

High Need Review and Strategic Plan for SEND

1. Executive Summary

During the academic year 2017-18 Telford and Wrekin Local Authority have undertaken a review of its specialist (high need) provision for school aged children with special educational needs and disabilities (SEND). This high need review and strategic plan for SEND sets out the findings and presents recommendations and a rationale as to how additional capital funding available from the Department for Education should be invested.

Overview of content:

[Section 2](#) provides an overview of the national and local context for this piece of work.

[Section 3](#) summarises the main findings from a needs analysis that was completed during 2017 highlighting:

- A growing population of children and young people with SEND in Telford and Wrekin.
- A narrow continuum of provision with underdeveloped resource base provision in mainstream schools within the local area.
- The changing needs of children with significant growth expected relating to Autistic Spectrum Condition and Social, Emotional Mental Health needs.
- Limited capacity within special schools to expand in their current locations.

[Section 4](#) provides a description of the current specialist provision available in the local area.

[Section 5](#) outlines a number of proposals with the aim of ensuring future sufficiency of provision. This focuses on the development of specialist resource bases in mainstream schools to meet the needs of complex learners which is delivered either by mainstream schools or via a partnership model led by special schools, the development of a specialist KS2 provision to meet the needs of children with SEMH and the development of highly specialist provision to meet the needs of our most complex children with SEND.

[Section 6](#) provides information about funding arrangements that support implementation of the proposals.

[Section 7](#) outlines the consultation and engagement process focusing on how we will seek the views about our proposals from parents and carers, schools and other interested partners including health and care colleagues. [The consultation response form](#) for stakeholders to feedback about our plans is included on page 27 of this document. The consultation period runs from 20th June to 23rd July 2018.

2. Introduction

In March 2017 the DfE committed £23 million across Local Authorities requesting them to review high need provision and services for children and young people with Special Educational Needs and Disability (SEND). With a known increase in demand, particularly surrounding placement requests for specialist provision, particular emphasis was drawn on ensuring sufficient good school places in the local area for those with special educational needs and disabilities (SEND).

At this time the DfE also announced £213 million special provision capital funding for local authorities to invest in new places and/or improvements to facilities for pupils with education, health and care (EHC) plans across the continuum of provision (from mainstream settings to schools with resource bases or enhanced units through to special schools).

Each Local Authority was required to develop a concise plan by the 14th March 2018 that showed how they intended to invest their share of the special provision capital fund. Telford and Wrekin's allocation amounts to £500K* (2018 – 2021) with three payments of £166,667 per financial year. The current short plan can be found on the local offer at www.telfordsend.org.uk but will require updating in line with proposals and recommendations included within this paper following consultation.

*In May 2018 an additional £50 million was allocated to the special provision capital funding nationally leading to an increase in Telford and Wrekin's allocation of £116K (2018-20121).

The purpose of this review therefore is to outline the work Telford and Wrekin have completed so far with regard to its review of high need provision; explain current proposals for the spend of the special provision capital fund and suggest future areas for development. There will be full consultation with key stakeholders including parents, children and young people regarding its recommendations before implementation.

Telford and Wrekin's high need review – key lines of enquiry

The focus of the current review has been to concentrate on developing sufficient provision for **school aged** children recognised as having complex special educational needs and disability and therefore in receipt of an Education, Health and Care Plan. When scoping the review, key questions included:

- What does our SEND population look like? How has this changed over time? What will demand look like in future years?
- Have we got a sufficient continuum of provision? How can we build the resilience of mainstream schools to meet increasing complexity of need? If required, do we have the potential to expand specialist provision using existing resources? Do we have any particular gaps in local provision?
- How do we better manage demand in light of the financial pressures that we face?
- What do our schools, parents and young people say about the sufficiency of school placements for children and young people with SEND?

Why prioritise specialist provision for school aged children for review?

The demand on special school places in Telford and Wrekin is high. At the start of September 2017, 4 out of 5 special schools were full in that all commissioned places had been used; the demand for reception places at the Bridge School has doubled over the last two academic years and Haughton School required additional physical capacity in September 2017 (an annex on a mainstream school site) to meet increasing demand. The Local Authority recognises that it has more children placed in maintained special schools than the national average (35% compared to

28% Source: LG Inform 2016/17) and has begun to send out strategic messages through launching the SEND strategy document, that focus on building the resilience of mainstream schools to meet increasing complexity of need, it faces continued challenge regarding requests for specialist provision. There is acknowledgement and will from the school community that culture change is required away from special to promote and reinforce further opportunities for inclusion in mainstream, however there is an immediate need to plan for and deliver sufficiency in terms of specialist provision.

This does not necessarily mean however that the Local Authority considers long term expansion of our special schools as appropriate. Indeed there is anecdotal evidence to suggest that simply increasing special school placements alone, without consideration of alternative options, will only increase demand further. We also know that we do not have the revenue to support continual increases in special school provision. Rather, alternative options to increase specialist provision will need to be explored. As an example, developing specialist resource base provision in mainstream schools is an area currently under developed throughout Telford and Wrekin.

The Local Authority also appreciates that demand management will include early intervention approaches and this work needs to consider how we develop provision at SEN support level. Concerns have been raised from multiple sources (schools, Information, Advice and Support Service – IASS- and the parent carer forum) that parental confidence in SEND support is low. This in turn appears to lead to escalation in the form of requests for EHC plans and ultimately requests for special school places. The Local Authority already recognises a gap in terms of quality assuring SEND support provision and has begun to work with the Severn Teaching School Alliance and the school community to develop a self-evaluation tool and SEND quality mark.

Finally, the high need review comes at a critical point regarding financial pressures. Due to the additional demand on specialist provision the local authority spend has increased significantly and the 17/18 high need budget was overspent. We do not have the option to 'do nothing'. Instead we collectively need to consider cost effective solutions that ensure children and young people with SEND have good quality sufficient school places.

Further work is planned as phase 2 to consider the development of provision for young people aged 16-25 with SEND. Supplementary work is required to understand priority needs of this cohort and attune existing provision in light of presenting demand.

How has the review been undertaken?

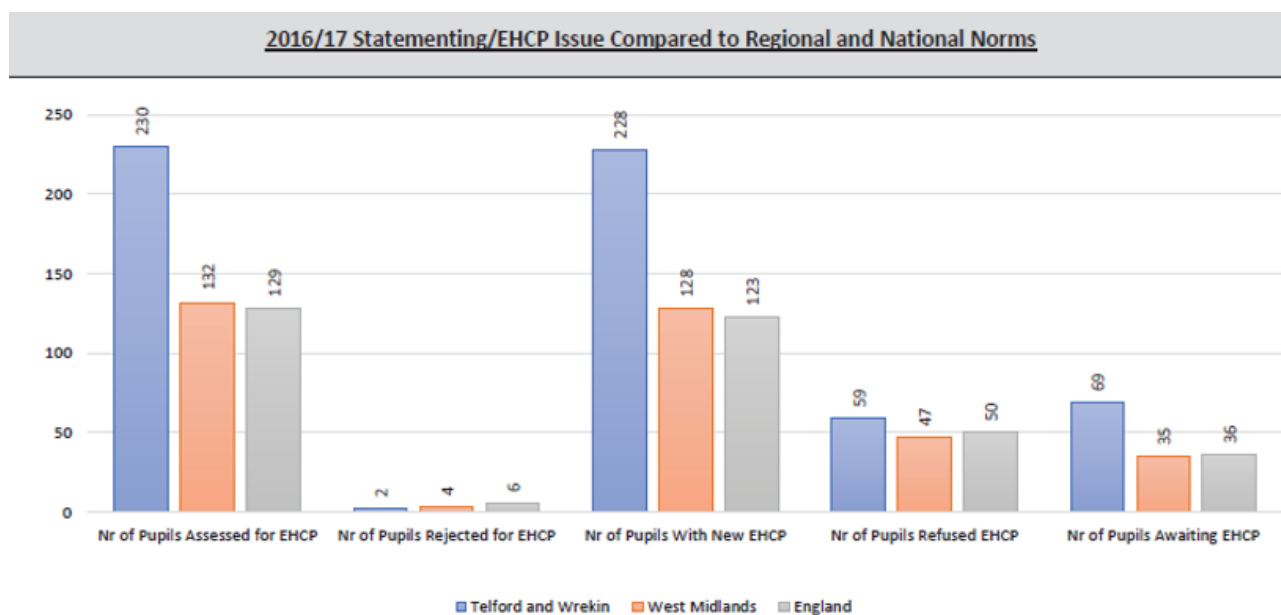
To begin, a needs analysis was undertaken in collaboration with 1st Planner, a property management company that specialises in specialist pupil place planning across the education sector. A comparison activity was completed regarding our position against national and regional norms followed by a detailed pupil planning activity using current and historical data to plot trends and forecast special school sufficiency. Finally, a school asset overview was undertaken of special school settings in order to identify optimum capacity / opportunities for reconfiguration. A summary of their findings is provided in the needs analysis (section 3).

3. Needs Analysis

Please note that as this needs analysis reviews historic data it includes information about statements of SEN which since April 2018 have now all been transferred to Education, Health and Care Plans in line with the Children and Family Act 2014.

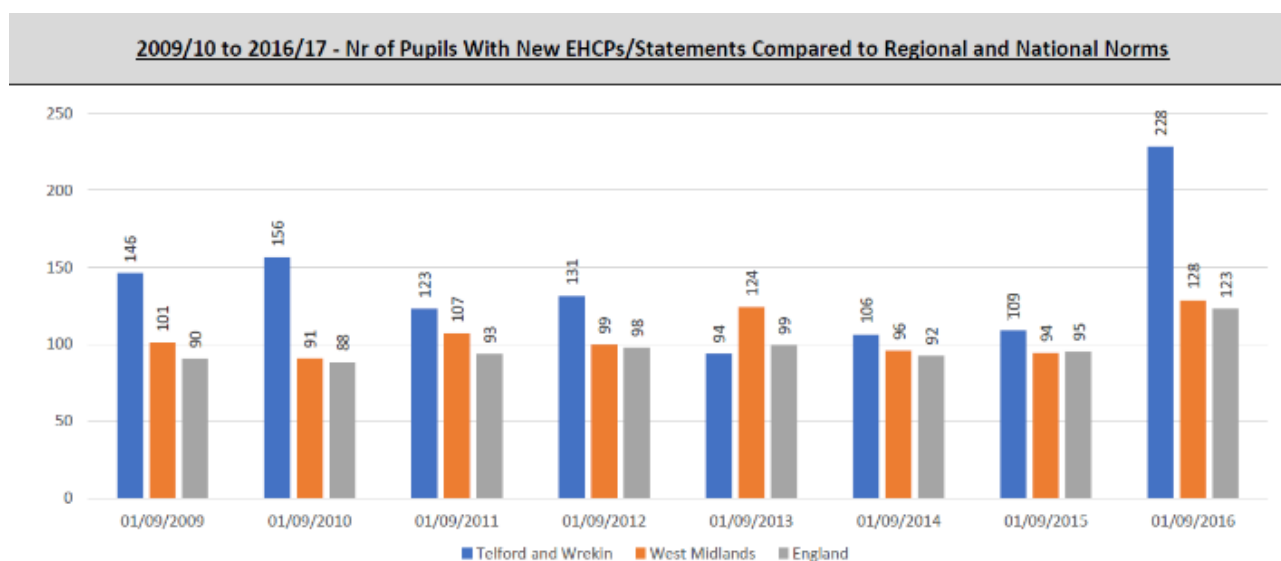
Numbers of Children with identified Special Educational Needs and Disability

