

Organisational Change/Restructuring Proposal

Report of the Head Teacher to the Governing Body and Staff Consultation

The aim of this consultation document is to openly set out the reasons for organisation change for employees and their recognised Trade Union representatives, who will have the opportunity to respond during the consultation period.

School/Department:	Beam County Primary School	
Name of Person Leading the Review:	Tracey Whittington, Head Teacher	Tel No: 020 8270 4700
Proposed Timescale Overview for Review	Start Date:	Target end date of review: (Please ensure that you consider holiday periods when setting your timescales.)
	16 th March 2026	17 th April 2026
Policy to be used:	Organisational Change Policy for Schools May 2023	
If any redundancies, will Beam be able to fund:	Yes	

The Reasons for The Proposals:

Beam County Primary School is currently operating with a projected £2.2 million deficit for the 2025–2026 financial year.

Beam is required to operate within a balanced budget under the Schools Financial Regulations and the Governing Body's statutory responsibilities. As part of the deficit recovery plan agreed with the Governing Body and Local Authority, Beam is required to review staffing structures to ensure that expenditure aligns with available funding.

Staffing costs represent the largest proportion of the school's expenditure and therefore staffing structures must be reviewed as part of the wider financial sustainability plan. This proposal forms part of a series of measures being considered by the Governing Body to ensure the long-term financial stability of the school.

In order to ensure long-term sustainability and compliance with the Governing Body's statutory duty to set a balanced budget, Beam is required to review staffing structures across the organisation.

A review of SEND teaching provision identified:

- the current model of three SEND teachers (2.4 FTE) is no longer proportionate to current pupil need
- improved adaptive teaching in classrooms has reduced dependency on specialist room-based SEND provision
- intervention delivery can be supported more efficiently through SENCO oversight and trained Learning Support Assistants
- the SEND teacher workload can be consolidated into a 1.0 FTE specialist role without compromising statutory SEND duties

Subject to consultation, Beam is proposing:

- a potential reduction of SEND teaching posts from 2.4 FTE to 1.0 FTE
- ring-fenced selection for the single specialist role
- redundancy avoidance measures to minimise compulsory redundancy

Alternative Staffing Models Considered

As part of the review process the Governing Body considered several alternative staffing structures for SEND provision.

Option 1 – Maintain the current structure (2.4 FTE SEND teachers)

This option was not considered financially sustainable in light of the school's projected £2.2 million deficit and the requirement to implement a deficit recovery plan.

Option 2 – Reduce to 2.0 FTE SEND teachers

This option was considered but rejected because:

- the SEND workload analysis demonstrated that direct intervention delivery is primarily undertaken through the school's Profectus pedagogical approach and by trained Learning Support Assistants.
- the remaining workload can be managed through one specialist teacher role working with the SENCO

Option 3 – Maintain specialist SEND class

This option was also reviewed but discounted as:

- the school's inclusive teaching strategy has increased the capacity of classroom teachers to meet SEND needs through adaptive and differentiated teaching

- Initially, SEND teachers delivered Maths and English to pupils within the SEND classrooms, while also supporting pupils during mainstream lessons alongside the class teacher. The model later changed so that pupils remained with their SEND teacher for the full school day. Although this provided a structured environment, it reduced opportunities for pupils to benefit from peer language modelling and interaction with the wider classroom community. Furthermore, the weekly routine in the other SEND class lacked consistency, which limited opportunities for planned integration with mainstream teaching and learning.
- many interventions can be delivered effectively within classroom environments or small-group support models

Option 4 – Proposed model (1.0 FTE SEND Specialist Teacher)

This option was identified as the most sustainable because it:

- aligns with inclusive teaching practice and the White Paper
- ensures statutory SEND responsibilities are maintained
- reduces duplication of intervention delivery
- supports the school’s financial recovery plan.
- introduction of our Profectus pedagogical approach ensures that an adaptive and differentiated approach can be implemented effectively.

Beam County Primary School currently has 562 pupils on roll, of which 121 pupils (21.5%) are recorded on the SEND register.

Within this group:

- 15 pupils have a finalised Education Health and Care Plan (EHCP) (2.7% of pupils)
- 32 pupils currently have EHCP applications pending (5.7%)
- 106 pupils are receiving SEN Support through the graduated response model

While Beam has a relatively high proportion of pupils requiring additional support, the number requiring specialist teacher-led provision is comparatively small when considered against the overall pupil population.

