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Date: 10 September 2026

Dear Consultee,

Statutory Consultation on the proposal to open a Specialist Resource Provision (SRP) at St Peter's C of E (VA) Primary School, Rickmansworth, by the start of the academic year 2027/28.

What is the proposal?

Hertfordshire County Council is consulting on the proposal to open an SRP (falls under the DfE definition of a Specialist Base¹) at St Peter's C of E (VA) Primary School, Church Lane, Mill End, Rickmansworth, Hertfordshire, WD3 8HD. The SRP will provide up to 10 places for pupils with an Education, Health and Care Plan (EHCP) and who have Cognition and Learning and co-existing needs.

These pupils require frequent specialist intervention and a modified learning environment in order to access a mainstream curriculum, typically in a mainstream classroom with fewer children and increased staff to pupil ratio.

This proposal is considered a prescribed alteration in line with the Department for Education's (DfE's) 'Making significant changes ('prescribed alterations') to maintained schools' statutory guidance² and as such requires a statutory process including a formal consultation.

Why is this being proposed?

In line with Hertfordshire's SEND strategy³ and SEND provision plan⁴, the County Council is working to strengthen inclusive practice in mainstream schools while

¹ [Inclusion bases in schools](#)

² [Making significant changes \('prescribed alterations'\) to maintained schools](#)

³ [Hertfordshire SEND Strategy 2026-2029](#)

⁴ [SEND Provision Plan 2026-29](#)

ensuring timely, high-quality specialist support for children with higher levels of need. There are a growing number of primary aged pupils with Cognition and Learning and co-existing needs who require additional specialist support would still benefit from being part of a mainstream school.

To meet this increasing need, the County Council is proposing the creation of at least 650 new places in Units and SRPs, located within mainstream schools, across Hertfordshire. These SRPs would offer a modified learning environment with lower staff ratios, while enabling pupils to maintain access to wider mainstream learning and social opportunities. This model supports earlier intervention, increases parental choice, improves local access to provision and reduces the need to place children in more distant specialist settings.

Creating an SRP at St Peter's C of E (VA) Primary School will help ensure that provision is available locally to meet the needs of children in the local community and the surrounding area.

Background to the development of an SRP

Hertfordshire's SEND Provision plan identifies a growing number of primary aged pupils who require additional specialist support to succeed in mainstream schools. These pupils would benefit from learning in a smaller, nurturing environment, with specialist trained staff, and a modified curriculum to support their learning needs. An increasing number of pupils have been identified with Cognition and Learning and co-existing needs who would benefit from this type of specialist provision within a mainstream school.

SRPs within mainstream schools allow pupils to receive targeted intervention while still maintaining access to the opportunities available in a mainstream setting, including spending time with their peers and whole school activities. This model supports inclusion, provides earlier intervention and allows more children to remain within their local community, with the aim for pupils to increase their time in mainstream classes, moving from at least 50% initially towards up to 80% where appropriate.

Developing a network of Units and SRPs across Hertfordshire ensures a more consistent offer of specialist support, increases local capacity, and reduces reliance on out of area specialist placements. Establishing an SRP at St Peter's C of E (VA) Primary School forms part of this wider programme to meet Cognition and Learning and co-existing needs across the county, with specialist trained staff to share knowledge and deliver an education to meet the needs of these children.

What will the SRP do?

The SRP will provide a structured and supportive environment where pupils with Cognition and Learning and co-existing needs can develop confidence, emotional wellbeing and build on the skills needed to engage positively in learning. Through targeted and timely intervention, pupils will be supported to make progress both academically and socially, with the aim to helping them reach their full potential.

It is proposed that the SRP will offer 10 places. The pupils will be on the roll of the school and will form part of any statutory returns required from maintained schools, including key stage results. The provision will form part of any Ofsted inspection.

The SRP will:

- be an important part of Hertfordshire County Council's graduated approach to meeting needs locally⁵;
- meet the needs of pupils within the provision, providing personalised support to enable them to make good progress in all areas of their development;
- build capacity across the school, ensuring that all staff have the skills and expertise to meet the needs of the pupils when they are accessing the wider school curriculum; and
- work with other schools across the area, to support the needs of pupils with Cognition & Learning and co-existing needs.

What does this mean for pupils?