Chart 1



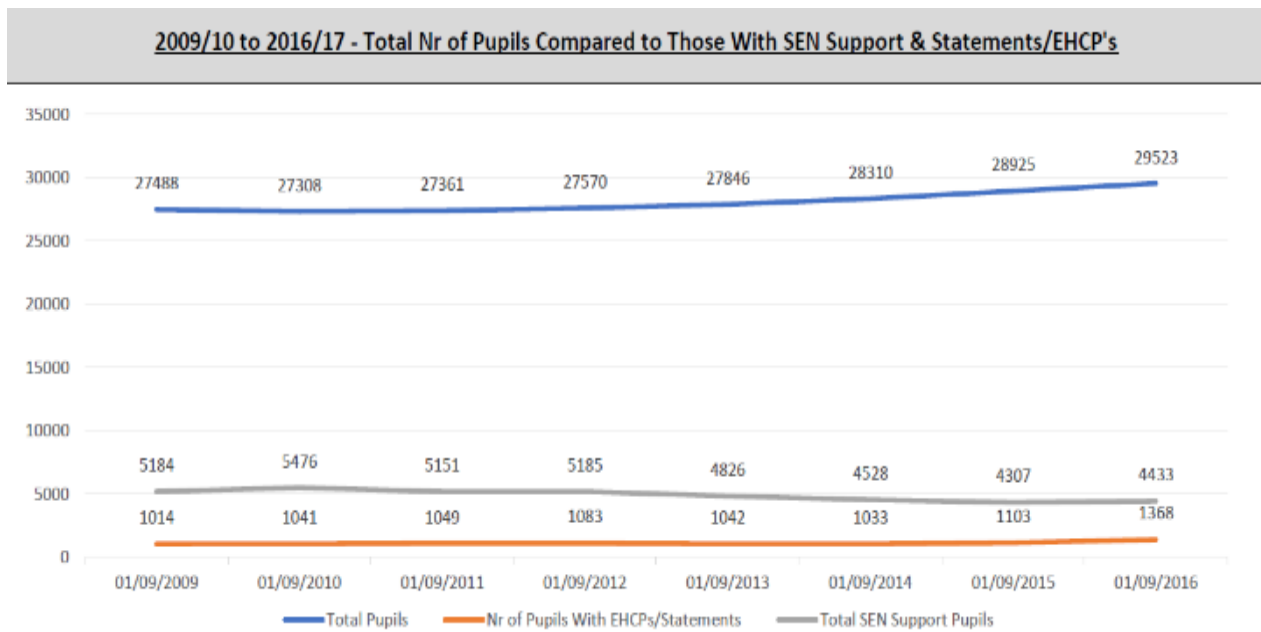
In 2016/17 Telford and Wrekin undertook significantly more Education Health and Care assessments and issued more EHC plans than both regional and national norms. There was significant focus during this year on improving the timeliness of EHC assessments which meant that more plans have been issued which in part accounts for this issue.

Chart 2



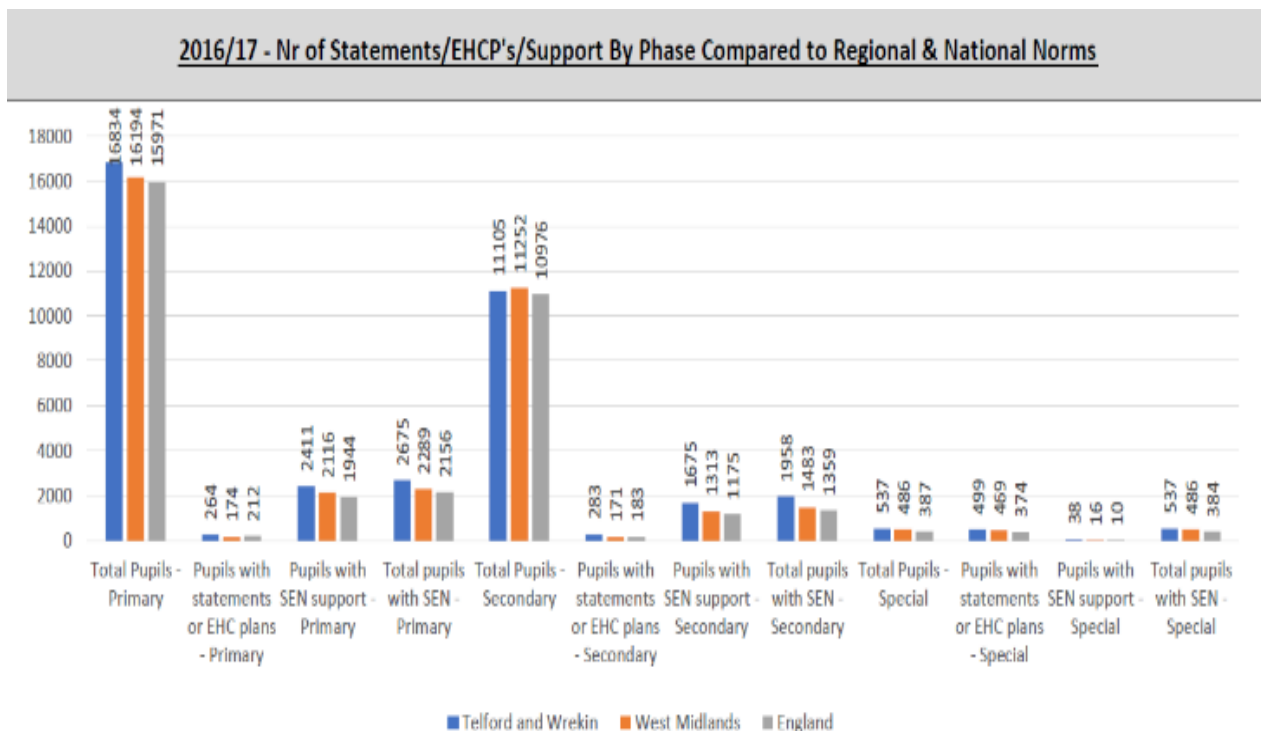
Traditionally however Telford and Wrekin has issued a greater number of statements and EHCPs than regional and national norms. Since 2009 there has only been one year where Telford and Wrekin have been below regional and national levels for issuing new plans which was in 2013.

Chart 3



Between 2009 and 2016, the number of young people in schools in Telford and Wrekin has increased from 27488 to 29523, an increase of 7.4%. During the same period, the number of statements or EHCPs has increased from 1014 to 1368, an increase of 34.9%, however the figures from 2014 onwards include post 16 learners that would not have been included previously. The number of young people at SEN Support has fallen over the same time period.

Chart 4



In the primary phase, the number of young people with EHCPs in mainstream schools (264) is well above regional (174) and national (212) norms. The number of young people at SEN Support is also higher.

In the secondary phase, the number of young people with EHCPs in mainstream schools (283) is well above regional (171) and national (183) norms. The number of young people at SEN Support is also higher.

In special schools the number of young people (537) is 10.5% above regional (486) and 39% above national (387) norms.

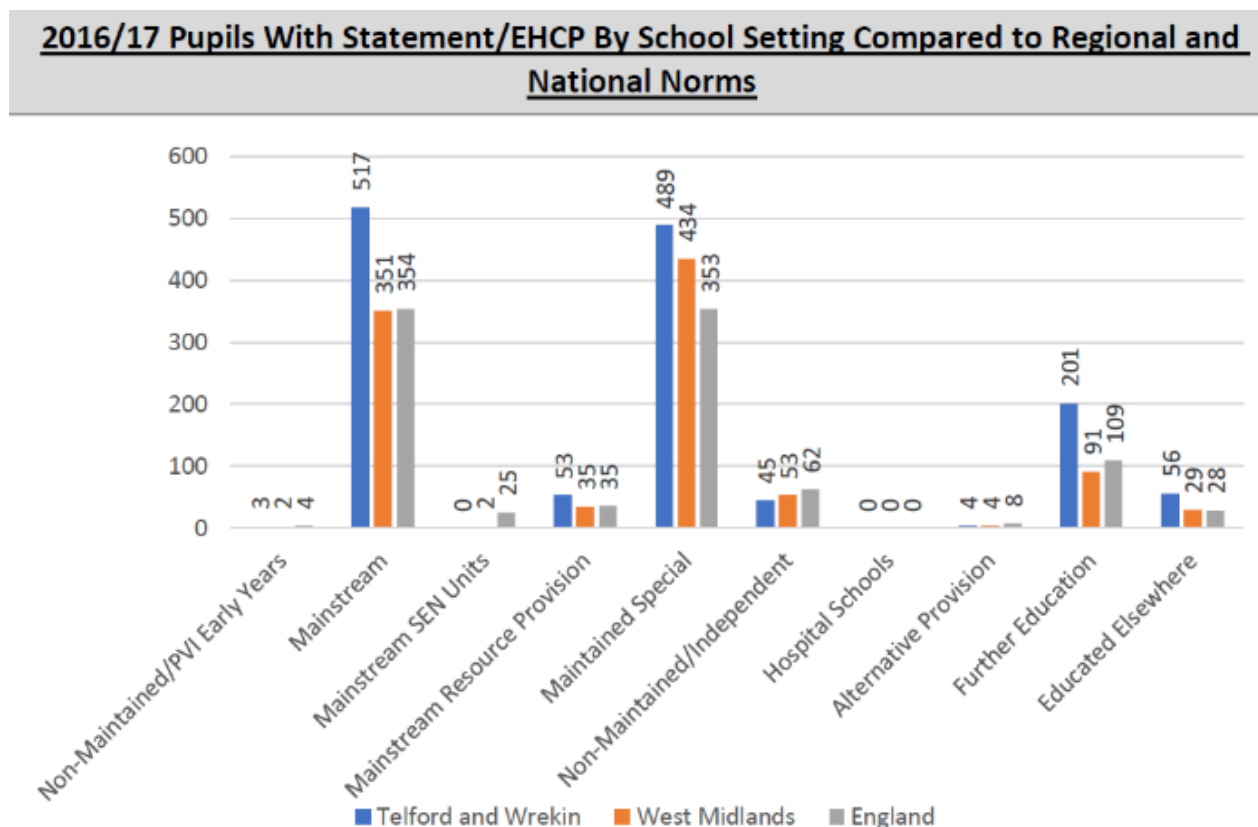
Summary

In all categories the proportion of children with SEND across all educational phases is higher than regional and national norms. This raises questions including:

- Does Telford and Wrekin over identify SEND within the local area?
- Are there preventative local processes in place to meet children’s needs?
- Does the local authority have clear pathways into the EHC assessment process?
- Is there an over reliance on the EHC pathway to access additional funding?