A detailed review of SEND provision has identified that:

- Most EHCP provision specifies support from a trained adult or small-group intervention, rather than direct teaching from a SEND specialist teacher.
- The majority of SEND needs across Beam relate to Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN).
- These needs are typically addressed through structured interventions delivered by trained Learning Support Assistants under the direction of the SENCO and teaching staff.

Current EHCP funding information shows that pupils receive between 25 and 32.5 hours of support, funded through a combination of AWPU, notional SEN funding and targeted or enhanced funding bands, typically totalling between approximately £13,221 and £19,866 per pupil depending on need and funding authority (March 2025).

These funding arrangements support the provision of trained adult support and targeted interventions, rather than requiring the continuous delivery of provision by specialist SEND teachers.

SEND Staffing Workload Analysis

A review of the operational deployment of SEND staff during the 2025–2026 academic year indicates that a significant proportion of intervention delivery is currently undertaken by trained Learning Support Assistants.

SEND teachers currently undertake the following core functions:

- coordination of EHCP provision and statutory documentation
- SEND assessment and provision planning
- consultation and coaching for class teachers
- oversight of targeted interventions
- liaison with external professionals and families

Direct intervention delivery is frequently undertaken through the Profectus provision and by trained Learning Support Assistants, with SEND teachers providing professional oversight and monitoring of progress.

Based on this review, Beam has determined that these responsibilities can be effectively delivered through one specialist SEND teacher working alongside the SENDCO and trained support staff, without compromising statutory responsibilities under the SEND Code of Practice.

The proposal does not reduce the level of support available to pupils with SEND. Rather, it changes the delivery model so that targeted interventions continue to be delivered by trained Learning Support Assistants under the oversight of the SENDCO and SEND Specialist Teacher.

This forms part of the school's wider deficit recovery strategy.

The numbers and categories of employees affected by the change.

Current posts in scope

- SEND Teacher A – 1.0 FTE (MPS/UPS) – Permanent
 - SEND Teacher B – 0.8 FTE (MPS/UPS) – Permanent
 - SEND Teacher C – 0.6 FTE (MPS/UPS) – Permanent
- Total in scope: 3 employees (2.4 FTE)

Proposed structure

- 1.0 FTE SEND Specialist Teacher

Net post reduction: 1.4 FTE (2 posts) – which may result in redundancies depending on ring-fence outcomes.

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| | <ul style="list-style-type: none">• A single SEND Specialist Teacher post (1.0 FTE) will be created.• All three current SEND teachers will be placed in a closed ring-fence for this post.• A structured selection process will be used, including interview, scenario task and scoring moderation.• Unsuccessful candidates will be considered for redeployment and voluntary measures before any compulsory redundancy.• Staff and trade unions will be consulted for a minimum of 15 working days, excluding school holidays.• Feedback will be recorded, responded to, and incorporated into the final governing body report. |
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The proposal for implementing organisational change, Include method/s for consultation

The purpose of the consultation period is to allow staff and trade unions to comment on the proposal and suggest alternative approaches before any final decision is taken by the Governing Body.

Additional school-specific points:

- Consultation meetings will be chaired by the Headteacher with HR support.
 - Staff will be able to submit written feedback by email during the consultation period.
 - Reasonable adjustments will be provided as required.
 - All consultation feedback will be included in the final outcome report for governors.
- a) The Governing Body will delegate to its Leadership and Management Committee the function of considering and agreeing the business case and subsequently to consider representations made by staff, their representatives and by the Head Teacher. The Leadership and Management Committee will determine a course of action including selection for any redundancies that may be required.
- b) The Governing Body will establish a Staff Dismissal Appeals committee whose role is to consider appeals against the outcomes and determinations of the Resources Committee, including individual decisions on redundancy.
- c) The Head Teacher will prepare the Business Case; advise both Committees and undertake consultation on behalf of the Leadership and Management Committee. The Head Teacher will also recommend the specific proposals and changes required to meet the situation at the end of the consultation process.
- d) It is proposed that a 15-day formal consultation process is undertaken, commencing with a meeting with the trade union representatives and staff. The proposed structure will be outlined and the rationale for the proposals will be explained. The Head Teacher will engage in the consultation process with a view to reaching agreement. The process of consultation is essentially a dialogue around a proposal and final decisions will only be made at the end of the consultation period.
- e) The Head Teacher will hold meetings with staff to explain the process and the rationale for the changes and all relevant information will be shared with those concerned. A union representative or work colleague may also attend the staff meetings. Further one-to-one/small group meetings will be arranged, if necessary.
- f) At the end of the consultation process all comments will be collated and considered by the Head Teacher and the Governor's Leadership and Management Committee. As a result, changes may be made to the original proposals and communicated to employees and their representatives accordingly.

