

## PLYMOUTH CITY COUNCIL

<b>Subject:</b>	Special Educational Needs and Disability (SEND) Review and Framework for Education Provision 2015 - 2018
<b>Committee:</b>	Cabinet
<b>Date:</b>	7 July 2015
<b>Cabinet Member:</b>	Councillor McDonald
<b>CMT Member:</b>	Carol Burgoyne (Strategic Director for People)
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<b>Ref:</b>	JH.Js (CAB)
<b>Key Decision:</b>	Yes
<b>Part:</b>	One

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### **Purpose of the report:**

The SEND Review and Framework for education provision 2015-18 draws together the work that has been carried out to date to review SEN provision and places across the City. This work commenced in the Spring/Summer 2014 with a number of workshops where mainstream and special schools and other agencies involved in working with young people with SEN talked through their views about how need could be better met. Following this, work has been carried out over the last 4 months by a multi-agency Task and Finish Group to consider in more detail what the framework for provision should be. The review has been carried out in a number of ways to ensure that as many stakeholders as possible have had the opportunity to contribute particularly families who have a child with SEN/D. Some contributions have been made in a series of workshops and meetings which have explored the existing provision and discussed proposals for future provision. Others have been shared with the working group through individual meetings and written contributions.

The brief of the review was to establish whether the current provision for SEN places met the current need and what steps needed to be taken to ensure that as a city our Local Offer for SEN met the anticipated needs. The resulting document "The SEND Review and Framework for education provision 2015-2018" is the culmination of this work to date.

The framework describes proposals for consideration for meeting the needs of pupils with SEN/D in the next 3 years. Some of the proposals need to be carried out in the short term while others are longer term plans which will require a considerable amount of work in order to develop them sufficiently to implement.

The Action Plan draws together the recommendations of the review as a set of next steps. The Implementation Plan outlines how these next steps could be achieved. Although resource provision and allocation/reallocation have been broadly identified further detailed planning with costs and accessibility impact assessments will be required to enable us to move forward in a planned and co-ordinated way. However it is important that we agree the key principles for the future provision of SEN in Plymouth at this time.

The framework, action plan and implementation plan are being considered by the Ambitious Plymouth Scrutiny Panel on 6 July 2015 and any recommendations will be reported at the Cabinet meeting.

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### **The Brilliant Co-operative Council Corporate Plan 2013/14 -2016/17:**

The proposal helps to meet the City Vision, co-operative values, co-operative objectives, and co-operative outcomes in the following ways:

**City Vision – Britain’s Ocean City** – improves the education opportunities of children with SEN which will improve their quality of life.

**Co-operative Value – We are democratic** – provide parents, staff and governors at the school, local residents and other stakeholders with the opportunity to participate in the provision for their children.

**Objective – Pioneering Plymouth** – provides improved service for children with SEN and their families making effective use of resources available.

**Objective – Caring Plymouth** – provides children with SEN with specialist facilities that will promote independence and reduce social inequality.

**Objective – Growing Plymouth** – provides additional specialist provision for the growing number of children with SEN within a mainstream and special school environment.

**Outcome – Growing Plymouth** – providing sufficient specialist facilities for children with SEN to attend and enjoy school would be an integral part of the city’s top performing education system and ensure that they achieve better qualifications and find high quality jobs,

**Outcome – Caring Plymouth** – providing specialist facilities SEN children in both mainstream and special schools to provide them with inclusive educational opportunities and narrow the gap in equality of access to support, helping them take control of their lives.

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### **Implications for Medium Term Financial Plan and Resource Implications: Including finance, human, IT and land:**

There are a number of capital projects that will be required to ensure that the school estate has the appropriate physical capacity to meet the SEN/D needs. These have been identified in the Implementation Plan submitted as part of the Review. The total capital cost of all projects will be in the region of £1.9m. Resources are yet to be identified to meet this cost.

There will be a number of capital projects within special schools to carry out adaptations to the buildings. These adaptations will enable the schools to provide education for post 16 students with complex SEN/D where there is no suitable alternative provision at this time as well as meeting new legislative requirements.. The final capital project within the scope of the review is the development , in partnership with other Post 16 agencies and organisations, of a vocational centre in the north of the city. The provision is purpose built and will offer vocational training opportunities for young people with or without SEN/D to develop skills for them to make a successful transition into employment or further training.

All of the capital projects will form part of the Capital Business Case that is yet to be taken to City Council Investment Board.

There are several revenue projects that form part of the review. In the majority of cases, any additional costs will be found from existing resources. The development of a new satellite unit within a mainstream nursery setting in partnership with two of the special schools to provide the appropriate level of skilled staffing to support up to 8 children to access their education in the unit will have a cost implication and this will be funded by Dedicated Schools Grant. The review of the

commissioning process currently surrounding children with medical and health needs in Special Schools should release some Dedicated Schools Grant.

There will be a significant realignment of resources required in order to meet the changing needs of pupils with SEN/D across the whole school estate. This re-alignment will include some joint commissioning of services with Schools Forum and New Devon CCG to make better use of available resources.

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**Other Implications: e.g. Child Poverty, Community Safety, Health and Safety and Risk Management:**

**Plymouth's Early Intervention and Prevention Strategy 2012-2015**

This service will have a direct contribution to make to the early intervention strategy for the city and the forthcoming Commissioning Plan for Children's services in the city.

**Child Poverty**

National data shows that children and families with a disability are more likely to experience poverty. The SEN Review and Framework will make a significant impact on the lives of these families by providing appropriate and high quality education.

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**Equality and Diversity:**

Has an Equality Impact Assessment been undertaken? Yes – see background papers

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**Recommendations and Reasons for recommended action:**

Cabinet Members are asked to –

1. Consider any recommendations from the Ambitious Plymouth Scrutiny Panel of 6 July 2015
2. Approve the principles set out in the SEND Review and Framework 2015 – 2018
3. Approve in principle the implementation plan
4. Delegate authority to the Cabinet Member for future approval of detailed proposals

Reasons for the recommendations

As set out in the report

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**Alternative options considered and rejected:**

The SEND Review And Framework for education provision consultation process took place across all agencies involved with children with SEN/D and describes the issues raised and discusses the available options. The next steps and outcomes to be achieved in the main areas of SEN were considered in coming to the recommendations in the review. At this stage the review has described the issues that need to be addressed rather considering and rejecting any options. Detailed options appraisals are now being carried out as part of the business case development in a number of areas within the review these include

- Special Schools
- Support Centres
- Post 16 Services

- Hearing Impairment Services
- Speech and Language Services

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## Appendices

The SEND Review and Framework for education provision 2015 – 2018  
 The Implementation Plan for the SEND Review and Framework

### Published work / information:

None

### Background papers:

Title	Part I	Part II	Exemption Paragraph Number							
			1	2	3	4	5	6	7	
Equality Impact Assessment	x									

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### Sign off:

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Originating SMT Member Judith Harwood													
Has the Cabinet Member(s) agreed the content of the report? Yes /													