Placement of children with Special Educational Needs and Disability

Chart 5

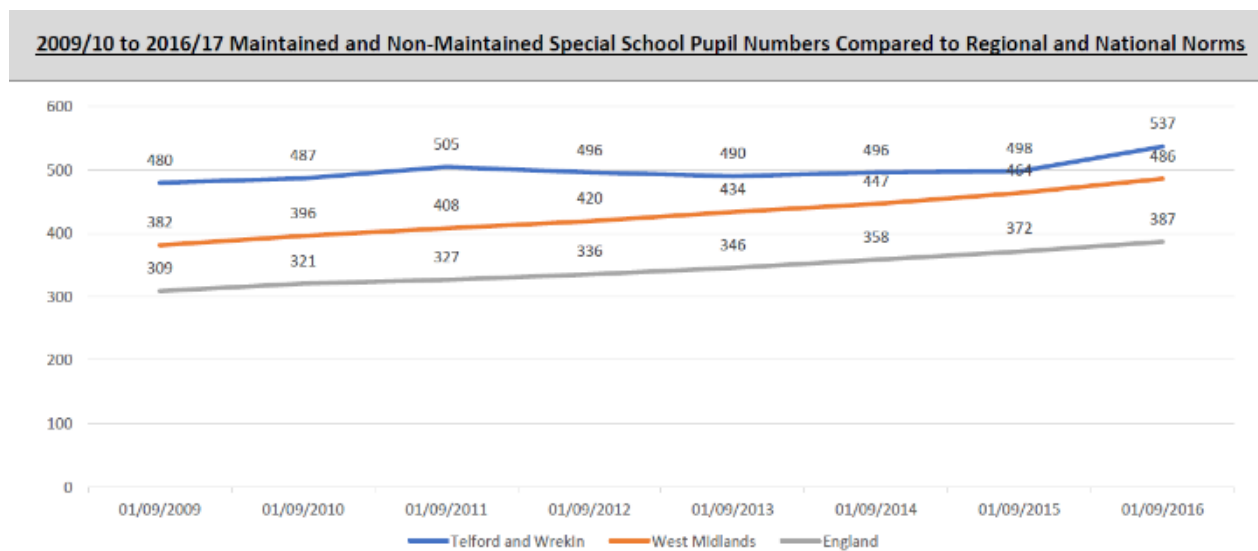


The number of young people with a statement or an EHCP attending a mainstream school is above both regional and national norms. The number of young people attending a maintained special school is also above regional and national levels.

There are less young people from Telford and Wrekin travelling to non-maintained/independent provisions than regional and national.

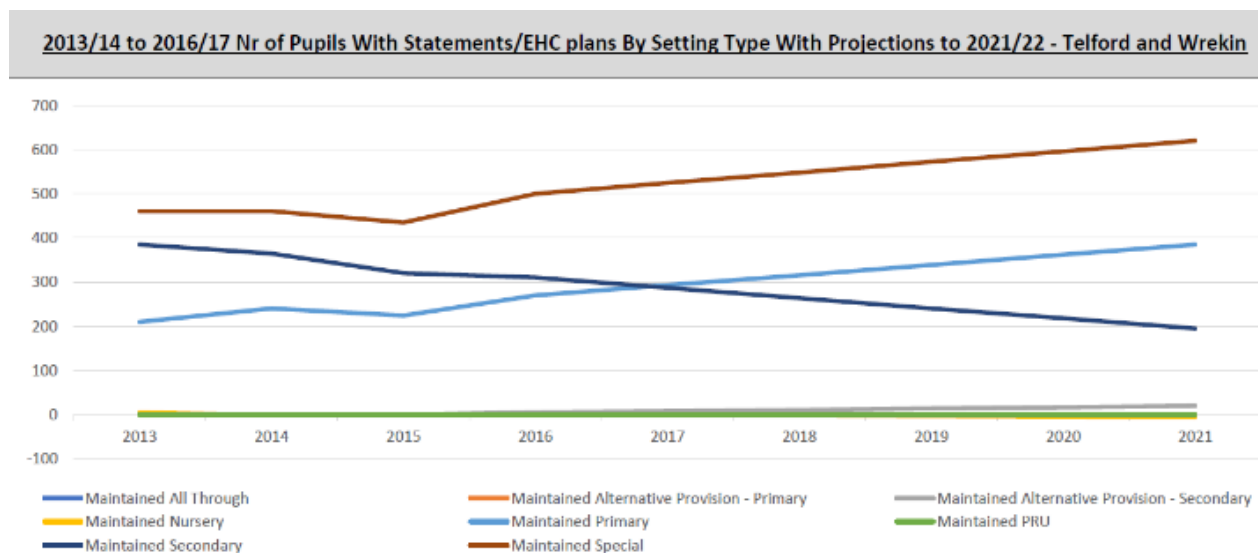
Please note that in 2016/17 Queensway HLC was officially designated as a resource provision attached to HLC School. Telford & Wrekin has an additional two resource bases for key stage one pupils with speech and language needs. However those pupils remain on roll at their home school and are therefore not included in the mainstream resource provision data provided in chart 5 above. There are no other children in resource provision across Telford & Wrekin schools.

Chart 6



Traditionally the numbers of Telford and Wrekin children and young people in special school provision has been more than the regional and national norm.

Chart 7



Based on pupil data between 2013-2016 projections to 2021 suggest that if we carry on placing pupils at the same rate, the numbers of young people with EHCPs attending special schools will continue to increase (brown line), as will the number of young people with EHCPs attending mainstream primary schools (light blue line). However the number of young people attending mainstream secondary schools will decrease (dark blue line).

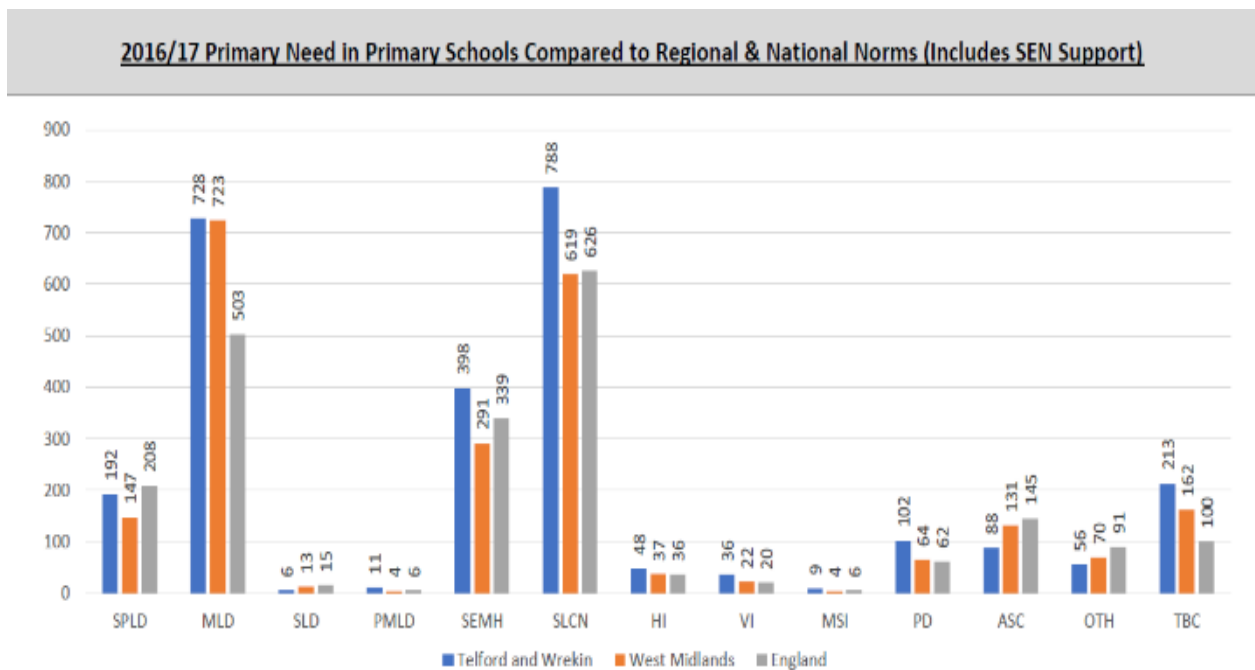
Summary

The overall proportion of children with an EHC plan that attend a special school in Telford and Wrekin is higher than national and regional norms. The trend data regarding secondary aged children suggests particular focus is required to reduce the rate of children with Education, Health and Care Plans coming out of mainstream secondary provision.

It is positive that Telford and Wrekin have less children in out of county special school provision meaning that our local special schools are delivering provision for children that enables them to remain within their local communities.

Primary Needs of Young People with Special Educational Needs and Disability

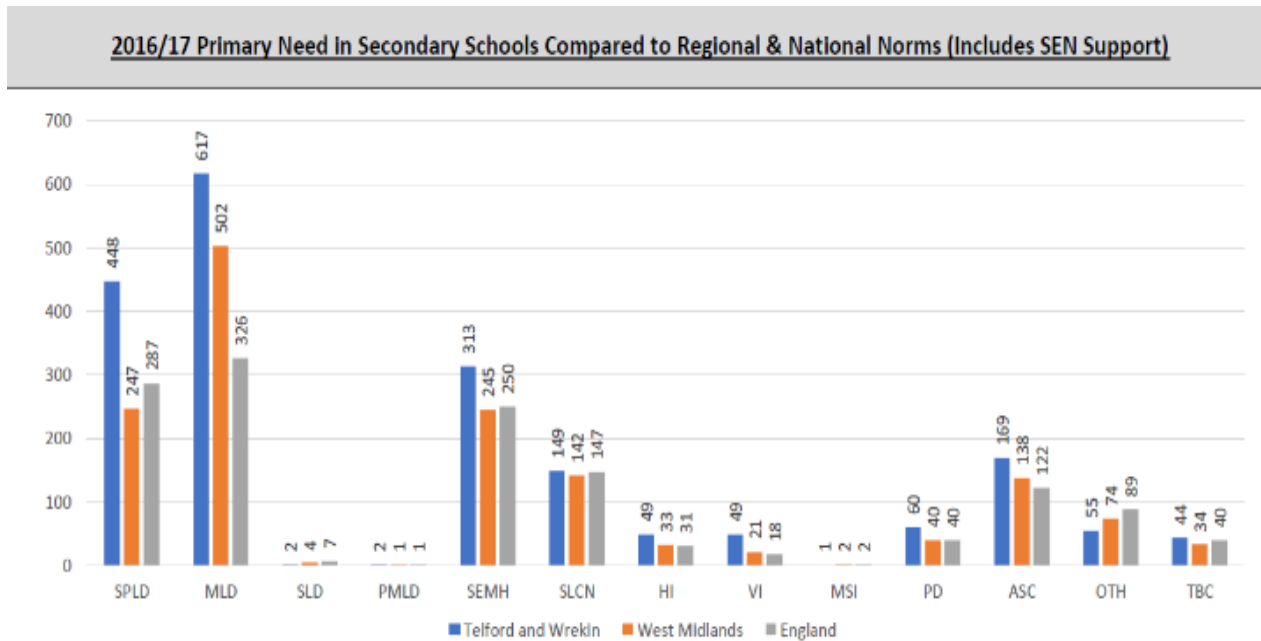
Chart 8



In primary schools the most prevalent need is Speech Language and Communication Needs which is higher than regional and national norms. The numbers of young people with Moderate Learning Difficulties matches the regional picture in being above national. Social, Emotional and Mental Health Needs are also above national as are Hearing Impairment, Visual Impairment and Physical Disabilities.

