary special school on the campus of Woodside High School, White Hart Lane, London, N22 5QJ.
- Building the primary special school on the campus of Broadwater Farm Primary school, Moria Close, London, N17 6HZ.

4. Consultation

In conducting the consultation all applicable statutory requirements in relation to the proposals to consult were complied with. The consultation documentation detailed in appendix D was distributed to all the persons listed in appendix A. Copies of the consultation document were also distributed to all Haringey libraries and made available on Haringey's website on the following page:

www.haringey.gov.uk/ILC

- a. See appendix A for the list of persons who were consulted.
- b. See appendix B for minutes of the public consultation meetings.
- c. See appendix C for all the views expressed during the consultation period.
- d. See appendix D for copies of all the consultation documentation.

5. Sixth form provision

Haringey's new Sixth Form Centre opened in September 2007. Young people at the secondary special school will have the opportunity to transfer to the new Sixth Form Centre for their post 16 education. There will be provision at the new Sixth Form for young people with severe, complex and profound needs. Some young people with complex and long term needs may benefit from the possibility of shared facilities on the Woodside High campus and the new sixth form centre. As with all aspects of the provision, individual planning in consultation with the student, their parent/carer and professionals will inform the shape of their provision.

6. Special Educational Needs

- 6a. a description of the types of learning difficulties in respect of which education will be provided.

Both the primary and secondary special school will provide education for children and young people with an Autistic Spectrum Disorder (ASD), Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD).

6b. any additional specialist features provided.

When the new facilities are built, both sites will benefit from purpose built facilities including:

- Hydrotherapy pool.
- Physiotherapy room.
- Speech & Language room.
- Sensory room & gardens.
- Soft play area.
- Classroom layout designed to minimise noise and promote teaching.
- Quite open spaces & enclosed play areas.
- Access for all pupils – e.g. tracking, hoists, changing facilities, large capacity lifts.

6c. the proposed number of children for which provision is to be made.

The primary special school will accommodate 100 children and the secondary special school will accommodate 120 young people.

6d. project costs - details of the estimated total capital cost of the proposed provision will be funded.

The reorganisation of Moselle and William C Harvey into one primary and one secondary school will take effect from 1st September 2011, when the secondary special school will move in to the facilities on Woodside High school.

Haringey's Building Schools for the Future programme has confirmed £26,247,980 is available for the building of the Inclusive Learning Campus on the site of Woodside High School. This involves the rebuilding of Woodside High School and building the new special secondary school facilities. The primary special school will continue to operate from the Moselle and William C Harvey buildings located on Adams road, until the new facilities have been built on the site of Broadwater Farm primary school, £4,300,000 has been secured for the primary special school facility.

See appendix E for letter confirming the Secondary Special School funding.

See appendix F for letter confirming the Primary Special School funding.

- 6e. a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate.

The overall number of children and young people to be educated at the primary and secondary special school will include those currently on roll at the two schools. There will be no displacement of the children and young people currently on roll at Moselle or William C Harvey. Over recent years the number of children with profound and complex needs has been increasing. It is expected that with the increase in capacity, the number of children and young people with complex special educational needs placed in out borough special schools will reduce in future years. Those children and young people already in out borough provision will continue in their current special schools in order to provide continuity.

- 6f. a statement as to whether the expenses of the provision will be met from the school's delegated budget.

There are no proposed changes to the funding formula as a result of this proposal. Each child and young person with a special educational need is evaluated on the level of support needed to fulfil their statement. They are then appraised against the funding formula criteria and assigned to the most appropriate level. The 2007/08 funding allocation for the three levels are:

Lower:	£10,005.82
Middle:	£13,750.83
Higher:	£22,335.60

These funding allocations are adjusted annually.

An additional one off payment of £30,000 will be made available for both schools to access in order to assist in the reorganisation.

- 6g. the location of the provision if it is not to be established on the existing site of the school.

The secondary special school will relocate to Woodside High school, White Hart Lane, London. N22 5QL, once the facilities have been built by 2011. The primary special school will continue to operate from the Moselle and William C Harvey buildings on Adams road, until the primary special school has been built on the campus of Broadwater Farm primary school, Moria Close, London, N17 6HZ.

- 6h. where the provision will replace existing educational provision for children with special educational needs, a statement as to how the LA believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such

See 7a on page 8

- 6i. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children.

There will be no changes to the existing transport arrangements. Children & young people who qualify for school transport at present will continue to do so under the revised arrangements. No changes to the borough's transport policy is being proposed as a part of this process.

