Area Planning – Communications Strategy.

Introduction

The Northern Ireland Audit Office (NIAO) published a report in June 2015 - "Sustainability of Schools" which contained 8 recommendations on area planning related matters. Recommendation six stated:-

"The Sustainable Schools Policy and the Area Planning Process lack a communication strategy. This is vital in a programme of this nature. We recommend that the Department develops a strategy to better communicate the aims of the Sustainable Schools Policy and the Area Planning Process to the wider public and elected representatives".

The Department of Education (referred to as "the Department" throughout this document) accepted this recommendation and this strategy is the outworking of the project established to address the recommendation. In accepting the recommendation the Department recognises that communication on the aims, objectives and implementation of the Sustainable Schools Policy (SSP) through the Area Planning process will only be totally effective if it is co-ordinated with our education partners. All those with specific roles and responsibilities for delivery of the policy and the operational aspects of the Area Planning and Development Proposal (DP) processes will be involved in the communication of key facts and the Department will introduce an appropriate framework to ensure that the overarching objectives will be delivered in partnership.

Appendix 1 provides background information on the SSP, the Area Planning process and the roles and responsibilities of those involved in the governance arrangements for the process. It also outlines existing supporting processes which align with Area Planning.

Purpose of Communications Strategy

The Communications Strategy is a framework to guide all external stakeholder and internal staff communications on the implementation of the SSP through the Area Planning Process.

The implementation of the SSP through the Area Planning Process is in essence a "change process". As with any change process communication with all key stakeholders is essential. This strategy and the subsequent local communication strategies (developed by the Planning and Managing Authorities and the Sectoral Bodies) are intended to be a two-way process to ensure that key stakeholders are involved and able to contribute to the development of proposals and influence the ongoing refinement of the implementation of the SSP and the Area Planning Process.

Key Principles

The Department has identified a number of key principles that will guide communications in relation to the dissemination of information on the SSP and Area Planning Process.

The Department will:-
- adopt a proactive, open and transparent approach;
- develop relevant, clear and consistent messages;
- provide timely, regular and accurate information;
- ensure appropriate arms length body communication is timely, regular and accurate;
- ensure accessibility to the information; and
- ensure two-way communication channels are developed to enable all stakeholders to raise issues and receive clarification on those issues.

Objectives

The objectives of this strategy are:-
- to raise awareness of the sustainability issues facing many schools and the impact of these on educational experiences of children and young people;
- to improve understanding of the importance and benefits of implementing the SSP through Area Planning;
- to clarify and improve understanding of the various stages of the Area Planning process and the link with the statutory DP process;
- to ensure that the key messages are consistently conveyed by the Department, planning authorities, managing authorities, sectoral bodies and schools;
- to provide opportunities for key stakeholders to input to future development of SSP and Area Planning processes; and
- to seek opportunities to work with Education Partners to explain the Department's role in the Area Planning process.

Target Audiences

Area Planning is a complex and multifaceted process which involves a wide range of stakeholders and participants. Each target group has an interest in different aspects of the Area Planning Process and requires information tailored to their role or interest in the process. The number and diversity of key stakeholders and interested parties presents a significant challenge in relation to communications. The communications strategy aims therefore to target the different audiences and determine their specific needs for information and tailor the key messages to address what each stakeholder group needs to know, when they need to know it and determine how best to communicate with of each target group.

There are different target groups which have been determined by the role they play in the process. These are external and internal and in summary the groups have been categorised as follows-:

- Directly impacted by the process
    - Pupils
    - Parents
    - Teachers
    - Other staff
    - School Governors
- Arms Length Departmental Bodies
    - Education Authority (EA)
    - Council for Catholic Maintained Schools (CCMS)
    - [1]Sectoral Bodies – Northern Ireland Council for Integrated Education (NICIE), Comhairle na Gaelscolaíochta (CnaG), Controlled School Support Council (CSSC), Governing Bodies Association (GBA) and Catholic Schools Trustees Service(CSTS)
- Elected representatives
- Local Government Districts (LGDs)
- Other Government Departments and agencies
    - Children's Commissioner
- Influencers/Opinion makers
    - Confederation of British Industry (CBI)
    - Institute of Directors (IOD)
    - Voluntary and Community Groups
    - Integrated Education Fund (IEF)
    - Iontaobhas na Gaelscolaíochta (InaG)
    - Transferor Representatives' Council (TRC)
    - Council for the Curriculum, Examinations and Assessment (CCEA)
    - Teachers Unions
    - Foras na Gaelige
    - General Teaching Council (GTC)
    - The Catholic Church
    - 3 Main Protestant churches (Church of Ireland, Presbyterian and Methodist)
- General Public
- Media
    - Regional
    - Local
- Internal Department Directorates and Education Training Inspectorate (ETI).