Consultation Process

The Governing Body and Head Teacher recognise that consultation is intended to be a meaningful process in which employees and their representatives have the opportunity to influence the final outcome.

While the proposal outlines the school's preferred option based on financial and operational considerations, Beam remains open to alternative suggestions that may emerge during consultation.

During the consultation period Beam will actively invite feedback from:

- affected employees
- recognised Trade Union representatives
- the Governing Body's Leadership and Management Committee.

Staff and trade unions will have the opportunity to:

- propose alternative staffing arrangements
- suggest alternative ways of achieving the required financial savings
- raise concerns regarding workload, equality impact or operational feasibility.

All consultation responses will be formally recorded and reviewed by the Head Teacher and the Governing Body's Leadership and Management Committee before any final decision is made.

Where viable alternative proposals are identified during consultation, these will be fully considered and, where appropriate, incorporated into the final restructuring recommendations presented to Governors.

This approach ensures the consultation process is conducted in accordance with the Organisational Change Policy (May 2023) and reflects the school's commitment to transparency, fairness and meaningful engagement with staff and their representatives.

- g) Beam will consider what steps can be taken to avoid redundancies and explore ways of minimising job losses where possible. These ways include:
- ◆ Natural wastage.
 - ◆ Restrictions upon recruitment.
 - ◆ Review of casual, agency and temporary staff with less than 12 months of continuous service.
 - ◆ Alternative working arrangements e.g., part time working, job share, flexible working.
 - ◆ Voluntary reduction of hours.
 - ◆ Redeployment of staff to other jobs.
 - ◆ Voluntary redundancies.
- h) Staff will be invited to volunteer for redundancy and/or a reduction in working hours to avoid having to make compulsory redundancies.
- i) staff who are absent from Beam on long-term sickness and maternity leave will be included in any selection exercise, making reasonable adjustments as necessary to help facilitate the process.
- j) Beam will, where consistent with the needs of the service, endeavour to impose a recruitment freeze during this process to afford staff the opportunity for redeployment into other areas of Beam and staff will be placed on the Borough's Redeployment List when advised by the School. If there is a particular skill requirement Beam will exercise its right to recruit externally in order to secure its operation.

Beam is committed to consulting with the Trade Unions and staff on the proposed changes with a view to reaching agreement. The Governing Body and Head Teacher recognise that proposals affecting staffing structures may cause uncertainty for employees about how the changes could affect their future role or job security.

The Governing Body will delegate to its Leadership and Management Committee the function of considering and agreeing the business case and subsequently considering representations made by staff, their representatives and by the Head Teacher. The Committee will determine a course of action, including selection for any redundancies that may be required.

A Staff Dismissal Appeals Committee will be established to hear any appeals against redundancy selection decisions or procedural concerns. The Head Teacher will prepare the business case, advise the Committees, and undertake consultation on behalf of the Governing Body. The Head Teacher will also recommend the specific proposals required to meet the circumstances at the end of the consultation process.

	<p>A 15-day formal consultation process will be undertaken, commencing with a meeting with staff and recognised Trade Union representatives. The rationale for the proposals will be explained, and staff will be invited to give feedback and ask questions. One-to-one meetings will be offered where appropriate.</p>
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At the end of the consultation period, all feedback will be considered and may result in changes to the original proposals.

If relevant, the proposed method of carrying out any redundancies together with the method of calculating redundancy payments.

(check if individuals will be affected by £95K cap)

Also, include:

- ◆ Steps that have/are being taken to **avoid the need for redundancies** wherever possible
- ◆ Steps that have/are being taken to **reduce the number of employees who are to be made redundant to a minimum**
- ◆ When necessary, to determine the **criteria to be used to select employees for redundancy**
- ◆ Where redundancies are unavoidable, at what stage will **voluntary redundancy** be offered
- ◆ When did Beam start reviewing whether recruitment was necessary?
- ◆ When did Beam cease or reduce the number of agency staff

Beam will follow the Organisational Change Policy (May 2023) including:

Avoiding redundancies

- natural turnover
- restrictions on external recruitment
- exploring voluntary reduction of hours
- considering voluntary redundancy
- reviewing all agency and temporary staffing

Reducing the number of redundancies

- closed ring-fence selection process
- redeployment opportunities within the school
- offering suitable alternative roles where available

Selection criteria

As the proposed structure contains one SEND Specialist Teacher post, and there are three existing SEND teachers currently in post (2.4 FTE), a closed ringfence selection process will be undertaken.