See appendix G for Haringey's SEN transport policy.

- 6j. planned staffing arrangements

As the changes are taking the form of prescribed alterations to the current special schools, the headteacher, deputy headteacher and assistant headteacher posts are not vacant, and therefore the two headteacher posts will be ring-fenced to the current headteachers, the deputy headteacher posts will be ring-fenced to the current deputy headteachers, and the assistant headteacher post will be ring-fenced to the current assistant headteacher.

It is intended that the Governing Bodies will allocate existing permanent teachers and support staff to posts which retain their existing responsibilities taking account of experience and personal preference of school. But where a variation in job description is required to ensure the effective operation of the two schools, it is expected that this variation will be achieved by mutual agreement. If the number of staff seeking posts at each grade is higher than the number of commensurate posts available, allocation will be determined by interview. However all permanent staff will be allocated to one or other of the two schools. They will be fully consulted and given opportunities to discuss their individual professional development. Staff will be provided with appropriate training and support.

No redundancies are envisaged in this process, in accordance with the Model Redundancy and Redeployment Policy. Every effort will be made in any redeployment to ensure that a TLR payment at least equivalent to any current TLR payment or safeguarded Management Allowance will continue to be made to the teacher concerned.

Under the provisions of the Education Act 2002, the governors and headteacher of a school with a delegated budget are responsible for determining staffing levels and establishments within their school budget share; considering any advice from the Local Authority on recommended staffing complements; informing the Local Authority of establishments and variations to establishments and for specific aspects of the processes required by employment legislation in the event of potential redundancies.

The proposals for allocating staffing within a new structure for the ILCs will be subject to full consultation with staff and their trade unions. The names and group sizes of the two special schools, since they are not yet fixed, will need to be agreed in consultation with all stakeholders before the opening of the ILCs.

7. SEN Improvement Test

Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals:

- 7a. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the LA's Accessibility Strategy.

The reorganisation of the two all aged special schools into one primary and one secondary school enables expertise from the existing schools to be shared, reducing any duplication in the delivery of the curriculum. It will increase the peer group for each key stage enabling a wider range of communication strategies, exposure to greater range of abilities and provides a greater choice of friendship groups. The inclusive campuses will provide access to a wider group of peers, experiences, languages etc, as well as curriculum opportunities for example, specialist science facilities, design technology, catering and the arts.

7b. improved access to specialist staff, both educational and other professionals, including any external support and outreach services.

The current specialist staff will combine to work with the children and young people as the proposal is for a reorganisation of the two current schools. All school staff at Moselle and William C Harvey special school will be offered the opportunity to transfer to the reorganised schools with safeguarded terms and conditions.

The Inclusive Campuses will provide opportunities for joint curriculum planning between mainstream and special school staff. It will also allow for team teaching, shadowing opportunities, peer mentoring and joint training.

7c. improved access to suitable accommodation.

The reorganisation of the two all aged special will allow the secondary special school to transfer to the facilities on the site of Woodside High school. The primary special school will continue to operate from the Moselle and William C Harvey buildings on Adams road, until the primary special school has been built on the campus of Broadwater Farm primary school. The reorganisation is a necessary step for the implementation of the Inclusive Learning Campuses project. This is a phased project, with stage 1 being the reorganisation of the two schools into one primary and one secondary school. Stage 2 and 3 are the building of new school accommodation. The purpose built facilities will be safe and secure, fully adapted to the needs of children and young people with complex needs. The building will be designed to be completely accessible and acoustically favourable for children and young people with complex needs.

7d. improved supply of suitable places.

The number of places available for children and young people in Haringey who have an Autistic Spectrum Disorder (ASD), Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) will be increased as a result of this proposal. Currently the both schools can accommodate a total of 186 children & young people. With the reorganisation a total of 220 children & young people can be accommodated at the two schools.

Children and young people will have the option of a placement located closer to the family home. It is anticipated that greater stability will be provided, as the likelihood of the placement breaking down is reduced.

Annex 5 cont...

HARINGEY COUNCIL

The Children and Young People's Service

Building Schools for the Future

1st Floor, Civic Centre, High Road, Wood Green, London N22 8LE

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Corinne David

28 August 2007

The Children & Young People's Service

3rd Floor

48 Station Road

Wood Green

London

N22 7TY

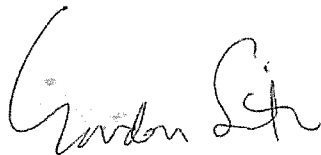
Dear Corinne

Haringey's Building Schools for the Future (BSF) programme can confirm funds will be made available to build a new Inclusive Learning Campus at Woodside High School, which will be built to accommodate the secondary special school resulting from the proposed reorganisation of Moselle and William C Harvey schools.