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[1] There is no definition of "sectoral body" in legislation, other than that provided by section 4 of the Education (Northern Ireland) Act 2014 – Funding of sectoral bodies - http://www.legislation.gov.uk/nia/2014/12/section/4

KEY MESSAGES

The aim is to explain the SSP and Area Planning to these audiences in clear terms and to improve understanding and consistency of message content across all channels. This should lead to more informed comment and reduced routine queries. Information requirements will be assessed and action will be taken to ensure that audiences have access to reliable and current information. The key messages will be developed to cover strategic and operational aspects of the process. Language will be simple and the communications will be tailored to the needs of the target audience. **Appendix 2** provides a stakeholder map and covers the target audience, their information requirements, potential information sources and channels that could be used.

The key messages will be developed to align with the Area Planning process to ensure that the relevant information is available at the key milestones in the process of development and implementation of the Area Plans.

KEY COMMUNICATION TOOLS

The Department will use a range of communication channels appropriate to the audience for which the information/message is intended e.g. print, broadcast and social media as well as face-to-face communication. **Appendix 3** provides an overview of potential communication channels. Information technology based communication has the advantage of being fast, cost effective and can reach a wider audience.

BUDGET/RESOURCES

The costs of the Communication Strategy will be assessed at each stage of the process. It will be the aim to use existing channels of communications. However if new approaches are proposed a business case will be drawn up and approval sought to incur expenditure.

EVALUATION AND MONITORING

Measures of success will be developed for each stage of the process and these will be reviewed on an ongoing basis as the process embeds further. The Department will seek to design measures that provide an insight into:-

- How effective is the strategy externally and internally?
- What works and what does not?
- Is there more/ other information needed?

The Area Planning Steering Group (APSG) will act as the key evaluation and monitoring forum. Communications will become a standing item on the quarterly meeting agenda. Each member organisation will have an opportunity to:

- influence and agree the ongoing Communications Plan aligned to the Area Planning and DP processes; and
- report how their organisation's communications will support the Departmental aims and objectives for communication on Area Planning and DPs.

Background to Sustainable Schools Policy and Area Planning

Departmental Vision

The Department has a vision for the education sector which is to see:-

"Every young person achieving to his or her full potential at each stage of his or her development."

All Department policies and process are focussed on achieving this aim. The "Schools for the Future: A Policy for Sustainable Schools" plays a key role in delivering this vision as it aims to establish a network of sustainable schools offering high quality educational experience and outcomes for all pupils, while making the best use of available resources. It aims to have schools of the right size and the in the right place. The process for implementing this policy is Area Planning. An overview of Area Planning can be found on the Department's website by following the link provided in **Appendix 4.**

Schools for the Future: A Policy for Sustainable Schools

This policy was published in January 2009 is simply known as the "Sustainable Schools Policy" (SSP) and is driving the Area Planning process to ensure there is a network of strong viable schools to meet the needs of children and young people. It applies to all grant-aided primary and post primary schools.

The policy specifies a set of six criteria and associated indicators for use in assessing a school's sustainability. The six criteria are:-

- quality educational experience;
- stable enrolments trends;
- sound financial position;
- strong school leadership and management;
- accessibility; and
- strong links with the community.

It is the intention that all those involved with schools, including Boards of Governors, teachers and the local community use these criteria to assess the position at a school and to help determine whether early intervention is required in an aspect of the school's operation. The policy is not intended to be used mechanistically but simply as a benchmark against which a school can be considered taking account of local circumstances on a case by case basis. The over-riding priority must be the quality of education provided for children and young people.

The policy document is on the Department's website and can be accessed by following the link provided in **Appendix 4.**

Overview of the Area Planning Process

Area Planning is the process through which the Department's Sustainable Schools Policy is implemented to deliver high quality education through a network of strong, sustainable primary and post-primary schools that command the confidence of the communities they serve.