The number of young people with a primary need of Autistic Spectrum Condition is below regional and national norms.

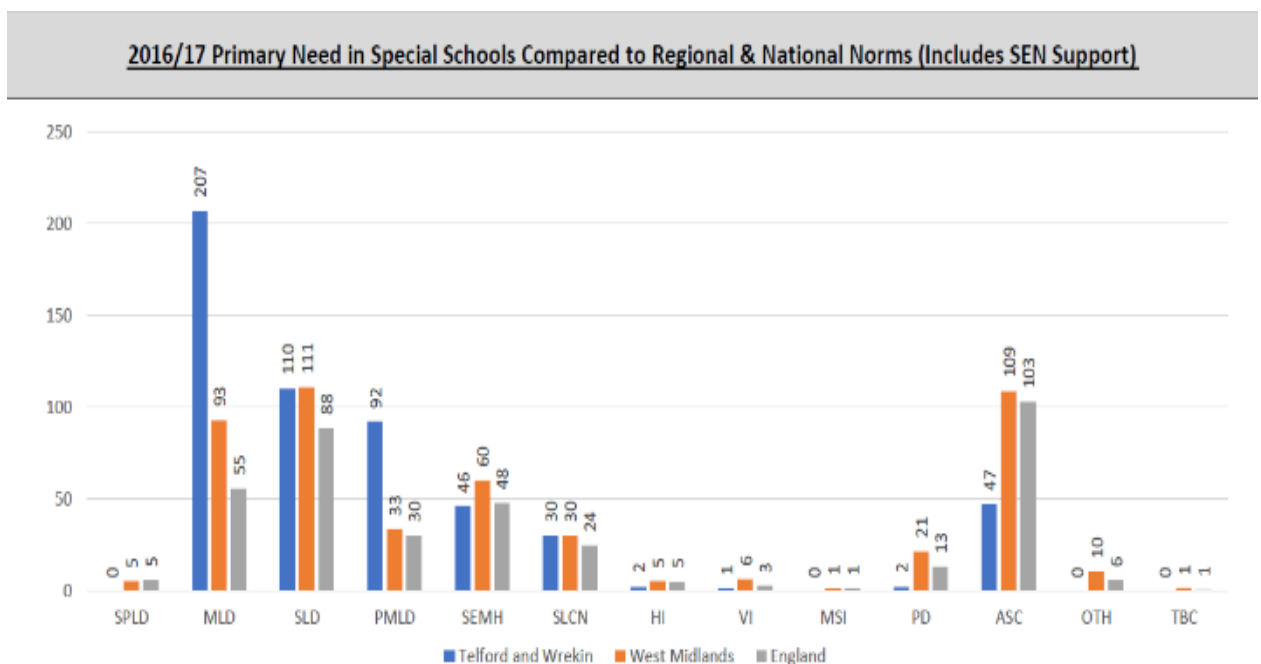
Chart 9



In secondary schools, the number of young people with Specific Learning Difficulties, Moderate Learning Difficulties, Social Emotional Mental Health, Visual Impairment, Hearing Impairment and Physical Difficulties are all above regional and national norms.

The number of children however with recognised Autistic Spectrum Condition is now above national and regional levels suggesting that there may be later diagnosis of the condition within the local area.

Chart 10



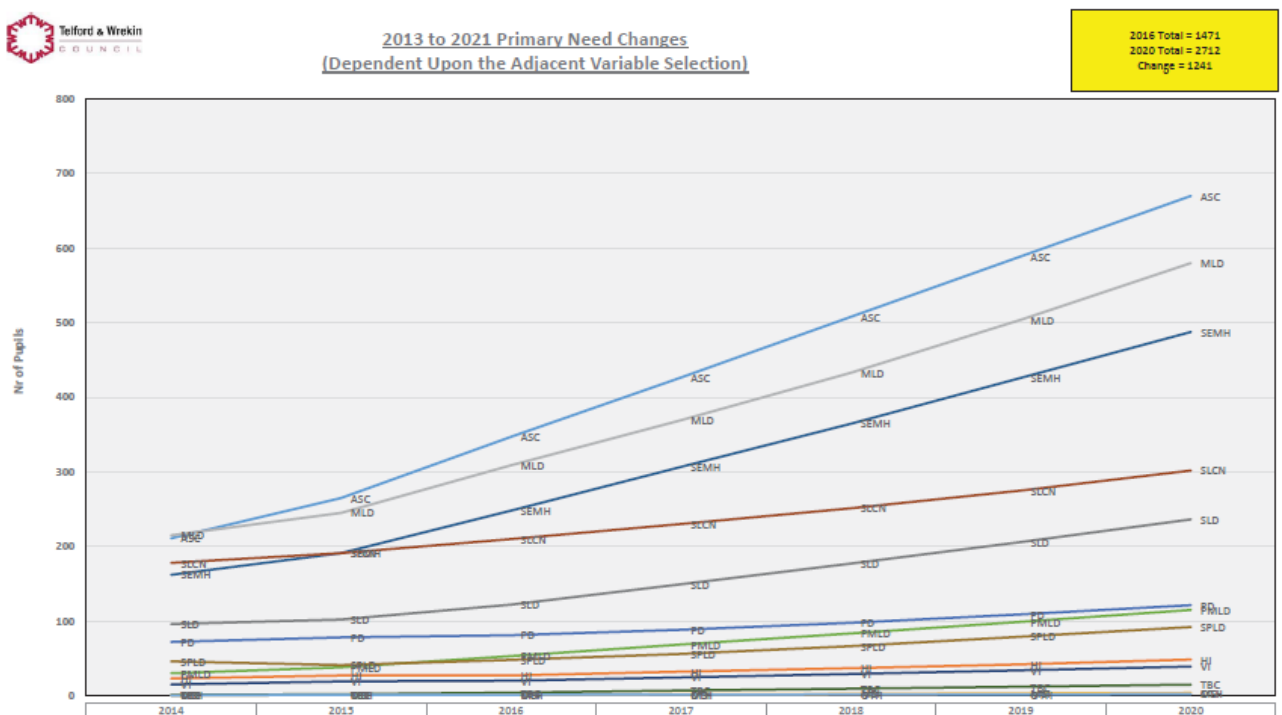
In special schools the numbers of young people with Moderate Learning Difficulties and Profound & Multiple Learning Difficulties are both well above regional and national norms.

The number of young people with Hearing Impairment, Visual Impairment and Physical Difficulties are below regional and national norms.

Whilst the number of young people with Autistic Spectrum Condition would appear to be lower than regional and national levels the pupils at Queensway have not been included here (as it was classed as a resourced provision in 2016). When their numbers are added the numbers with children with Autistic Spectrum Condition are in line with national norms.

Chart 11

Statements, EHCP's & SEN Support Across All Settings – Primary, Secondary & Post 16



Using trend data between 2014- 2017 the forecast to 2021 shows that whilst there is an increase across the board, the primary needs of children with Autistic Spectrum Condition (ASC), Moderate Learning Difficulties (MLD) and Social, Emotional and Mental Health Needs (SEMH) show the greatest rate of increase across all settings.

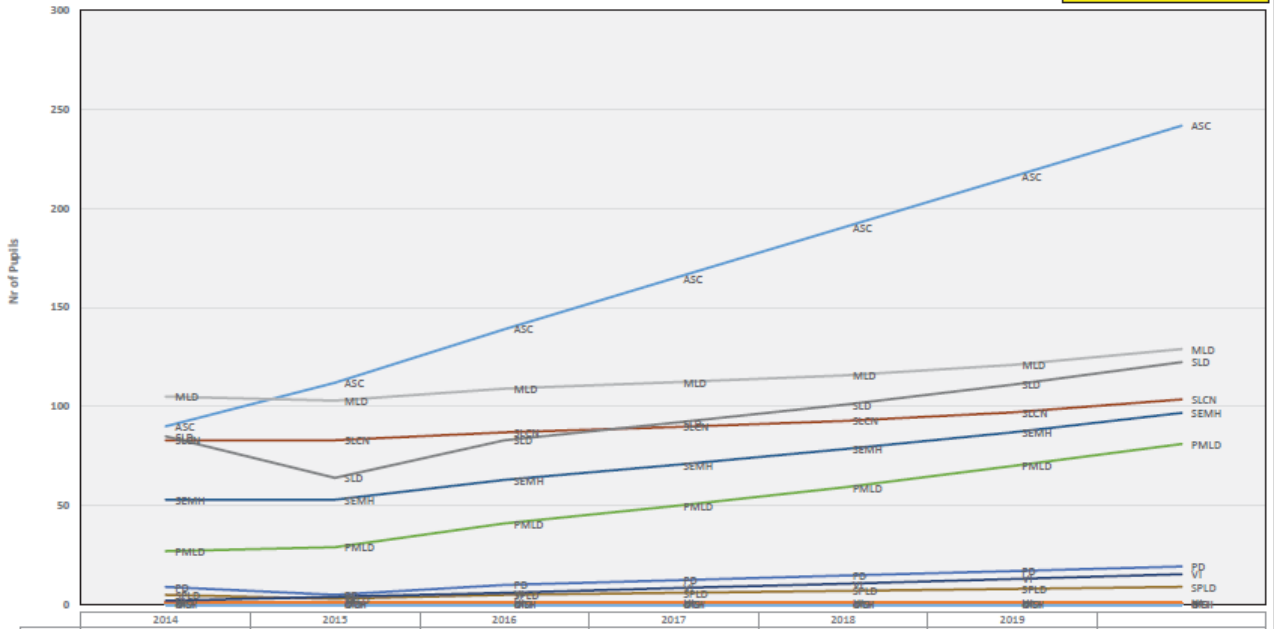
Chart 12

Statements & EHCP's – Telford & Wrekin Maintained Special Schools – Primary, Secondary & Post 16



2013 to 2021 Primary Need Changes
(Dependent Upon the Adjacent Variable Selection)

2016 Total = 344
2020 Total = 619
Change = 275



Within special schools however the profile of children's needs is forecast to change. The population of children with a primary need of Moderate Learning Difficulties is predicted to make only a marginal increase while there is a significant increase in children with Autistic Spectrum Condition. Children with Severe Learning Difficulties, Social, Emotional Mental Health Needs and Profound and Multiple Learning Difficulties is also set to increase.

