

**SEND REVIEW AND FRAMEWORK
FOR EDUCATION PROVISION 2015-2018**

Appendix I



CONTENTS

1. INTRODUCTION	Page 2
2. NATIONAL AND LOCAL POLICY	Page 4
3. NEEDS ANALYSIS	Page 5
4. CURRENT PROVISION	Page 9
▪ Mainstream schools	
▪ Support centres and special schools	
▪ Autism (ASC)	
▪ Social emotional and mental health (SEMH/BESD)	
▪ Profound and multiple learning disability(PMLD)/ multi-sensory impairment (MSI)/ physical disability (PD/ medical)	
▪ Severe learning disability (SLD)	
5. PRIORITIES FOR SEN PROVISION	Page 13
6. OUTCOMES AND NEXT STEPS	Page 15
a) Universal/ mainstream	
b) Targeted outreach	
c) Support centres	
d) Special Schools	
e) Post-16	
7. ACTION PLAN	Page 25
8. GLOSSARY	Page 28

I. INTRODUCTION

This document sets out the vision as to how Plymouth will shape local education provision for children and young people with Special Educational Needs/ Disability in schools and post 16 settings. This review contributes to a wider plan to support children and young people with Special Educational Needs and Disability, and their families over the coming years. This wider plan will be described in Plymouth's Commissioning Strategy for Children and Young People 2015-18.

The thoughts and opinions of children and young people with SEND, their parents and carers, schools, health service staff and other partners have contributed to this review. Analysis of existing data that is collected across all agencies has also informed the analysis of need and the discussions that have taken place.

One of the key issues that will be addressed in this review will be an understanding of the needs of the individual children and young people who will access the education provision and associated services to be commissioned. This will include robust data to inform commissioners of the needs of these children and young people as well as their aspirations for future services. The review has highlighted that it will also be important to understand the context of children's behaviour and communication when considering their needs within the school setting, as this should shape the support needed in schools and for parents.

Relationships between stakeholders will sometimes need to be brokered in order for true partnership working to take place. This is particularly important with regard to the Autistic Spectrum Condition (ASC) pathway of support.

The principles that underpin the framework are to:

- Improve outcomes for children and young people with SEN and their families
- Involve and engage children and young people with SEN and their families
- Ensure the highest possible quality of provision and services through effective procurement and joint commissioning arrangements.

TERMINOLOGY

The SEND Code of Practice (January 2015) provides the following explanation regarding the change in terminology from Special Educational Needs (SEN) to Special Educational Needs and/or Disabilities (SEND).

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” (p15)

Many children and young people who have SEN may have a disability under the Equality Act 2010. It is understood that there will be children and young people with conditions recognised as a disability who do not necessarily have SEN. However, there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

2. NATIONAL AND LOCAL POLICY

The Children and Families Act 2014 reforms provision for children and young people with Special Educational Needs/Disability. The key changes are:

- To extend the SEND legislation from birth to 25
- That young people and parents to have greater control and choice in decisions
- To ensure needs are properly met

The Act takes forward the reform programme that is set out in ‘Support and aspiration: A new approach to special educational needs and disability: Progress and next steps’ by:

- Introducing a new Birth to 25 Education, Health and Care Plan
- Offering families personal budgets
- Improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together

There are significant new duties on the local authority and potential new demands for resources. This work must be closely aligned to our local work to meet the new duties in relation to Raising Participation Age (RPA) as set out in the Education and Skills Act 2008. Multi-agency engagement will be critical and is required in the legislation, including schools, post-16 providers, young people, parents, health, voluntary and community sector, alongside the local authority (including social care).

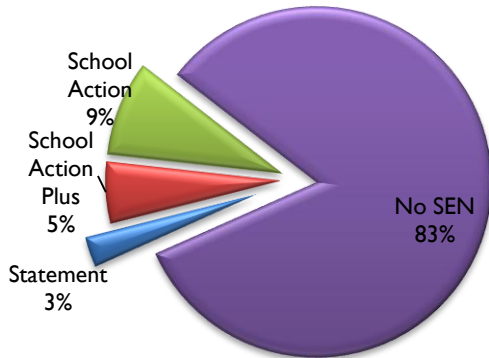
This Review and Framework is also underpinned by other relevant legislation and our aims and principles have regard to the authority’s duties. In developing this framework and supporting work, the following has been taken account of:

- The Children Act 1989
- The Education Act 1996
- The SEN and Disability Act 2001
- The SEN Regulations 2001
- The Special educational needs and disability code of practice: 0 to 25years 2014
- The Disability Rights Commission Code of Practice for Schools 2002
- The Children Act 2004
- The Education and Inspections Act 2006
- The Education and Skills Act 2008
- The Apprenticeships, Skills, Children and Learning Act 2009
- The Breaks for Carers of Disabled Children Regulations 2010
- The Green Paper ‘Support and Aspiration: A new approach to special educational needs and disability’ 2011
- Framework for the assessment of children in need and their families (Department of Health April 2000)
- Short Breaks Statutory guidance on how to safeguard and promote the welfare of disabled children using short breaks 2010
- The Children Act 1989 Guidance and Regulations Volume 2 Care Planning, Placement and Case Review DCSF 2011
- Equality Act 2010

3. NEEDS ANALYSIS

The pie charts and tables below contain the breakdown data of children in Plymouth against the national average for England. The figures for England and Plymouth are taken from National Census tables as at January 2014. The figures for England continue to show a steady downward trend in School Action, School Action Plus and Statements, with a corresponding increase in the No SEN category. However, Plymouth, whilst remaining static at School Action, continues to have a greater percentage than national figures at School Action Plus and Statements, but fewer in the 'No SEN' category.

England – Summary of School Action



Plymouth – Summary of School Action

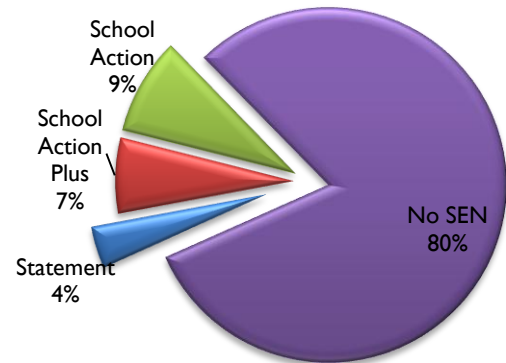


Figure 1
All SEN Types

% of SEN Children by SEN Primary Need

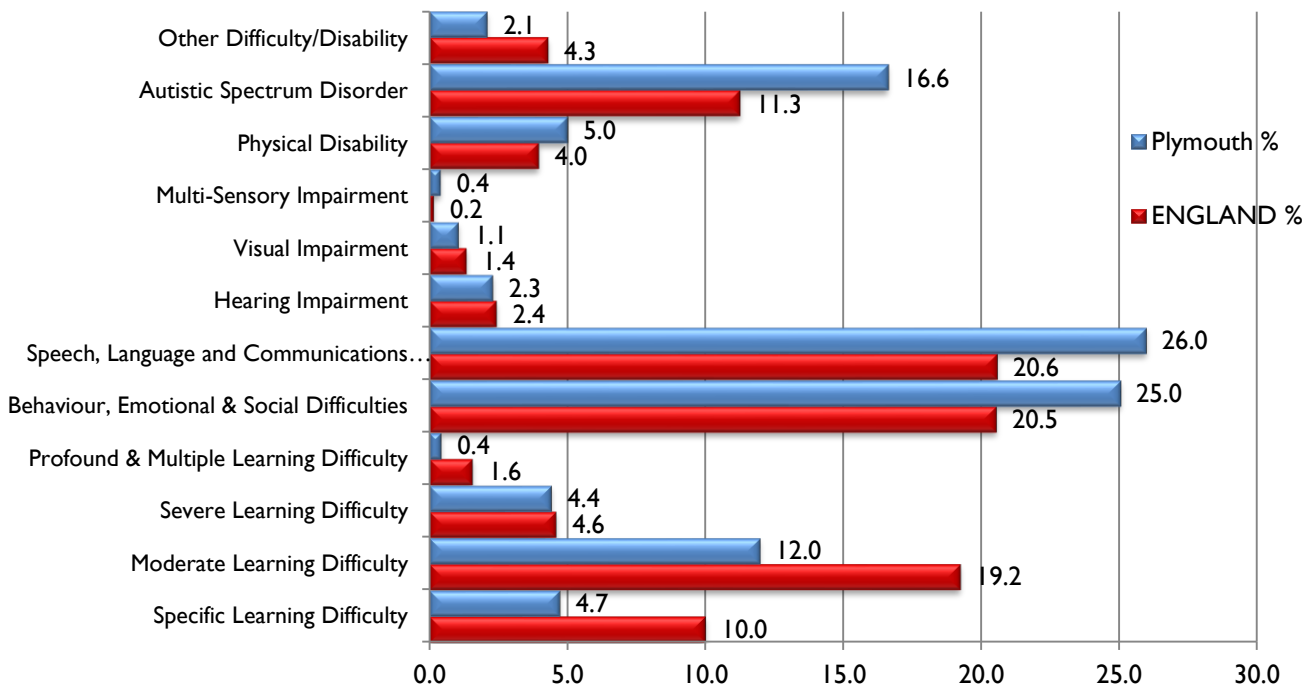


Figure 2
Percentage of pupils with Statements of SEN or at School Action Plus by Type of Need (January 2014 National Census)

The bar chart above and the table below are both taken from the combined National Census data tables 22, 23 and 24. They identify the percentage for each specific primary SEN based on the SEN total for England and Plymouth, again as taken from the National Census data tables January 2014.