Area Planning aims to assess the current and projected level of demand for primary and post-primary provision in an area and shape that provision to meet that demand. Effective Area Planning will make better use of resources by improving access to the curriculum, supporting raising standards, reducing duplication of provision and the number of unfilled places in schools.

Although the Sustainable Schools Policy does not apply to the pre-school phase and the special sector, work is being taken forward on an area and regional basis in separate programmes to plan for provision in these phases of education.   In the case of the special sector a Review of Special School Provision which was to undertake to assess the future profile of special schools in the overall context of the area planning process can be accessed in the Department's website by following the link provided in **Appendix 4.**

Area Planning Cycle and Annual Action Plans

The Department requires that the EA produces an Area Plan covering a three year period, supported by Annual Action Plan. The Area Planning cycle can be found in the Area Planning Guidance by following the link provided in **Appendix 4.**

Area Planning Governance Structures

Area Planning structures have been put in place by the Department and the EA to provide strategic direction, operational consistency and opportunity to actively engage with all the key stakeholder bodies.

- **The Area Planning Steering Group (APSG)** was established to support the Department as it takes forward work to establish the implementation process for area planning. It also provides a forum for Chief Executives and Regional Directors to discuss and agree a common approach to issues which arise in relation to area planning.

- **The Area Planning Working Group (APWG)** was established to bring together those in the planning authorities and the sectoral bodies who are involved with the operational aspects of area planning. Its purpose is to provide a regular forum for discussing cross-region/cross-sectoral issues and concerns, agreeing solutions to be applied by all relevant bodies, or, where necessary, raising them to the APSG for consideration and resolution.

- In addition to these groups the EA has set up regional **Area Planning Local Groups (APLGs**). Their role is to bring together all local stakeholders – planning authorities, sectoral bodies, voluntary grammar schools representatives and any other relevant interests, including Further Education (FE). They will contribute to any review or revision of an existing area plan and assist with the implementation process for area plans before they are sent to the EA for approval

Further details on these structures along with roles and responsibilities of the different bodies involved in the area planning process can be found in the Area Planning Guidance which can be accessed by following the link provided in **Appendix 4.**

In summary the EA and CCMS, as statutory planning authorities, are taking Area Planning forward by working in conjunction with the Northern Ireland Council for Integrated Education (NICIE), Comhairle na Gaelscolaíochta (CnaG), the Controlled Schools Support Council (CSSC), the Governing Bodies Association (GBA) and the Catholic Schools Trustees Service to consider the options for area solutions.

Guidance on the Area Planning process is available on the Department's website by following the links provided in **Appendix 4.**

EXISTING SUPPORTING PROCESSES

Development Proposal Process

Any significant change to be made to a school can only be made through the publication of a Development Proposal (DP) as required by Article 14 (as amended) of the Education and Libraries (NI) Order 1986. DPs are therefore the means through which any significant changes required to a school, identified through the Area Planning, are made to reshape provision in an area to deliver the strategic vision outlined in the area plan. The Department seeks to ensure that, regardless of the reason for the proposal, all DPs are considered in the wider context of the Department's statutory duties and policies and that all proposals support the implementation of the area plan.

DPs can be brought forward by the relevant school managing authorities which include the Education Authority (for Controlled schools), the Council for Catholic Maintained Schools (for Catholic maintained schools) as well as individual Boards of Governors of voluntary maintained schools, voluntary grammar schools and grant maintained integrated schools. Owners of independent schools may also bring forward a proposal to seek grant-aided status subject to meeting all the statutory requirements of a grant-aided school.

Key stages in DP process

The four main stages in the DP process are:-
- identification of need in the area planning context;
 - pre-publication consultation;
 - publication of a DP; and
 - statutory two-month objection period (triggered at the date of publication).

In addition, the proposer must prepare a detailed case for change which includes the rationale for the proposal together with supporting evidence.

The Department's Circular "Guidance on the Publication of a Development Proposal**"** (currently being revised) sets out the purpose of DPs, how they contribute to shaping education provision on an area basis, the circumstances when a DP is required, the content, procedures and timing for the publication of DPs, the roles and responsibilities of those involved throughout the procedure and the evidence required in support of a DP. The circular can be accessed on the Department's website by following the link provided in **Appendix 4.**

Annual Area Profiles

Statistical information relating to sustainability of each school is published annually by the EA for every primary and post-primary school. The data includes pupil numbers,

educational attainment (for post-primary schools) and budgets. The purpose of this information is to provide the public with a clear picture of the shape of education provision in their area and encourage informed local involvement in the area planning process.