The total Cash Limited Budget for this project is £26,247,980.

I hope that this is helpful.

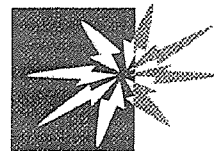
Regards,



Gordon Smith
Programme Director

Annex 5 Cont...

Property and Contracts
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Interim Head of Property and Contracts Steve Barns

Haringey Council

28th August 2007

Corinne David
Head of Place Planning
3rd Floor, Room 311
48 Station Road
Wood Green
London
N22 7TY

Dear Corinne,

Re: Funding for reorganisation of Moselle & William C Harvey

Funding of £4.3m has been agreed for the above scheme and included in the C&YPS capital programme in 2009/10.

This budget allocation was approved in the executive report dated 23 January 2007 entitled Financial Planning 2007/08 to 2010/11 which considers the proposed budget for 2007/08 and later years.

Yours Sincerely

Daniel Omisore
Capital Systems & Programme Manager
Business Support & Development Team
The Children & Young People's Service



2005-2006
Getting Closer to Communities



INVESTOR IN PEOPLE

Provision of Home to School Transport for Pupils with Special Educational Needs

Policy Statement

Introduction

This statement explains the policy of the London Borough of Haringey towards special home to school transport for pupils with complex additional educational needs or other special circumstances. It outlines how decisions are made concerning the entitlement of pupils to special transport and how parents may appeal against a decision that they are unhappy with.

If the Council agrees to transport a child to school, it will arrange transport in the most cost effective way bearing in mind the needs of the child. This may be by bus, minibus, taxi or by issuing a season ticket, bus pass or by paying car mileage as appropriate.

The children and young people covered by this Policy Statement

Children and young people may be eligible for the provision of free home to school transport if they have complex special educational needs such that it is not possible for them to travel independently between home and school. Where pupils have Statements of Special Educational Need, special transport may be required to meet needs and will be clearly specified.

When assessing entitlement, the Council will pay due regard to supporting medical or other evidence that indicates that a pupil or student cannot travel independently. Due regard will also be given to the age of the pupil or young person. Young children, for example, do not normally travel independently between home and school. Parents will normally be responsible for such journeys. Age will not, in itself, indicate entitlement to free special transport.

The general Haringey Policy towards the provision of home to school transport will apply to all children and young people who do not have needs as described above. This includes journeys between home, special schools and Pupil Referral Units.

How eligibility for special transport will be decided

For pupils with Statements

Reports gathered during the course of Statutory Assessment will provide detailed information on the special educational needs experienced by children and young people. Where a child's special educational needs are such that the child is unable to walk to school, the doctor carrying out the medical examination for the statutory assessment will consider the need for transport. When transport is agreed on this basis, a note to this effect will be included in Part 6 of the child's Statement of Special Educational Needs. Such transport will usually be door-to-door.

Many pupils with Statements have learning needs that do not affect their mobility or ability to travel between home and school in the same way as other children. Statements will not specify the need for home to school transport in such circumstances and the general Haringey policy towards home to school transport will apply.

Some pupils who attend special schools do not have such complex needs. In these circumstances provision for home to school transport will not be included in a Statement. Transport may still be provided because of the distance that a pupil lives from school but this may not be on a door-to-door basis. The general Haringey Policy towards the provision of home to school transport will apply in such circumstances.

The SEN Panel determines entitlement to special transport. When making a decision it will consider:

- Whether or not evidence obtained through Statutory Assessment indicates the need for a Statement; and, if so
- The needs and provision that should be written into a Statement.

For pupils without Statements

Pupils without Statements may be entitled to special home to school transport in some circumstances. The SEN Panel will consider requests individually and will base decisions on the availability of supporting medical and / or psychological evidence indicating that a pupil has needs of such complexity that independent travel between home and school is not possible.

For pupils in their early years with complex needs

Some pre school children may be entitled to special home to school transport. This may be provided following an assessment for a Statement or because there is clear evidence that a pupil has complex special educational needs or difficulties with mobility. Special transport will not be provided for reasons of age alone.