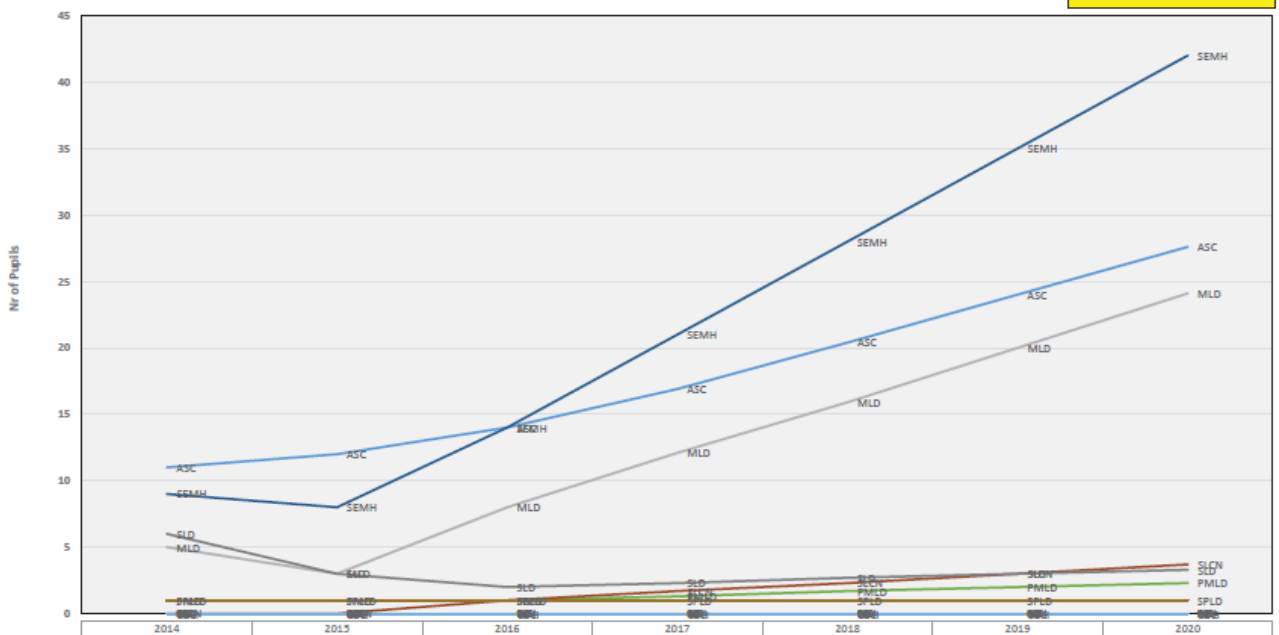
Chart 13

Statements & EHCP's – Independent Special Schools – Primary, Secondary & Post 16



2013 to 2021 Primary Need Changes
(Dependent Upon the Adjacent Variable Selection)

2016 Total = 41
2020 Total = 104
Change = 63



Regarding out of county pupils, primary areas of need are heavily focused on complex Social, Emotional, Mental Health Needs (Secondary) and those with Autistic Spectrum Condition (Primary).

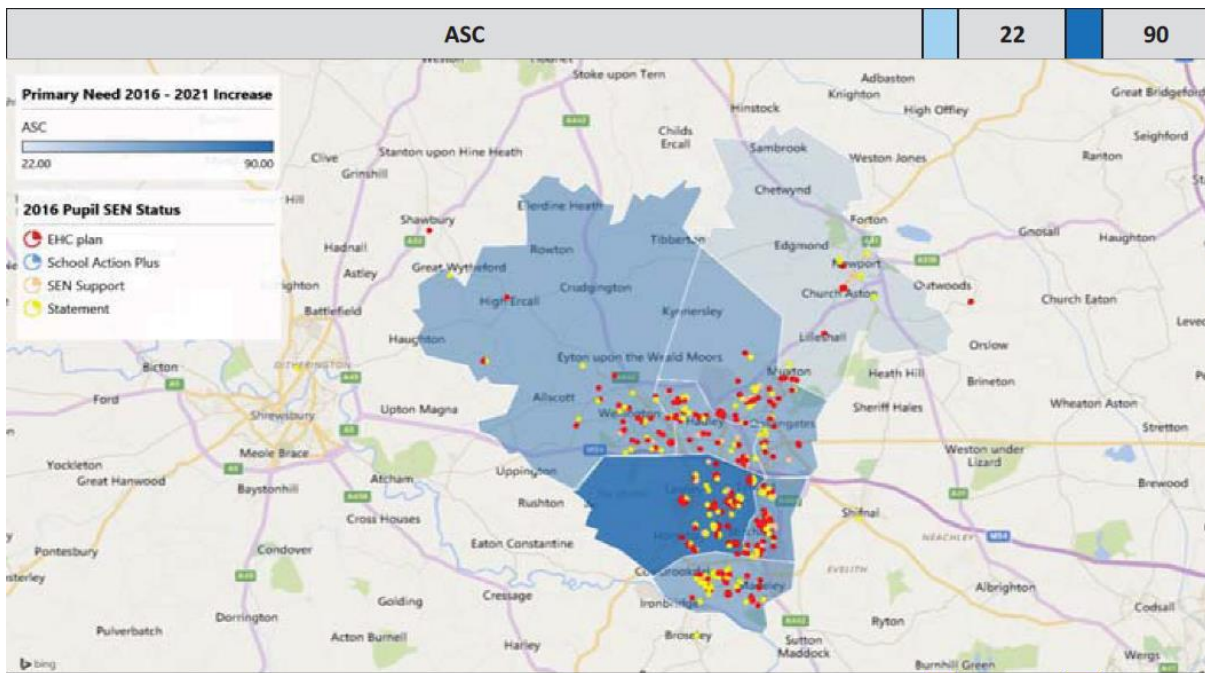
Summary

All categories of need are forecast to increase over time however the rate at which they change differs with a sharp rise in those with Autistic Spectrum Condition, Moderate Learning Difficulties and Social, Emotional Mental Health Needs. The profile of need in special schools is predicted to grow significantly for children with Autistic Spectrum Condition. Out of county provision are used for those children with complex Autistic Spectrum Condition (primary in particular) and Social, Emotional Mental Health Needs (secondary).

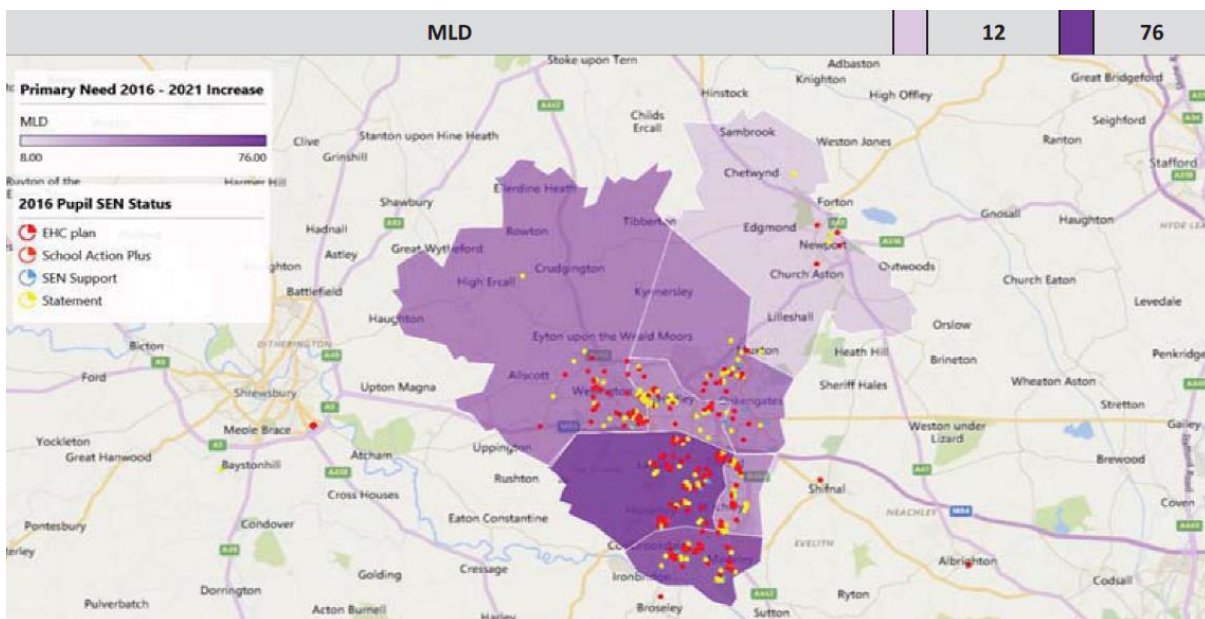
Mapping the home location of children with EHC plans by need

A number of maps have been produced to show the home location of children with EHC plans based on their primary area of need which can be found below.

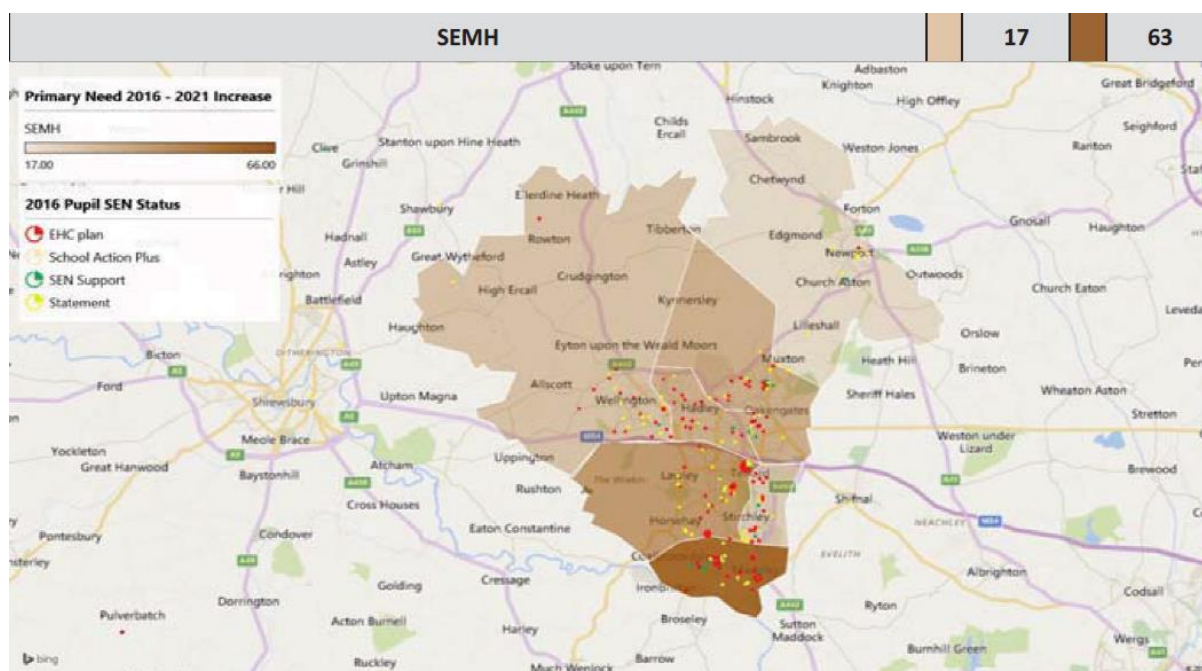
Map 1 Location of children with EHC plans with primary need of ASC (social communication issues)



