



**Proposal to establish a SEN unit and resourced provision at  
*Moorlands Primary School*  
May 2026**

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

This proposal takes account of the Education Act 1996; the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013; the School Organisation: Local Authority Maintained Schools Statutory Guidance for Proposers and Decision Makers (January 2014); the Education and Inspections Act 2006; the Disability Discrimination Act 1995 and the Children and Families Act 2014 including the SEND Code of Practice 2015.

## 1. Local Authority Details

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

## 2. School Details

Name: Moorlands Primary School  
Type: Maintained, foundation school  
URN: 116127  
Address: Kesteven Way, Bitterne, Southampton, Hampshire, SO18 5RJ  
Age range: 4-11  
Capacity: 420  
Ofsted: Good – December 2024

## 3. What changes are proposed

Moorlands Primary School, at the request of the Local Authority, wishes to establish a SEN Unit and a Resourced Provision to support pupils with an ECHP and a primary need of Autistic Spectrum Condition and moderate learning difficulties on site. This provision will be provided using a modular building from September 2026.

The proposal is to establish a new SEN unit resourced provision to provide 8 spaces, on a model of 4 accessing the SEN unit for the majority of the time and 4 accessing time in the resource provision and mainstream class.

SEN unit places are places that are reserved at a mainstream school for pupils with a specific type of SEN, taught for the majority of their time within the SEN unit. 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.<sup>1</sup>

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 Condition (ASC) identified within their Education Health and Care Plan (EHCP) for up to 8 pupils at Moorlands Primary School, from 1 September 2026. Specialist teaching is provided in a SEN unit or resource base classroom, and pupils admitted to the resource base 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 may access

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<sup>1</sup> [Making significant changes to maintained schools](#)

the national curriculum with modification and/or differentiation as appropriate or access learning tailored to the needs identified in their EHCP via the engagement model.

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

The establishment of SEN unit and 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 SEN unit and the RP.

The RP will operate with a base location separate to the main school, in a modular classroom installation located to the left of the main entrance to the school. 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.

The SEN Unit will operate with a base classroom located in the main school. Although Pupils will access the majority of their learning within the SEN classroom, they may access aspects of mainstream alongside their peers in other areas of the school.

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

There are no statutory requirements for staffing ratios.

The SEN Unit and RP will be overseen by the school SENDCo.

#### **4. 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 December 2024:*

*This is an inclusive school. Central to the school's mission is an 'endeavour to make the school a happy, lively and caring place', and this is exactly what inspectors found. The school is a place where pupils feel safe, knowing that the adults care about them. If pupils have worries or problems, they know someone will listen. As a result, pupils are happy here.*

*Staff have high expectations for pupils' learning. Pupils with special educational needs and/or disabilities (SEND) are supported well. Pupils achieve highly. Alongside a broad curriculum, there is an effective personal, social, health and economic education (PSHE) programme. The school also provides a number of experiences to bring pupils' learning to life, including a range of clubs, trips, pupil leadership roles, outdoor learning and opportunities to develop citizenship. Consequently, pupils are prepared well for life in modern Britain.*

## **5. Why do we want to do this**

The primary need to be supported will be Moderate Learning Difficulties (MLD) and Autistic Spectrum Condition (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 SEN Units and 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 SEN Unit and 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 ASC and MLD as the primary need, the training and guidance provided to staff working within the provision will be shared with the wider team at Moorlands, resulting in continued development of the provision being offered to our existing pupils who have EHCPs and those with SEND.

SEN Units 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 ASC and MLD 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 open and for pupils to be allocated spaces ready for September 2026.

## **6. 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'.<sup>2</sup>

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

The establishment of a SEN unit and resource provision at Moorlands Primary 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. Moorlands Primary School was judged to be 'Good' at its last Ofsted inspection.

The proposal to establish a SEN unit and resource provision at Moorlands Primary School is not believed 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 SEN unit and 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.

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<sup>2</sup> Making significant changes ('prescribed alterations') to maintained schools

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.

## **7. Consultation undertaken**

The proposal has been discussed with Moorlands Primary School staff and parents. It has received the consent of both the 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 Service, Finance team, and the Special Education Needs and Disabilities team.

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

This proposal will not impact on other Southampton schools.

## **9. 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 SEN Unit and 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).

## **10. Transport**

Home to school transport will be provided in accordance with the Home to School Transport Policy<sup>3</sup>.

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

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<sup>3</sup> School Travel Service Policy for Children of Compulsory School Age 2025-26

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 £6,000 per pupil, in addition to AWPU, plus top up costs according to need.

Due to the complexity of their needs, if no places are available at Moorlands Primary 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 Moorlands Primary 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 SEND Unit and RP will be allocated by a panel composed of staff from the school and the LA SEND team according to the primary need identified within EHCPs and in consultation with the school.

Funding for places within the RP will be at £10,000 per place when vacant. When a place is filled, the school will attract the Age Weighted Pupil Unit (AWPU) and receive from the Local Authority £6,000 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 2026 before provisions open.