Entitlement to special transport 16+

Students up to the age of 19 years may benefit from the provision of special transport in some circumstances. This may be provided in cases where there is clear medical evidence that a student has difficulties with mobility of such complexity that it is impossible to travel independently between home and school or college. To be eligible, students must be following a full time course of further study at the nearest appropriate college leading to, or working towards, a recognised qualification.

The SEN Panel will consider whether or not students over the age of 16 are eligible for the provision of special transport. Decisions will be based upon medical advice and / or evidence of need in previous reports or Statements of Special Educational Need.

Students between the ages of 19 and 25 may be eligible for special transport if they attend the nearest appropriate provision and if such transport is necessary to enable them to complete a full-time course of Further Education study leading to a recognised qualification.

Students over the age of 25 are not eligible for special transport as outlined in this policy.

Entitlement when parents express a preference for a school

Special transport will be provided for eligible pupils or students to the nearest appropriate school or college with space. On occasions, parents may decide to send a child to a school of their choice that is further from a pupil's home. The Council will not provide free home to school transport in such circumstances.

On occasions, and where space permits, it may be possible to make a discretionary place available on a vehicle for a pupil where a parent / carer has expressed a preference of an alternative school. In these circumstances, a place is provided on the understanding that it may be withdrawn if the Council requires the seat for another pupil. A charge of £60 per term is made for discretionary places.

The provision of transport to support inclusion within mainstream schools

Haringey Borough Council supports the inclusion of children and young people within mainstream settings whenever possible. Where this is compatible with the efficient operation of home to school transport, every effort will be made to vary routes to enable pupils, who normally go to a special school, to attend a mainstream school on a part-time basis. Such transport will normally be provided only at the start or end of the school day.

The school that a pupil normally attends will be responsible for other transport during the school day.

Escorts on home to school transport

Escorts will be provided on home to school transport where they are necessary to support the safe operation of vehicles and care of children. Decisions about whether or not an escort is required will be made in consideration of:

- The age of the pupils being transported
- Medical needs and disabilities
- Other health and safety issues
- The number of children on a vehicle

It is the parents' and Carer's responsibility to lift children in and out of vehicles, where necessary. Escorts will always give reasonable assistance where possible.

Encouraging Independence

It is the aim of Haringey Council that all children and young people should lead lives that are as independent and free of restriction as possible. Special home to school transport will be reviewed at least annually to determine whether or not it is still required. Where children and young people are able to travel independently, they will be encouraged to do so.

For pupils with Statements, the Annual Review will include consideration whether special home to school transport is still required. Annual Reviews will consider pupil's independent travel skills and schools will draw up independent travel training programmes where appropriate.

Transport to residential schools

Transport to residential schools will normally be provided on a weekly basis. However, if the school is a considerable distance from the pupil's home, transport may be provided less frequently. Where journeys are likely to be in excess of three hours, transport will be provided every two weeks or, in some circumstances, at the start and end of each half-term.

Some children attend schools for 52 weeks of each year. Transport between home and school for these pupils will be assessed individually and will take into account their care and education needs as outlined in Care Plans and Personal Education Plans. It will not normally be weekly.

Children who are looked after by Haringey Council

Special transport between home and school may be provided for children and young people who are looked after by the Council. Such transport may be considered when a pupil moves home whilst continuing to attend his / her original school. For younger children experiencing a temporary move, such transport will normally be provided for up to one term. Pupils below Key Stage 4 in long-term placements are expected to transfer to a local school as soon as possible. For pupils in Years 10 and 11, transport may be provided to enable the pupil to complete an examination course. Journeys should not normally exceed one hour.

The Council will seek to ensure continuity of education. Multiple moves should be avoided and transport may be provided to enable a pupil to complete a Key Stage or on a longer-term basis in some exceptional circumstances. Decisions will be informed by multi-agency planning for Personal Education Plans.

Appeals

Every effort will be made to resolve the concerns of parents or carers. However, if a parent or carer wishes to appeal against a decision of Haringey Council concerning home to school transport he / she may do so by contacting the officer responsible. If it is not possible to resolve a complaint at this stage a parent / carer will be entitled to ask for the decision to be reviewed by a second, more senior officer.

For pupils with Statements, the provision of special home to school transport may be specified. However, if it is not, then the normal home to school transport policy for Haringey will apply and special transport will not be provided. Parents have a right of Appeal to the SEN Tribunal where they are unhappy with the contents of a new or amended Statement and where they are unable to resolve their concerns locally.