The Annual Area Profiles can be accessed from the EA's website by following the link provided in **Appendix 4.**

COMMUNITY PLANNING

Central to the Executive's vision for the local government sector is the provision of high quality, efficient services that respond to the needs of people and continuously improve over time. Critical to the delivery of this objective is an effective, statute-based community planning process led and facilitated by the councils.

Community planning is a process that aims to improve the connection between regional, local and neighbourhood levels through partnership working and best use of all available resources, with a focus on collaboration between organisations for the benefit of citizens accessing services.

The community planning process provides a platform for the integration and planning of public sector services and investment, with the focus being on tackling cross-cutting issues that require a collaborative approach.

Role of the Partnership Panel in Community Planning

Better co-ordination and genuine collaborative working between central and local government is essential to ensure that the vision of better service for citizens becomes a reality. The Partnership Panel offers an opportunity to help achieve this.

The preparations for the introduction of community planning involved the establishment of an Inter-Departmental Group to focus on what consideration and preparation all departments will need to undertake to fulfill their role in community planning. The Group's role is to consider the implications that the statutory duties in relation to community planning will have on Departments and [2]Arms Length Bodies; and to consider how they can contribute to the preparations for community planning.

The Interdepartmental Group offers the opportunity to act as a point of contact on Partnership Panel business and to contribute to issues that might form part of the agenda and work plan.

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[2] Also known as non-departmental public bodies, these are national or regional public bodies, working independently of, but still accountable to ministers.

COMMUNICATION STRATEGY – STAKEHOLDER MAP   **APPENDIX 2**

External Communications

Target Audience	Communication Mechanism	Communication Source
<u>Directly Impacted by the Process</u> • Pupils • Parents • Teachers • Ancillary Staff • School Governors	• Education Authority website • Department of Education website • Department of Education Twitter account/NI Executive Twitter account • Social Media • Classroom 2000 • Press Releases (to include key/relevant statistics) • Media briefings/interviews • nidirect • Parent Teacher Association Meetings • Leaflets • Libraries	• Education Authority • Department of Education • Schools • Managing Authorities • Sectoral Bodies

Key Information
Key Information Sustainable Schools Policy – Annual Area Profiles Area Planning Process – Roles and Responsibilities; Getting Involved; Establishing Level of Demand (Population Projections, Demand for Irish-Medium and Integrated Education (IMIE) Area Plan Content

Area Plan Consultation
Annual Action Plan
Development Proposals – Information on published proposals and decisions
Review of Special School Provision
Department of Education Circular 2014/21 – Publication of a Development Proposal
Schools Admissions Policy
Entitlement Framework
Education and Training Inspectorate Inspection Reports
Raising standards: Every school a good school - a policy for school improvement
Count, read: succeed - A Strategy to Improve Outcomes in Literacy and Numeracy

Target Audience	Communication Mechanisms	Communication Source

Arms Length Departmental Bodies
 	
- Education Authority
- Council for Catholic Maintained Schools
- Sectoral Bodies –
  - Northern Ireland Council for Integrated Education;
  - Comhairle na Gaelscolaíochta,
  - Controlled Schools Support Council,
  - Catholic Schools' Trustee Service and
  - Governing Bodies Association
- Education and Training Inspectorate
	- Face-to-Face Meetings
	- Correspondence
	- E-mail
	- Briefings
	- Presentations
	- Staff Engagement Events
		- Department of Education

Key Information

Raising standards: Every school a good school - a policy for school improvement
Count, read: succeed - A Strategy to Improve Outcomes in Literacy and Numeracy
Sustainable Schools Policy – Annual Area Profiles
Area Plan Content
Area Plan Consultation
Annual Action Plan
Development Proposals – Publication and Decisions

Target Audience	Communication Mechanisms	Communication Source
Elected Representatives • Minister/Special Advisor • Education Committee • Other Departmental Committees • Members of the Legislative Assembly (MLAs) • Political Party Education Representative	• Face-to-Face Meetings • Correspondence • E-mail • Briefings • Presentations	Department of Education