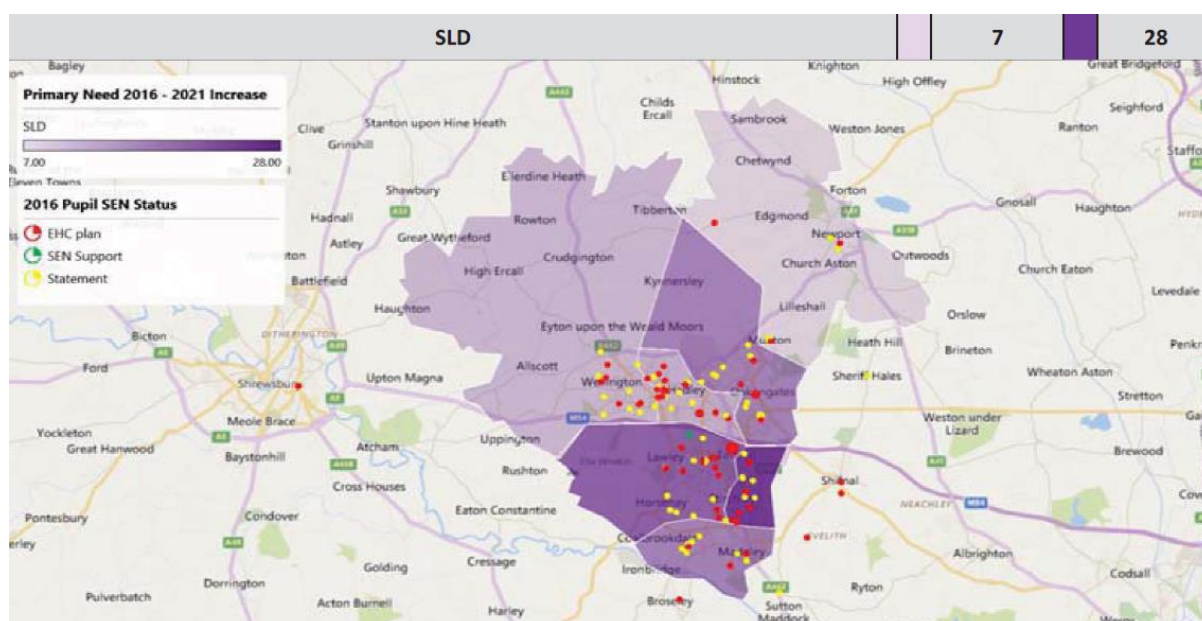
Map 2 Location of children with EHC plans with primary need of Moderate Learning Difficulties (MLD) or cognition and learning issues.



Map 3 Location of children with EHC plans with a primary need of Social, Emotional, and Mental Health (SEMH)



Map 4 Location of children with EHC plans with a primary need of Severe Learning Difficulties



Additional maps for a number of other areas of need can be found on page 15, Telford and Wrekin SEND projections in Appendix 1.

Summary

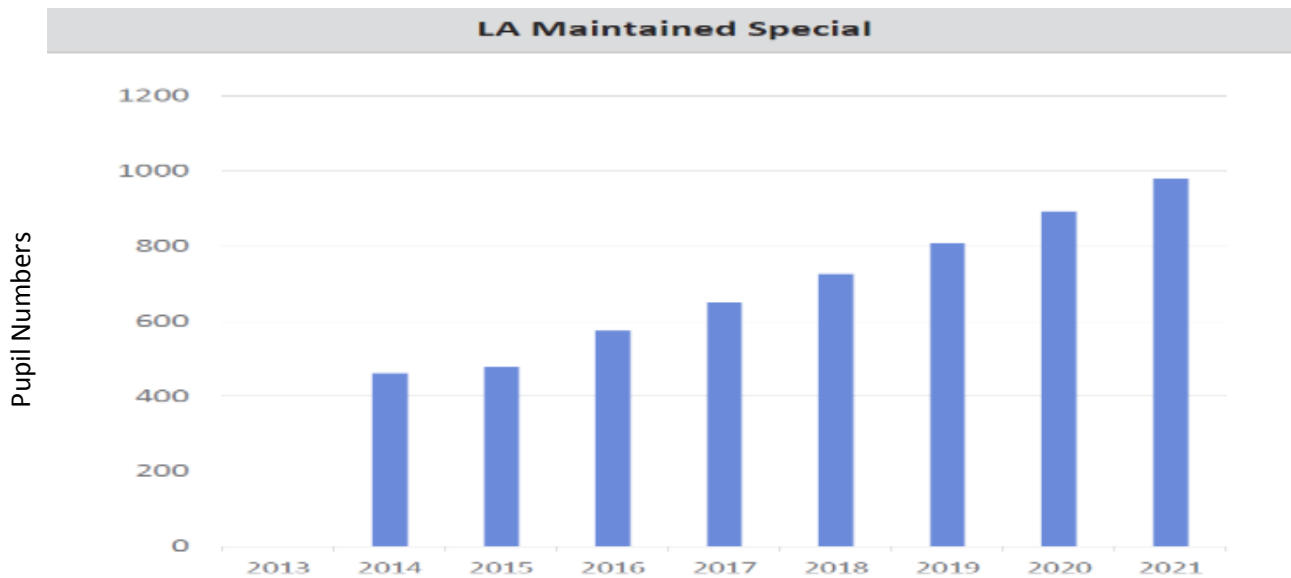
The maps illustrate the concentration of SEND learners around the Coalbrookdale, Dawley, Donnington, Hadley, Horsehay, Lawley, Madeley, Oakengates, Stirchley, Telford Central and Wellington areas. Consideration of future developments (see section 5, page 21) should take this

information into account when establishing new provision with the aim of offsetting extended travel in order for children to get to school.

Special School Numbers and Capacity

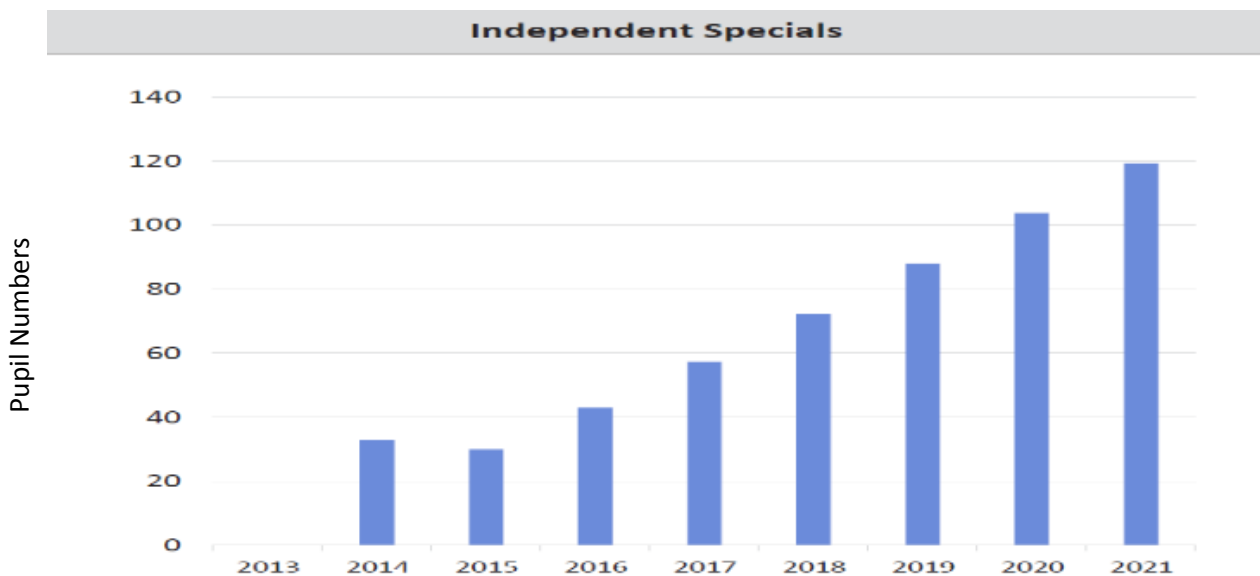
Please note that at the time of completion Mount Gilbert (now combined with Queensway) was a separate school site.

Chart 14



Based on the trend data of pupil numbers over the last three years in special schools if we continue to place children at the same rate then they will grow from 537 in 2016 to over 900 in 2021, an increase of over 50%.

Chart 15



Whilst the numbers of young people in independent specialist providers is currently below regional and national norms, if we project these forward to 2021, these could increase from 45 in 2016 to over 110 in 2021, an increase of over 100%.

Chart 16 Special school capacity showing internal floor area against pupils on roll.