Complaints

The Haringey complaints procedure will apply in cases of complaint about home to school transport provision.

Annex 1

Standards

Route Scheduling

- Routes will be scheduled in the most economical and timely manner but with some degree of flexibility to accommodate, where practicable, medical and domestic factors involving the passenger concerned.
- Wherever practicable the transportation of mixed needs passengers will be avoided
- Journey times for individual passengers will not exceed one hour for establishments within the Borough or within a five-mile radius of the Civic Centre.
- Crews will be allocated to regular routes and given individual work schedules to ensure continuity of service and security of the passengers. Notwithstanding all staff will be able to undertake any specified daily duty.
- Passenger pick-up and set-down times will be adhered to within plus or minus five minutes.
- If the passenger is not available at the specified address the driver will wait for up to three minutes before departing and continuing the journey to the destination.
- If the parent/carer does not meet the passenger at the agreed set-down address for the homeward bound journey the driver will wait up to three minutes before departing to complete the journey. The driver will then return to the agreed set-down address and wait up to a further three minutes. In the event the passenger is still not met then the passenger will be taken to a place of safety and a letter of explanation will be posted through the door.
- Routes will be planned to conform to the arrival times specified by the education establishment concerned.
- Parents/carers will be notified of pick-up and set-down times, the name of the driver and escort, the name of the contractor where used and the relevant contact telephone numbers.

Drivers

- All drivers will hold a clean, current PCV (manual) driver's licence. Driver's licences will be checked annually.
- All drivers will understand and be experienced in undertaking their responsibilities in the transportation of passengers with physical needs and/or learning difficulties including adults who may be frail and have varying degrees of disabilities.
- All drivers will be subjected to a satisfactory police check in accordance with the Rehabilitation of Offenders Act 1974. Such police checks will be repeated at a frequency of three years.
- All drivers will be appropriately dressed and will bear personal identity badges including their name and photograph.

- All drivers will receive the following training:
 - Awareness of the multicultural diversity of the passengers concerned.
 - Lifting and Handling Techniques.
 - Vehicle Fire Evacuation.
 - First Aid.
 - Use of tail lifts, wheelchairs and occupant restraint systems.
 - Dealing with aggressive and challenging behaviour.
- Drivers will demonstrate the highest standards of civility and courtesy to their passengers, parents/carers, other Council employees and members of the public.
- Each driver will be issued with a mobile telephone for means of communicating with the transport office and schools.
- Drivers will drive their vehicles in a safe legal manner in full consideration of the safety, comfort and wellbeing of their passengers and the needs of other users of the public highway.
- Drivers, in the course of the journey, will only leave the interior of the vehicle in order to operate the tail-lift equipment and to make essential safety checks on the vehicle in emergency situations. In all cases the driver will only leave the interior of the vehicle provided that the escort is in attendance on the vehicle throughout any such period of absence to ensure the safety of the passengers.

Escorts

- The duties of the escort are as follows:
 - (i) To accompany the driver of the vehicle to the homes of the passengers
 - (ii) To ensure that the passengers are safely boarded onto the vehicle depending on the nature of the disability e.g. assisting onto the vehicle; placing wheelchair onto tail-lift; securing handbrakes and, where appropriate, accompanying passengers onto the tail-lift; placing passengers from the tail-lift onto the designated position in the vehicle and, where required, ensuring passengers are safely and comfortably seated.
 - (iii) To decide on the seating arrangements on the vehicle following medical, Head Teacher's or other practitioner's advice.
 - (iv) To be responsible for the safe keeping of valuables, medication and medical aids belonging to the passengers.
 - (v) To be responsible for the care, safety, well-being and welfare of the passengers at all times.
 - (vi) To be aware of changes of passenger behaviour during the journey in order to anticipate/prevent problems.

- (vii) To carry out basic first aid, to ensure in the event of an emergency medical assistance is sought as soon as possible
 - (viii) In certain life threatening circumstances to administer medication following appropriate training and assessment.
 - (ix) To liaise with schools and parents in matters affecting the passengers on the journey.
 - (x) To ensure that passengers are handed over safely upon their arrival at the appointed destination.
- To wear appropriate dress and personal identification badge including name and photograph.
 - All escorts will be subjected to a satisfactory police check in accordance with the Rehabilitation of Offenders Act 1974. Such police checks will be repeated at a frequency of three years.
 - All escorts will understand and be experienced in undertaking their responsibilities in the care of passengers with physical needs and/or learning difficulties including adults who may be frail and have varying degrees of disabilities.
 - Escorts will demonstrate the highest standards of civility and courtesy to their passengers, parents/carers, other Council employees and members of the public.
 - All escorts will receive the following training:
 - Awareness of the multicultural diversity of the passengers concerned.
 - Lifting and Handling Techniques.
 - Vehicle Fire Evacuation.
 - First Aid.
 - Use of tail lifts, wheelchairs and occupant restraint systems.
 - Dealing with aggressive and challenging behaviour.