The closed ringfence will include the following employees:

- SEND Teacher A – 1.0 FTE
- SEND Teacher B – 0.8 FTE
- SEND Teacher C – 0.6 FTE

All three employees will be eligible to apply for the new 1.0 FTE SEND Specialist Teacher post.

Selection Process

The selection process will consist of three assessment components designed to evaluate the knowledge, skills and experience required for the revised role.

Assessment Component	Description
Structured Interview	Questions relating to SEND leadership, statutory responsibilities and inclusive practice
Professional Scenario Task	Case study based on SEND provision planning and intervention oversight
Evidence of Relevant Experience	Demonstration of previous SEND leadership, EHCP work and intervention oversight

Each candidate will be assessed against the same criteria using a standardised scoring matrix.

Assessment Criteria

Candidates will be assessed against:

- knowledge of SEND legislation and Code of Practice
- experience supporting pupils with SEND/EHCPs
- ability to deliver targeted interventions
- ability to support inclusive classroom practice
- collaboration and communication
- commitment to pupil wellbeing

Scoring Process

Each assessment component will be scored using a 1–5 scoring framework, where:

Score	Description
5	Outstanding evidence
4	Strong evidence
3	Meets expected standard
2	Limited evidence
1	Does not meet standard

Scores will be combined using the weighting framework above to produce a final overall score.

Moderation Process

To ensure fairness and consistency:

- The selection panel will include the Headteacher and an HR representative.
- Panel members will score candidates independently.
- Scores will then be reviewed collectively to ensure consistency of interpretation.
- Any significant scoring differences will be discussed and moderated.

Where candidates achieve similar scores, additional evidence from:

- professional experience
- SEND leadership responsibilities
- recent performance management objectives may be considered to support the final decision.

Reasonable Adjustments

Beam will ensure that reasonable adjustments are provided where required, including:

- flexible interview arrangements
- additional preparation time where appropriate
- alternative formats for tasks if needed

This ensures the process is compliant with the Equality Act 2010.

Outcome of Selection

Following completion of the selection process:

- The highest scoring candidate will be offered the SEND Specialist Teacher post (1.0 FTE).

- Unsuccessful candidates will be considered for redeployment opportunities within Beam where available.
- Where redeployment is not possible, the redundancy provisions set out within the Organisational Change Policy (May 2023) will apply.

Beam believes this approach represents a fair, transparent and objective selection process consistent with the Organisational Change Policy.

Redundancy payments

Statutory redundancy calculations will apply using actual weeks' pay in accordance with the Burgundy Book.

HR1 Requirement

An HR1 is not required as fewer than 20 redundancies are proposed.

a) When recruitment freeze started

Recruitment to SEND teaching roles ceased in December 2025 as part of early deficit mitigation actions.

b) When agency/supply use was reviewed or reduced

SEND agency and supply usage was reviewed in January 2026 and reduced to essential cover only. Supply staff are currently used only to cover staff absence where necessary.

c) Statement on Voluntary Redundancy

Staff will be invited to express interest in voluntary redundancy or voluntary reduction of hours before any compulsory redundancy is considered.

Equalities Impact Assessment

- How will the profile of Beam be affected?
 - Ethnicity
 - Gender
 - Disability
 - Age
 - Religion and belief (if known)
 - Sexual orientation (if known)
 - Socio economic (if known)
 - Pregnant and Nursing Mothers (if known)
- Provide figures for the department effected? Or if the whole school is under review look at department by department.
- How will this process promote equality and eliminate discrimination

Beam has considered its duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED) when developing this proposal.

The duty requires Beam to:

- eliminate unlawful discrimination
- advance equality of opportunity
- foster good relations between people who share protected characteristics and those who do not.

Workforce profile of affected staff

The proposal affects three SEND teachers (2.4 FTE) currently delivering specialist provision.

