

APPENDIX 4

Summary of what co-location would mean for the special schools, in terms of what would remain the same, and what new opportunities it could create.

Category	What remains the same	New opportunities
School entity	<ul style="list-style-type: none"> Co-located special schools would remain as separate entities with their own resourcing, staffing and management structure. Criteria and process for enrolment in special schools would remain the same. The base schools could continue to provide for Years 1-15, regardless of the year levels provided at the co-located mainstream school. 	<ul style="list-style-type: none"> Formal partnership agreements would be in place with co-located school and schools where satellites are located. More opportunities for student satellite placements.
School environment	<ul style="list-style-type: none"> Co-located base special schools would continue to provide an alternative education environment to mainstream schools (ie Students would not be learning in a mainstream setting.) 	<ul style="list-style-type: none"> Opportunities for special school students and their regular school peers to benefit from each other's presence in the wider school community. Opportunities to participate in wider school activities.
Governance	<ul style="list-style-type: none"> Co-located special schools would be governed by their own Board of Trustees, not the Board of the partner mainstream school. 	<ul style="list-style-type: none"> Co-located schools may choose to put governance arrangements in place to support effective coordination between partner schools (eg By having a representative on the partner school Board). The three special schools will be encouraged to give consideration to shared governance arrangements across the special schools; It will be up to the Boards to decide whether to progress this.
Property	<ul style="list-style-type: none"> Base schools and satellites will continue to provide purpose built facilities. Base schools will have standalone classrooms and some standalone facilities. Use of special school guidelines to determine space and facilities required. Legitimate space. 	<ul style="list-style-type: none"> Shared facilities with partner schools would enable students at special schools to utilise a wider range of facilities Opportunities for new buildings / equipment and modern learning environments suited to student needs. Future growth through satellite development.
Responsibilities	Co-located special schools would retain	<ul style="list-style-type: none"> Opportunities could be

	responsibility for: <ul style="list-style-type: none"> • Curriculum delivery • School Planning and Reporting • Staff employment and development • School funding and donations • Existing fundholding arrangements • Outreach services • School policies 	identified within a partnership agreement for some students to access wider curriculum opportunities. <ul style="list-style-type: none"> • Enhanced opportunities for teachers to learn from each other. • Basing teachers for outreach services could be linked to satellites, reducing travel. • Some school policies would have input from both schools and be jointly developed under a partnership model.
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