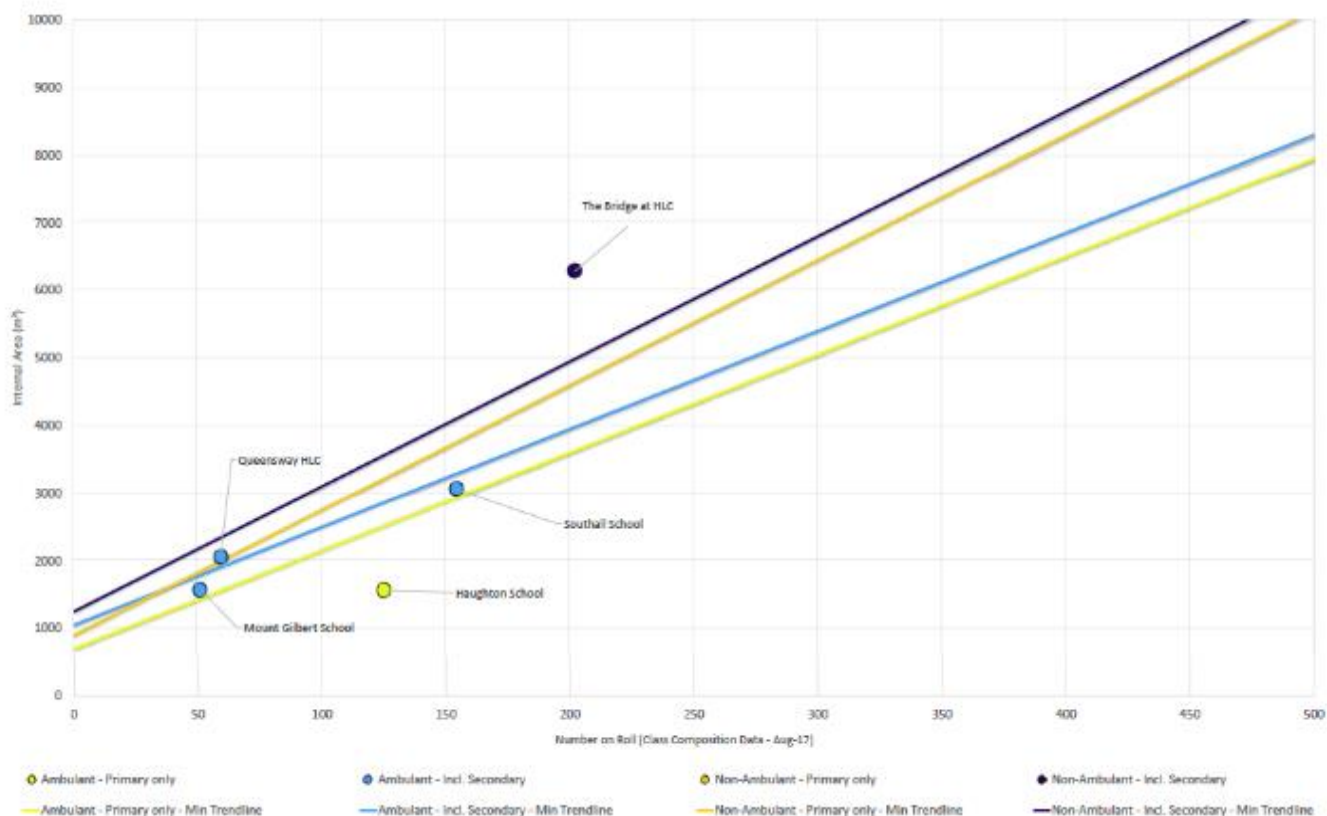


Chart 16 shows that when considering the physical capacity of special schools by floor area, Southall, Mount Gilbert and Queensway are all approximately the right size for the numbers of children **currently** attending. This is demonstrated having plotted the total numbers of pupils on their roll against the 'optimum' floor space trajectory (i.e. the blue line for Southall and Queensway and the yellow line for Haughton). The Bridge School is shown to have additional capacity within its current building (the dark blue line shows their 'optimum' floor space trajectory), however, due to its design some of this additional capacity would be hard to realise and any changes would be subject to charges as a result of the PFI contract in place.

Haughton School stands out as having insufficient capacity for the numbers of children **currently** attending.

Summary

Using trend data from the last three years demand for special school provision will continue to increase, including use of independent, high cost out of county provision, if our approach remains unchanged. This is not sustainable in terms of the physical capacity of our special schools and funding available.

The capacity of Mount Gilbert, Queensway and Southall is sufficient for current numbers but would not be sufficient for the levels of increase projected.

Haughton School does not have sufficient capacity for current numbers. The old Sure Start Centre adjacent to Captain Webb School is being used to currently increase this capacity. The Haughton School has already been prioritised for relocation to increase capacity.

Realising the potential capacity at the Bridge site is complex based on its design and charges that would be faced due to the PFI contract in place.

Cautionary note:

Please note that the data shown in the needs analysis is subject to change. In particular the forecasts are limited by many factors including:

- The availability of trend data. For this review only three years of data has been obtained from which a formula to forecast future trends has been established. Forecasts will change depending on pupil numbers year on year. We already know that less EHC assessments and plans have been issued for 17/18 (when compared to 16/17 data) and the special school numbers will remain static moving into September 2018 which would impact on the forecasts shown were we to rerun the data exercise.
- Variety in data sources including national statistical releases and information held locally.
- Accuracy of data held. Data sources are reliant on returns from schools, local authorities and parents which can cause an issue in terms of consistency.
- Determining primary area of need. When considering the data on primary needs, it is important to remember that young people often have multiple needs and decisions around which of those needs are classed as the primary need may vary from authority to authority. For example a young person with moderate learning difficulties and a diagnosis of autism might have MLD as the primary need in one authority and autism as the primary need in another. The chosen primary need can sometimes be influenced by the availability of special school provision in the area.

Issues highlighted through the needs analysis

- 1) Whilst there is indication of over identification of children with SEND in the local area and reliance on the EHC assessment process to meet need, the cohort of children with SEND continues to grow.
- 2) The amount of children in special schools with EHC plans is greater than national and regional norms. In part this is likely to be as a result of the underdevelopment of resource base provision in mainstream schools within Telford and Wrekin.
- 3) The needs of children are changing with significant growth expected relating to Autistic Spectrum Condition and Social, Emotional Mental Health needs.
- 4) There is limited capacity to expand special schools within their existing locations. Haughton School is under capacity for the amount of pupils on its school role.

Work has already begun to address some of these issues

- Since September 2016 a clearer pathway to EHC assessments has been developed with a focus on the graduated approach to supporting children's SEND. Decision making via an EHC panel has promoted consistency and there are more flexible avenues to access funding for children with complex SEND through a school led inclusive school forum reducing the reliance on EHCPs to access funding.
- Requests for special school placements have begun to stabilise via more consistent decision making based on existing thresholds, albeit pressure continues to exist on settings that are already full.
- Work has begun on the development of an early years and school based strategy to meet the needs of children with Autism including partnership with the Autism Education Trust.
- The need to relocate Haughton to a larger site has already been determined.

However further proposals for development are suggested to address Telford and Wrekin's identified gaps and challenges (see section 4).

4. Description of current school age specialist provision

Telford and Wrekin has 4 state-funded special schools, a flexible PRU and 2 part time resource bases attached to mainstream schools. All children are required to have an Education, Health and Care Plan to access special schools and require consistent personalised learning support programmes in order to achieve their potential. In addition Telford and Wrekin commission independent providers that cater for those with the most complex needs. Telford and Wrekin's early intervention and preventative agenda to meet SEND is underpinned by commissioning centralised support services. Most of these services trade with schools.

Special schools

Houghton Special School caters for primary aged children with a range of complex needs including significant learning difficulties and at times associated social communication issues and/or social emotional, mental health needs.

Southall Special School caters for secondary aged children with a range of complex needs including significant learning difficulties and at times associated social communication issues and/or social emotional, mental health needs.

Queensway School provides for upper KS2 and secondary aged children across two school sites (previously Mount Gilbert and Queensway HLC). The primary areas of need include social, communication issues - Autistic Spectrum Condition (North Site) and Social, Emotional, Behavioural Needs (South Site).

The Bridge School is an all age school setting that provides for children with complex needs including highly significant and complex learning difficulties (including those with profound and multiple learning needs), social communication issues – (including those with Autistic Spectrum Condition) and at times associated social emotional, mental health needs.

PRU

The Linden Centre's primary focus is to deliver the Local Authority's statutory duties relating to 6th day provision for pupils who are permanently excluded. It also offers a preventative agenda and short term stays. In addition a 'mini-school' pilot is currently in operation focusing on the delivery of provision for KS2 children with an EHC plan with identified and complex social, emotional and mental health needs. This pilot has been commissioned in recognition of a current gap in local provision.

Resource bases

There are two part time resource bases (language classes) in Telford & Wrekin. One is based at John Fletcher of Madeley Primary School and the other at Wrekin View Primary School. They provide integrated education and intensive speech therapy for 14 reception and Key Stage 1 children with speech, language and communication difficulties. The language classes provide children with small group provision every morning and then they return to their substantive school in the afternoon.

Independent Provision

3.3% of learners with EHC plans in Telford and Wrekin attend independent specialist provision. This is lower than national and regional averages (see chart 5, page 5) however placement

numbers in the independent sector have been increasing over recent years and there is a need to consider growing numbers of children with complex ASC and SEMH and a gap in local provision to meet this area of need. Any growth in independent provision is unsustainable.

Specialist Support

There are a range of support services for school aged children including Educational Psychology, Learning Support Advisory Teachers, and the Sensory Inclusion Service. In addition there is a behaviour support service and health related provision, for example Speech and Language Therapy that works in partnership with LA central specialist teams. It is noteworthy that although colleagues from these teams offer advice, guidance and support for children with Autistic Spectrum Condition there is no centralised service currently focused on this area of need. This has been recognised and is being considered as part of the developing strategy to support ASC within our mainstream schools.

5. Future proposals

Proposals for the development of specialist provision are underpinned by the principles set out in Telford and Wrekin's strategy for SEND 'Belief is Everything'.

Collective Responsibility – SEND is everyone's business and we need a fair system where everyone plays their part to solve even the most complex of problems.

Early Support and Intervention – Early help and support through a high quality graduated response to offset and mitigate against the entrenchment of difficulties.

Inclusion – The majority of children and young people with SEND will attend mainstream settings with support from specialist providers.

Localisation – Children and young people should be educated as close to home as possible to support meaningful engagement in their community.

Personalisation – A personalised approach leading to greater choice and control for families, valuing unique circumstances.

Co-production – Parents and carers know their children and families best. They are active participants in decision making and help to develop and shape services.

Partnership – integration, joint commissioning and coordination of approaches to deliver better outcomes for children and young people with SEND.

Culture change – Our 'SEND offer' must change which means we need to think in different ways, create alternative methods for delivery and develop more flexible approaches to support.

Whilst it is recognised that specialist provision requires development it is set in the context that we work with mainstream schools to build their capacity to meet increasing complexity of need and enable maximum opportunity for inclusion for children with SEND.

Our future proposals are therefore based on the following key objectives:

- To develop a broader continuum of provision within the local area that minimises any further increases to special school placements and use of out of county provision.
- To increase partnership between mainstream and special schools.
- To maximise the opportunity for inclusion.
- To educate children as close to home as possible.
- To provide greater choice for parents.

We seek to achieve this by:

Proposal 1

Developing specialist resource base provision in mainstream schools for primary and secondary aged learners with social communication issues including Autistic Spectrum Conditions.

Proposal 2

Developing specialist resource base provision in mainstream schools for primary and secondary aged learners with cognition and learning difficulties.

There is recognition that a number of children can find mainstream classrooms difficult due to their learning needs, sensory overload, social difficulties and high levels of anxiety but who are able to access a mainstream curriculum. In order to achieve positive outcomes and prepare effectively for adulthood, these learners require smaller group sizes, the right environment and staff who are able to provide identified specialist support. When appropriately supported these learners can significantly benefit from being integrated on a mainstream school site, which provides access to specialist teaching facilities, a broad curriculum and subject-specialist teaching staff as well as maximising opportunities for children and young people to interact with mainstream peers for some aspects of their learning and/or social interaction.

Based on practice in other areas there are established and effective models of resource based provision located on mainstream primary and secondary school sites for between 6-12 learners with dedicated staffing and resources. Telford and Wrekin will seek schools and academies to accommodate such provision. Those with spare physical capacity where capital expenditure of between £25 – £100K (subject to dependencies) is not exceeded will be sought. A number of provisions could be established over time to ensure coverage across the borough. It is anticipated that the primary provision will largely feed into secondary-aged provision as required.

There are two distinct options, either:

Option 1

Mainstream school led where the learners are on the roll of the mainstream school with the base managed and staffed by that school.

The benefit of this is that it embodies an inclusive ethos and directly engages mainstream schools as key partners in delivery of specialist provision. The challenge can be that such provision may (particularly in the early stages) be very fragile and become isolated without easy access to specialist support.