- Gender: 3 female
- Ethnicity: mixed background
- Age: varied (all within standard school workforce profile)
- Disability: none declared
- Pregnancy/maternity: none declared
- Working pattern: Mixed full-time and part-time contracts

Because the group includes part-time staff, there is potential for indirect impact on staff with flexible working arrangements, which is commonly associated with caring responsibilities.

Potential risks

- Part-time staff impact - The proposed reduction from 2.4 FTE to 1.0 FTE may disproportionately affect part-time staff if working patterns cannot be accommodated within the remaining role.
- Indirect discrimination risk - Where part-time working patterns affect availability for interview or assessment processes.
- Socioeconomic impact - Redundancy or reduced hours could have financial implications for affected staff.
- Cumulative disadvantage - Beam has considered whether staff who share multiple characteristics (for example gender and part-time working patterns) could be disproportionately impacted by the restructure.

The school has carefully considered whether the proposal could disproportionately impact staff who share multiple protected characteristics and has incorporated mitigation measures within the selection process

Mitigation Measures

Beam will take the following steps to mitigate potential equality risks:

Fair and objective selection process

A structured selection process will be used including:

- standardised interview questions
- professional scenario assessment
- moderated scoring by the panel.

This ensures decisions are based on objective evidence rather than subjective judgement.

Reasonable adjustments

Where required, Beam will make reasonable adjustments to ensure equal access to the selection process. These may include:

- alternative interview scheduling
- flexible interview arrangements
- additional preparation time for tasks
- adjustments to assessment format where necessary.

Flexible working considerations

Where operationally possible, Beam will consider:

- job share arrangements
- part-time working patterns
- alternative roles within the school.

Redeployment support

Staff who are unsuccessful in the ringfence process will be supported through:

- redeployment opportunities within the school
- placement on the Local Authority redeployment register
- consideration of voluntary redundancy options prior to compulsory redundancy.

Impact on Pupils

Beam has also considered the equality impact on pupils.

Beam County Primary School currently has:

- 562 pupils on roll
- 121 pupils on the SEND register (21.5%)
- 15 pupils with finalised EHCPs
- 32 pupils with EHCP applications pending

Most pupils with EHCPs have diagnoses relating to Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN) and receive 25–32.5 hours of funded support through targeted or enhanced funding bands. (SEND info March 2026).

EHCP documentation typically specifies support from a trained adult or small-group intervention, rather than direct teaching from a specialist SEND teacher.

For this reason, the proposed staffing restructure does not reduce the level of support provided to pupils with SEND, but instead changes the delivery model.

Interventions will continue to be delivered by trained Learning Support Assistants under the professional oversight of the SENDCO and the SEND Specialist Teacher.

Conclusion of Equality Impact Assessment

	<p>Having considered the potential equality implications of this proposal, Beam believes that:</p> <ul style="list-style-type: none"> the proposal is a proportionate response to the school's financial position the selection process will be fair, objective and transparent reasonable adjustments and redeployment options will mitigate potential disadvantage. <p>Beam is therefore satisfied that due regard has been given to its duties under the Public Sector Equality Duty throughout the development of this proposal.</p> <p>We will continue to monitor the impact of the restructure throughout the implementation phase to ensure that no group experiences unintended disadvantage.</p>
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Consultation and Implementation Period

Action	Date
Proposed structure approved by Governing Body Personnel/Staffing Committee	13 March 2026
Proposed structure presented to Beam County Primary School Staff - Start of Consultation	16 March 2026
Voluntary Redundancy considered and contained within the Proposal.	16–17 March 2026
One-to-One consultations	From 16 March 2026
Equalities Impact Assessment Undertaken	14 March 2026
Consultation End Date	17 April 2026
Outcome of consultation considered by Governing Body Personnel/Staffing Committee	20–21 April 2026
Implementation Date:	1 September 2026

New job description/s that are available (if any), are listed below:

Job Title	Grade
SEND Specialist Teacher	MPS/UPS

Please ensure where necessary, that the job description/s have been evaluated.

Has the proposal been submitted to Schools Forum if redundancies are anticipated?	Yes	✓	No	
Have redundancy estimates been obtained?	Yes	✓	No	
Have those impacted been considered for voluntary redundancy?	Yes	✓	No	
Have staff who are subject to redundancy been placed on the Redeployment Register? ✓	Will occur following ring-fence outcome			
If you are using the Organisational Change Policy for Schools, have you fully complied with its requirements? ✓	Yes	✓	No	

If no, how have you varied?