Key Information

Area Planning Overview
Area Planning Terms of Reference
Sustainable Schools Policy
Area Planning Process – Roles and Responsibilities; Getting Involved; Establish Level of Demand (Population Projections, Demand for IMIE)
Area Plan Content
Area Plan Consultation
Annual Action Plan
Department of Education Circular 2014/21 – Publication of a Development Proposal
Schools Admissions Policy
Raising standards: Every school a good school - a policy for school improvement
Count, read: succeed - A Strategy to Improve Outcomes in Literacy and Numeracy

Target Audience	Communication Mechanisms	Communication Source
Local Government Districts • Local Government District Councillors • Community Planning Officials	• Face-to-Face Meetings • Correspondence • E-mail • Briefings • Presentations	• Department of Education • Education Authority • Council for Catholic Maintained Schools

Key Information

Area Planning Overview
Area Planning Terms of Reference
Department of Education Circular 2014/21 – Publication of a Development Proposal
Sustainable Schools Policy – Annual Area Profiles
Schools Admissions Policy
Area Planning Process – Roles and Responsibilities; Getting Involved; Establish Level of Demand (Population Projections, Demand for IMIE)
Area Plan Content
Area Plan Consultation
Annual Action Plan
Development Proposals – Publication and Decisions

Target Audience	Communication Mechanisms	Communication Source
<u>Other Government Departments and Agencies</u> Department of:- • Agriculture, Environment and Rural Affairs • Communities • Infrastructure • Health • Finance • Justice • Economy The Executive Office General Teaching Council Council for the Curriculum, Examinations and Assessment Middletown Centre for Autism Local Government Staff Commission Children's Commissioner	• Face-to-Face Meetings • Correspondence • E-mail • Briefings • Presentations	Department of Education

Key Information

Sustainable Schools Policy – Annual Area Profiles

Area Plan Content

Area Plan Consultation

Annual Action Plan

Department of Education Circular 2014/21 – Publication of a Development Proposal

Schools Admissions Policy

Raising standards: Every school a good school - a policy for school improvement

Count, read: succeed - A Strategy to Improve Outcomes in Literacy and Numeracy

Target Audience	Communication Mechanisms	Communication Source
<u>Influencers/Opinion Makers</u> Confederation of British Industry Institute of Directors Voluntary and Community Groups Integrated Education Fund Teachers' Unions Foras na Gaelige Transferors Representatives' Council Catholic Church 3 Main Protestant Churches – Church of Ireland, Presbyterian and Methodist	• Face-to-Face Meetings • Correspondence • E-mail • Briefings • Presentations	Department of Education

Key Information

Sustainable Schools Policy – Annual Area Profiles
Area Plan Content
Area Plan Consultation
Annual Action Plan
Development Proposals – Publication and Decisions
Department of Education Circular 2014/21 – Publication of a Development Proposal
Schools Admissions Policy
Raising standards: Every school a good school - a policy for school improvement
Count, read: succeed - A Strategy to Improve Outcomes in Literacy and Numeracy

Target Audience	Communication Mechanisms	Communication Source

<u>Media</u>
   Regional
   Local
	• Face-to-Face Meetings
	• Press Releases
	• Editorials, Features
	• E-mail
	• Department of Education website
	• Department of Education Twitter account/NI Executive Twitter account
	• Education Authority website
	• Briefings
	• Presentations
		Department of Education
		Education Authority

Key Information
Sustainable Schools Policy – Annual Area Profiles
Area Plan Consultation
Annual Action Plan
Development Proposals – Publication and Decisions
Department of Education Circular 2014/21 – Publication of a Development Proposal
Review of Special School Provision
Entitlement Framework
Schools Admissions Policy
Raising standards: Every school a good school - a policy for school improvement
Count, read: succeed - A Strategy to Improve Outcomes in Literacy and Numeracy

Internal Communications

Target Audience	Existing Communication Mechanisms	New Communication Mechanisms
• Department of Education Board • Department of EducationSenior Management Team • Area Planning Steering Group • Area Planning Working Group • Department of Education Directors • Department of Education Private Office (Minister's office) • Department of Education Press Office • Department of Education Staff	• Face-to-Face Meetings • Briefings • Correspondence • E-mail • Telephone • Presentations • Department of Education Website	• Intranet • Internal Frequently Asked Questions • Staff Engagement Events • Focus Groups