## **12. Implementation plan**

The proposal utilises an exciting classroom and a modular building at the school to provide 8 spaces for September 2026.

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 2026.

## **13. Related proposals**

The proposal to open a RP at Moorlands 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.

The full list of proposals in this workstream are:

School	Online	Area of Need	Planned Capacity	Final
Townhill Infant School	2025	MLD	5	
Ludlow Infant School	2025	MLD	5	
St Patrick's Catholic Primary School	2025	MLD	5	
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	

#### 14. 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 at [zoe.snow@southampton.gov.uk](mailto:zoe.snow@southampton.gov.uk)
- Writing to: Zoe Snow  
Education Services,  
Southampton City Council  
North Block  
Civic Centre  
SO14 7LY

#### 15. 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	8 <sup>th</sup> June 2025
Statutory consultation (representation stage)	8 <sup>th</sup> May 2026 – 5 <sup>th</sup> June 2026
Public meeting on proposals	19 <sup>th</sup> May 2026 5:45pm
Decision required, no later than	14 <sup>th</sup> July 2026 (Cabinet)
If approved, resource bases opens	1 September 2026



**Appendix 1: Model consultation document:**

**CONSULTATION**  
***Proposal to Establish a Resourced Provision at***  
***Moorlands Primary School***

Kesteven Way, Bitterne, Southampton, Hampshire, SO18 5RJ	
<b>Contact Person: Zoe Snow</b>	<b>Email: <a href="mailto:zoe.snow@southampton.gov.uk">zoe.snow@southampton.gov.uk</a></b>

Moorlands Primary School, at the request of the Local Authority, is proposing to establish a Resourced Provision in the school starting in September 2026 This will provide specialised support for pupils with an EHCP with moderate learning difficulties (MLD) 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 Local Authority by email to [zoe.snow@southampton.gov.uk](mailto:zoe.snow@southampton.gov.uk) by 5<sup>th</sup> June 2026.

<b>Summary of Proposal:</b> Moorlands Primary School wishes to establish a SEN Unit and Resourced Provision to support pupils with an ECHP and a primary need of moderate learning difficulties on site. This provision allows for 8 spaces using a modular building from September 2026.
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**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:

<p>i. take account of parental preferences for particular styles of provision or education settings;</p>	<p>The proposals are to expand provision for children with a Moderate Learning Difficulties (MLD) and/or Autism Spectrum Condition (ASC) in line with current parental preference in Southampton.</p> <p>Moorlands Primary School is highly regarded by parents.</p> <p>The increase in availability of provision would increase choice for parents and pupils.</p>
<p>ii. take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;</p>	<p>Southampton is committed to promoting integration between special educational provision and mainstream settings, health and social care provision to promote well-being and improve the quality of provision, in line with the SEND Code of Practice 2015.</p> <p>The consultation process will involve all interested parties and will take account of the Local Offer and all views expressed</p>
<p>iii. offer a range of provision to respond to the needs of individual children and young people, taking account of:</p> <ul style="list-style-type: none"> <li>- collaborative arrangements (including between special and mainstream);</li> <li>- extended school and Children’s Centre provision;</li> <li>- regional centres (of expertise) and regional</li> </ul>	<p>Moorlands Primary School will offer bespoke packages of integrated provision to meet the specific needs of each child in the unit or base.</p> <p>The school works as part of the network of mainstream schools in the city offering a continuum of provision from mainstream to specialist education.</p>

<p>and sub-regional provision;</p> <ul style="list-style-type: none"> <li>- out of LA day and residential special provision</li> </ul>	
<p>iv. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe;</p>	<p>Moorlands Primary School was judged to be Good at its last Ofsted inspections.</p> <p>The school works in partnership with other services and the mainstream sector to ensure that children are afforded opportunities to enable them to achieve their full potential.</p>
<p>v. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;</p>	<p>The proposal has due regard to the Southampton City Council policy statement on Disability Equality and to the Children and Families Directorate accessibility strategy.</p> <p>This proposal sits within a comprehensive strategy for managing the ever-increasing range and breadth of SEND. Increasing accessibility and promoting equality of opportunity is a central theme within that strategy.</p>
<p>vi. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;</p>	<p>The establishment of the SEN unit and resource base and the subsequent addition of places at Moorlands Primary School will provide access to specialist support to more pupils in Southampton.</p>
<p>vii. ensure that appropriate full-time education will be available to all displaced pupils. Their Education Health and Care Plans must be amended, and all</p>	<p>This proposal does not displace any pupils currently on-roll at the school.</p>

<p>parental rights must be ensured.</p>	
<p>Other interested partners, such as the Health Authority should be involved.</p>	<p>Southampton is committed to promoting integration between special educational provision, health and social care provision to promote well-being and improve the quality of provision, in line with the SEND Code of Practice 2015.</p> <p>The consultation process involves all interested parties and takes account of all views expressed on it.</p>