Vehicles

- All vehicles will be in full compliance with all relevant current UK and EC legislation governing the use of vehicles and any other regulations that may be in force as laid down by the Secretary of State for the Department of Transport, Local Government and the Regions.
- The mechanical condition of each vehicle will be inspected daily and defects affecting the legal operation and safety of the vehicle will be corrected before putting into service.
- Vehicles will be maintained and serviced to all relevant EC Legislative and manufacturer's requirements.
- Vehicles will be provided in a clean condition both internally and externally and equipped with adequate heating and ventilation equipment.
- All vehicles will be of an appropriate size and seating capacity that takes into consideration the needs of the passengers and the accessibility of the destination site concerned.
- Vehicle specification will include the following construction details:

- Conformity to the latest DPTAC regulations.
- Forward facing high back seating easily converted to accommodate wheelchair access.
- Externally mounted (hydraulic tail-lift), where applicable.
- All age lap & diagonal seat belts integral with seat.
- Seat, seat belts, locking mechanisms and tracking systems to be tested and certified to the requirements of seat belt legislation for M2 category vehicles i.e. ECE R 14.03 or EEC 76/115 as a complete system within the vehicle.
- Fire extinguisher (BS 5423).
- First aid box plus kit to deal with body spillages.

Quality.

- Qualitative and Quantitative performance monitoring on service delivery across all functions of the service will take place to include:
 - Annual reviews of user perceptions in the form of questionnaires to parents/carers schools, etc.
 - Monitoring service targets with regard to punctuality journey times, etc.
 - Assessing staff views on training needs and monitoring effects of training by continuous assessment.
 - Monthly budget monitoring.
 - Monitoring of resource utilisation.
 - Vehicle accidents.
 - Sickness and accident monitoring.
 - Use of agency and temporary staff.

Responsibilities of Parents / Carers

Each parent/carer will be provided with a copy of a booklet setting out guidelines for the travel arrangements which will include a brief synopsis of the law, and the Council's policy together with the standards expected, appeals and complaints procedures.

Parents/Carers will be encouraged to play an important role in ensuring the smooth running of their child's transport arrangements by:

- Ensuring their child is ready at least five minutes before the vehicle is due to arrive. (The vehicle will wait no longer than three minutes after the scheduled pick-up time.)
- Ensuring that there is a responsible adult present to meet the child at home or at the agreed destination on each and every occasion the child returns from school. (The child will be taken to a place of safety if a responsible adult is not at home or at the agreed destination.)
- Telephoning the transport office and the school in the event their child is not able to attend school for whatever reason.

- Telephoning the transport office on the day before the child is ready to return to school after an absence period exceeding one day.
- Advising the driver and/or escort in respect of any assistance required in lifting the child in and out of the vehicle (It is not the responsibility of either the driver or the escort to lift the child.)
- Ensuring that the child understands the standards of behaviour expected whilst travelling to and from school. (In the event of serious disruptive behaviour the escort has the right after receiving authorisation from the transport office to exclude the child from the vehicle.)

Responsibilities of Schools

The schools have a responsibility in respect of contributing to the effectiveness and efficiency of the transport provision by:

- Ensuring that adequate access and parking arrangements are made for vehicles in order to facilitate the safe transfer of pupils between the vehicle and the school building.
- Providing the transport office with the dates of school holidays for the academic year at least two weeks before the close of the previous academic year.
- Providing the transport office with at least one week's notice of additional dates when schools will be closed.
- Ensuring that staff meets the vehicle and transfer pupils between the vehicle and the school building.
- Advising the driver and/or escort in respect of any assistance required in lifting the pupil in and out of the vehicle.
- Ensuring that pupils are ready before the vehicle is due to arrive.

Please let us know if you would like a copy of this document, either in one of Haringey's community languages ,or another format (large print, audio tape, braille). Contact: Central SEN Services, 48 Station Road, London, N22 7TY. Tel.:020 8489 1913.