Key Information

Sustainable Schools Policy – Annual Area Profiles
Area Planning Process – Roles and Responsibilities; Getting Involved; Establish Level of Demand (Population Projections, Demand for IMIE)
Area Plan Content
Area Plan Consultation
Annual Action Plan
Development Proposals – Publication and Decisions
Department of Education Circular 2014/21 – Publication of a Development Proposal
Area Planning Guidance

Media
Press Releases
Media Briefings
Interviews
Platform pieces

Websites
Department of Education
Education Authority
Council for Catholic Maintained Schools (CCMS)
nidirect
Schools
Classroom 2000 (C2K)

Social Media
Twitter
Facebook
Flickr

Print
Correspondence
Leaflets – shot mailing

Public Relations
Face-to-Face Meetings
Events / Launches
Endorsements
Conferences / seminars
Parent Teacher Association (PTA) Meetings
Libraries
Briefings
Exhibitions
Focus Groups
Presentations

Internal
Face-to-Face Meetings
Team Briefings
Department of Education Intranet
Staff Engagement events
Focus Groups
Telephone
E-mails / Correspondence

Social Media

Social media is the term used to share information, opinions and experiences. This is done through text, photographs, video and links to other websites. The use of social media has risen rapidly alongside the growth of the Internet and social networking sites and are fast becoming for many people their primary source of news and information.

Social media is one means by which the Department can communicate with audiences in a more effective and direct way. The Department's Press Office has recently established a Departmental twitter account and is currently building up the number of followers to ensure that messages are delivered to the appropriate audience.

Twitter

Twitter is a micro-blogging site in which users such as elected representatives, journalists and the general public can post short updates which can then be re-tweeted to other users. Twitter can broaden the audience reach and DP decisions are being tweeted on the Departmental twitter account alongside the issue of a press release. A user can follow-up a query to a press release by re-tweeting the Department's twitter account seeking further information which can then be forwarded to the relevant Team to respond. DP decisions are already tweeted

Twitter can be a really effective mode for two-way communication when soliciting feedback, eg, from teachers, pupils, parents and the general public.

Facebook

Facebook is the largest social networking site. Users create a personal profile then "friend" other users whom they know or like, with the agreement of both parties. Users in effect build their own webpage onto which they upload photos and graphics, and can add status updates and messages. Companies and organisations often set up Facebook pages containing information about products and services in advertising campaigns.

Facebook is very much geared towards people interacting with each other in a social way and is used gossip and pass on news but the information cannot be relied upon unless it is posted directly by the source.

Flickr

Flickr is a site which enables users to post and share photographs. Users can upload photos, add captions, group photos together into galleries and share them with other

Flickr users. Crucially, however, users can link directly with other social networking sites such as Twitter and Facebook and can share their pictures over these platforms.

The Department's Press Office uses Flickr for Ministerial/Departmental photographs.

NICS website - nidirect

nidirect is the official government website for Northern Ireland citizens. Its aim is to make it easier to access government information and services by the public. It does this by working closely with Northern Ireland departments and other public bodies to collate key information to upload onto its website.

It is not necessary for members of the public to know which body is responsible for any particular piece of information in order to use nidirect to find the information they require. Key messages can be uploaded in several alternative languages.

List of website links to documents referred to in the body of this document

Overview of Area Planning	https://www.education-ni.gov.uk/articles/area-planning-overview
"Schools for the Future: A Policy for Sustainable Schools"	https://www.education-ni.gov.uk/sites/default/files/publications/de/a-policy-for-sustainable-schools.pdf https://www.education-ni.gov.uk/sites/default/files/publications/de/scoile anna-don-am-ata-teacht.pdf
Education Authority	http://www.eani.org.uk/about-us/latest-news/annual-area-profiles-for-primary-and-post-primary-schools/
Area Planning Guidance (Revised)	https://www.education-ni.gov.uk/publications/area-planning-guidance-2016
Circular 2014/21 - Guidance on the Publication of a Development Proposal"	https://www.education-ni.gov.uk/publications/circular-201421-publication-development-proposal
Development Proposals • Current Development Proposals • Decisions on Development Proposals	https://www.education-ni.gov.uk/articles/development-proposals https://www.education-ni.gov.uk/articles/current-development-proposals https://www.education-ni.gov.uk/articles/development-proposal-decisions-2017
Review of Special School Provision	https://www.education-ni.gov.uk/articles/publication-report-review-special-school-provision