Children will be placed in the SRP by the Local Authority. To be admitted, a child must have an Education, Health and Care Plan (EHCP) and have identified Cognition & Learning and co-existing needs. Pupils would have needs greater than, or additional to, the needs that can normally be met through attendance at a mainstream school. The school would be named by the County Council in the child's EHCP. Admission to the SRP would be distinct from the school's general admissions process and children will be placed by the County Council.

Pupils placed by the County Council would have access to mainstream opportunities, where appropriate, in line with their needs. They may initially need support from specialist staff, however as they progress, where possible they would be able to attend lessons independently.

Pupils who attend St Peter's C of E (VA) School, who are not in the SRP, would continue to be supported by mainstream school staff and existing resources. However, the benefits of having an SRP extend across the whole school means pupils and staff will benefit from additional specialist expertise and knowledge which will further embed excellent inclusive practice.

If this proposal is approved, the County Council would work closely with the school to ensure that the accommodation supports pupils' needs whilst also ensuring that good value for money is achieved. Capital funding will be provided to ensure the necessary adaptations are made to deliver the right environment to meet the learning needs of the children in the SRP. This would mean making internal and external modifications to the existing building, but it would not adversely impact on the areas available for current pupils.

The works would be funded by the County Council using contractors who will ensure a safe environment for pupils and staff, to minimise the impact of any building works whilst the school is in operation. It is intended that all works will be completed by September 2027, at the latest. Any works that may require planning permission can be subject to a separate town planning application.

What is the long-term value of the SRP?

The SRP represents a long-term investment in children, families and the wider school community. It reflects St Peter's C of E (VA) Primary School's commitment to

⁵ [Hertfordshire County Council - The Graduated Response](#)

creating a nurturing environment where children learn about the world around them, humanity and develop a growing sense of self and their place in society.

Over time, the SRP will enable more children with additional needs to access specialist support while remaining part of their school community. This will help children build lasting friendships, reduce the need for long journeys to education settings further afield, and support families to stay connected to their community. By providing the right support at the right time, the SRP will help pupils achieve positive outcomes both in and out of school.

What would be the impact on staff?

The Headteacher will retain a strategic overview of the Unit, including responsibility for the recruitment, training and retention of SRP staff. The Headteacher, or another senior leader, will act as line manager for the SRP leader, ensuring that the work of the SRP is fully aligned with the school's vision, values and priorities.

The County Council has developed a comprehensive development programme to ensure a consistent high-quality training offer. This programme includes a range of Cognition and Learning and other specialist training opportunities.

The establishment of the SRP will strengthen and enhance the school's existing provision rather than divert resources, leadership attention or opportunities away from current pupils. The additional expertise, training, staffing and specialist support associated with the SRP will build capacity across the whole school, enabling staff to further develop inclusive practice and improve outcomes for all children. The SRP will operate as a key part of the school community, creating opportunities for shared learning and professional development that benefit both the pupils accessing the SRP and the wider school.

If approved, the school would receive additional revenue funding to support the extra staff in the SRP through a staffing model that supports pupils' needs. This would enable the school to appoint additional specialist staff and ensure appropriate support is in place.

Have your say

Your response must be received by **8 October 2026**. The easiest way to respond to the proposal is by completing the response form on the county council's website at:

<https://www.hertfordshire.gov.uk/consultations>

If you do not have access to the internet, you can visit your local library where free access is available to all Hertfordshire residents. Staff at libraries can print off and supply documents if requested.

Should you wish to request a hard copy of the response form or need help understanding this information, please email:

education.planning@hertfordshire.gov.uk

Alternatively, you can call 0300 123 4043. An interpreting service is available for those who need it.

The County Council will not be able to acknowledge or respond individually to your comments, but they will be considered in the decision-making process, as explained below.

How the decision will be taken

The 4-week statutory notice period invites stakeholders to comment on the above proposal. No decision has been made yet. All responses received will be made available to elected members to consider in making the final decision. All responses may be made available in public reports, although personal details will be removed to respect individual privacy.

The following timetable outlines the decision-making process. Please note that meetings marked with * will be open to the public. Although it will not be possible to inform everyone individually of the decisions made, you will be able to access this information throughout the process at: www.hertfordshire.gov.uk/committees.

Process	Date
Statutory notice period (4 weeks)	10 September – 8 October 2026
Cabinet* (final decision if one or more objections received to the statutory notice)	4 November 2026
Implementation	Open by the start of academic year 2027/28.

Yours faithfully



Jo Fisher,
Executive Director of Children's Services