Or:

Option 2

A partnership model where the base is operated as a satellite of a special school but is located on a mainstream 'host' school site, where the pupils are on-roll at the special school and the base is managed and staffed by the special school.

This model has the benefit of building on strong practice within the special school sector. The model also addresses any concerns about the impact of such provision on the statistics of the host school both in terms of attendance and attainment. This can be a major barrier to development particularly for smaller schools where the impact of a small group of learners may be pronounced.

Currently there are children and young people within our special schools who could potentially benefit from attending provision attached to mainstream schools and from being educated closer to home as part of their local community. Here they would benefit from smaller class sizes, specialist teaching and access to support whilst having the opportunity to form successful relationships with

their mainstream peers. This would have the benefit of releasing capacity within our special schools for pupils with the most complex needs thus minimising the risk of use of out of county placements.

In addition these proposals seek to build capacity and skills which have a significant impact on a wider range of learners beyond those attending the new provisions. Location of resource bases in mainstream schools will enable skill transfer between the specialist staff and those working in mainstream benefiting a wide range of vulnerable learners.

Please note the development of resource base provision in mainstream schools catering for social communication issues – Autistic Spectrum Condition - has been shaped by discussion and engagement with stakeholders, including parents and carers, and will form part of the strategy to support children with ASC within mainstream schools.

Proposal 3

Developing specialist resource base provision at a designated site for primary aged (KS2) learners with social, emotional, mental health needs.

In recognition of a gap in local primary provision for children with complex social, emotional and mental health needs there is a proposal to develop a resource base to cater for this area of need focusing on early key stage 2 age range (i.e. years 3 and 4). This provision will cater for children whose difficulties appear long term and persistent and are seriously affecting their educational progress. Typically the children will require a highly structured and nurturing environment and access to specialist support who are skilled at de-escalation techniques. This provision will cater initially for between 6-10 learners with dedicated staffing and resources. Recently the local authority has commissioned 'mini-school' provision as a pilot within the Linden School for a group of KS2 children whose needs are too complex and challenging to be adequately supported in mainstream school sites.

The local authority proposes a partnership model for this base which is operated as a satellite of a special school or pupil referral unit and is located at a designated site, where the pupils are on-roll and the base is managed and staffed by the special school/pupil referral unit.

This model has the benefit of building on strong practice within the special school/pupil referral sector. Telford and Wrekin will seek special schools and/or the pupil referral unit to host such provision and work with the provider to find an appropriate location for the provision.

Proposal 4

Developing highly specialist provision to cater for our most complex children with SEND.

The local authority considers that a range of options exist to develop provision that caters for our most complex children with SEND often with primary needs of ASC, significant learning issues and challenging social, emotional mental health needs. Telford and Wrekin propose to work with the market including both internal and external providers to consider

- Development of existing local special schools to offer highly specialist resourced hub provision.
- Applications for anticipated free school bids

- Opportunities for regional commissioning of external providers (i.e. independent special schools).

With all proposals work we will be required to provide clarity about pathways in and out of provision, typical profiles of pupils and thresholds for entry.

Summary of proposals

Proposal	Delivery options
<p>Proposal 1 – To develop specialist resource base provision in mainstream schools for primary and secondary aged learners with social communication issues including Autistic Spectrum Conditions.</p>	<p>Option 1 – Delivered by a mainstream – school where the learners are on the roll of the mainstream school with the base managed and staffed by that school.</p> <p>Option 2 – Delivered via a partnership model where the base is operated as a satellite of a special school but is located on a mainstream ‘host’ school site, where the pupils are on-roll at the special school and the base is managed and staffed by the special school.</p>
<p>Proposal 2 - To develop specialist resource base provision in mainstream schools for primary and secondary aged learners with cognition and learning difficulties.</p>	<p>Option 1 – Delivered by a mainstream – school where the learners are on the roll of the mainstream school with the base managed and staffed by that school.</p> <p>Option 2 – Delivered via a partnership model where the base is operated as a satellite of a special school but is located on a mainstream ‘host’ school site, where the pupils are on-roll at the special school and the base is managed and staffed by the special school.</p>
<p>Proposal 3 - Developing specialist resource base provision at a designated site for primary aged (KS2) learners with social, emotional, mental health needs.</p>	<p>Delivered as a satellite of a) a special school or b) a pupil referral unit and is located at a designated site, where the pupils are on-roll at the special school/pupil referral unit and the base is managed and staffed by the special school/pupil referral unit.</p>
<p>Proposal 4 - Developing highly specialist provision to cater for our most complex children with SEND.</p>	<p>Delivered via highly specialist resource hub provision within existing local special schools. <i>and/or</i> Delivered via special free school – dependent on successful application. Likely to require regional collaboration. <i>and/or</i> Delivered via external providers (i.e. independent special schools) via regional commissioning and procurement framework.</p>

6. Funding arrangements

Funding arrangements for the proposals above will be dependent on the delivery option that is finally adopted. The Table below sets out the proposed funding arrangements that are in line with the High Need Funding Operational Guidance (EFSA 18/19) which can be found at <https://www.gov.uk/government/publications/high-needs-funding-arrangements-2018-to-2019>

Delivery Option	Funding
<p>Resource provision in mainstream schools that is delivered by a mainstream school where the learners are on roll of the mainstream school with the base managed and staffed by that school. (Proposal 1 and 2 with option 1)</p>	<p>Each child will receive 3 elements of funding: Element 1 – Each child will attract mainstream base funding through recording on school census. Element 2 – Each child will be provided with an additional £6000 from the LA. Element 3 – Each child receives a Top Up allocation based on banded funding Model (to be developed). Likely to be between £500* - £1500* per pupil.</p> <p>Funding is provided to the mainstream school.</p>
<p>Resource provision in mainstream schools where the base is operated as a satellite of a special school but is located on a mainstream ‘host’ school site, where the pupils are on-roll at the special school and the base is managed and staffed by the special school. (Proposal 1 and 2 with option 2)</p>	<p>Children receive 3 elements of funding: Element 1 and 2 – Each child will receive £10,000. Element 3 – Each child receives a Top Up allocation based on banded funding Model (to be developed). Likely to be between £500* - £1500* per pupil.</p> <p>Funding is provided to the special school.</p>
<p>Specialist resource base provision at a designated site for primary aged (KS2) learners with social, emotional, mental health needs delivered as a satellite of a) a special school or b) a pupil referral unit and is located at a designated site, where the pupils are on-roll at the special school/pupil referral unit and the base is managed and staffed by the special school/pupil referral unit (Proposal 3)</p>	<p>Children receive 3 elements of funding Element 1 and 2 – Each child will receive £10,000. Element 3 – Top Up allocation based on banded funding Model (to be developed using special school model). Likely to be between £500* - £1500* per pupil.</p> <p>Funding is provided to the special school or pru.</p>
<p>Highly specialist provision to cater for our most complex children with SEND. (Proposal 4)</p>	<p>Where delivered via highly specialist resource hub provision within existing local special schools special schools will receive £10,000 per place plus top up based on banded funding model (£575* – 10,334*) plus access to exceptional special needs funding (£18K per pupil).</p> <p>Where delivered via special free school places will be funded at £10,000 per year direct from the EFSA. The Local Authority will provide additional top up per child based on banded funding model (£575* – £10,344*) plus exceptional special needs funding (£18K per pupil).</p>

	Where delivered via external providers (i.e. independent special schools) the high need funding system does not apply and commissioning and procurement procedures will be followed.
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*Figures quoted are subject to change.

7. Consultation and engagement process

From June 2018 the Local Authority seeks to consult and engage with a range of stakeholders regarding these proposals. This includes parents, carers, young people and children, school leaders, health and care colleagues. The consultation response form can be found on page 27, Section 7 of this document.

Following consultation a final plan will be developed and the Local Authority will launch an expression of interest process whereby schools will be able to signal their interest in hosting the provision proposed. Expressions of Interest will be favourably sought from mainstream schools that are judged to be at least good by Ofsted, and those that hold spare capacity for a class base. There will be a need to consider the location of resource base provisions so that there is reach across the borough but with sufficient focus on locations where there is known concentration of social communication issues (as shown in map 1, page 12) and cognition and learning needs (as shown in map 2, page 13) It is anticipated that 2 primary resource bases will be created initially (1 for cognition and learning and 1 for social communication issues) and 2 created in secondary provision (1 per need). These will be increased overtime.

Consultation Response Form - High Need Review and Strategic Plan for SEND

The Local Authority is proposing to make a number of changes to specialist educational provision that supports children and young people of school age who have Special Educational Needs in Telford and Wrekin.

We are seeking views about the proposed changes from parents and carers, schools and other interested stakeholders including health and care colleagues.

Please use the comment sections below if you would like to feedback about the changes proposed and submit them to SENDandInclusion@telford.gov.uk by July 23rd 2018.

Please indicate the following:

I am a child or young person

I am a parent

I work in an educational setting (please specify school name)

I work for the Local Authority (please specify your service area/team and job role)

Other (please specify your role)
(Please tick)

Contact name _____

Contact details (email/phone) _____

Where relevant school name _____

Additional information _____

Please read the high need review and strategic plan before completing this response.

Proposal 1 - To develop specialist resource base provision in mainstream schools for primary and secondary aged learners with social communication issues including Autistic Spectrum Conditions.

Your views

Proposal 2 - To develop specialist resource base provision in mainstream schools for primary and secondary aged learners with cognition and learning difficulties.

Your views

To deliver proposals 1 and 2 there are two possible options:

Option 1 – The specialist resource base is delivered by a mainstream school where the learners are on the roll of that school and the base is managed and staffed by the mainstream school.

Your views

Option 2 – The specialist resource base is delivered via a partnership model where the base is operated as a satellite of a special school but is located on a mainstream ‘host’ school site, where the pupils are on-roll at the special school and the base is managed and staffed by the special school.

Your views

Proposal 3 - Developing a specialist resource base provision at a designated site for primary aged (KS2) learners with social, emotional, mental health needs that is delivered as a satellite of either a special school or a pupil referral unit and is located at a designated site, where the pupils are on-roll at the special school or pupil referral unit and the base is managed and staffed by the special school or pupil referral unit.

Your views

Proposal 4 - Developing highly specialist provision to cater for our most complex children with SEND which is delivered via highly specialist resource hub provision within existing local special schools or via free school (dependent on successful application and likely to require regional collaboration) or via existing external providers via regional commissioning and procurement framework.

Your views

Additional questions

Do you agree with the identified gaps in provision?
Your comments

Do you think there are other gaps not identified?
Your comments

What are your views on the identified opportunities?
Your comments

Are there further opportunities to better support and develop inclusion in mainstream settings?
Your comments

8. Glossary

ASC	Autistic Spectrum Condition
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
OTH	Other
PD	Physical Difficulties
PMLD	Profound Multiple Learning Difficulty
SEMH	Social, Emotional Mental Health
SEND	Special Educational Needs and Disability
SLCN	Speech Language and Communication Needs
SLD	Severe Learning Difficulty
SPLD	Specific Learning Difficulty
TBC	To be confirmed
VI	Visual Impairment