	England		Plymouth	
	Count	%	Count	%
Specific Learning Difficulty	67555	10.0	187	4.7
Moderate Learning Difficulty	129830	19.2	474	12.0
Severe Learning Difficulty	31040	4.6	175	4.4
Profound & Multiple Learning Difficulty	10590	1.6	17	0.4
Behaviour, Emotional & Social Difficulties	138655	20.5	992	25.0
Speech, Language and Communications Needs	138905	20.6	1029	26.0
Hearing Impairment	16470	2.4	91	2.3
Visual Impairment	9115	1.4	42	1.1
Multi-Sensory Impairment	1115	0.2	16	0.4
Physical Disability	26760	4.0	198	5.0
Autistic Spectrum Condition	76015	11.3	658	16.6
Other Difficulty/ Disability	29040	4.3	83	2.1
SEN Total	675090	15.3	3962	19.9
No SEN	3741620	84.7	15988	80.1
Total	4416710	100.0	19950	100.0

Figure 3

Number and percentage of children with SEN.

The figures, when compared to previous reports, clearly identify that the number of children with BESD (SEMH) and SLCN continues to increase locally and the difference between England and Plymouth widens.

Last year for BESD (SEMH) the variance between Plymouth and England was 3.84% increasing this year to 4.5%.

The gap between Plymouth and the rest of England for children with SEN is 4.6%, which can be directly compared to the 2.4% difference as per the report last year – an increase of 2.2%. The report last year identified England no action was at 82.10% whilst Plymouth was at 79.7%, and whilst both percentages have increased this year, the gap is also continuing to expand.

Summary of All SEN Types

The following pie charts identify the specific primary needs of all the SEN types, as per the National Statistics Census data, which includes those children at School Action Plus and Statemented.

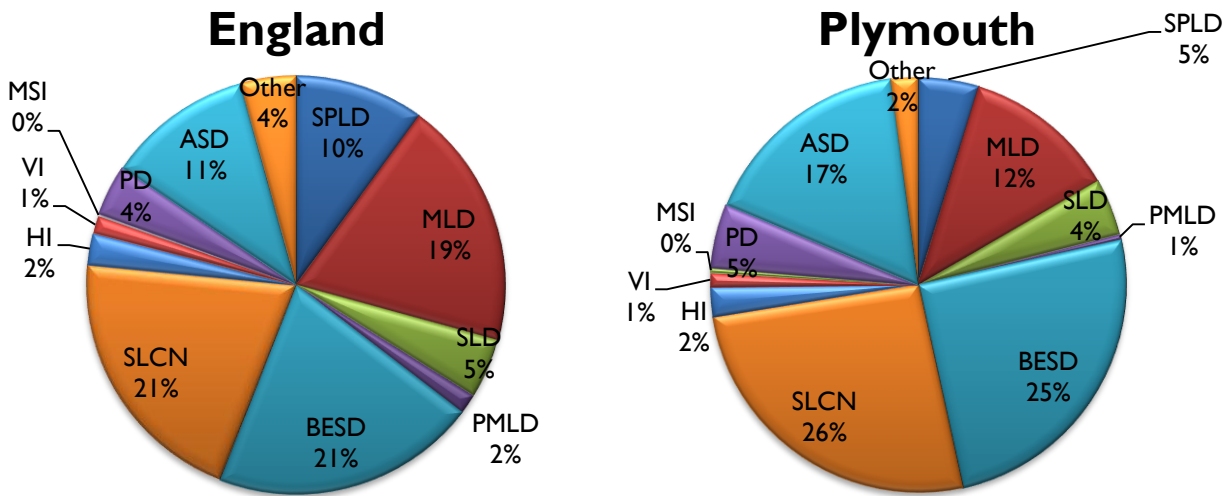


Figure 4

The pie charts above clearly identify that Plymouth has a higher than national average percentage of BESD, SLCN and ASD, whilst less than the national average for SPLD,MLD and PMLD.

Statistical Neighbours

No. Pupils with Statements by LA

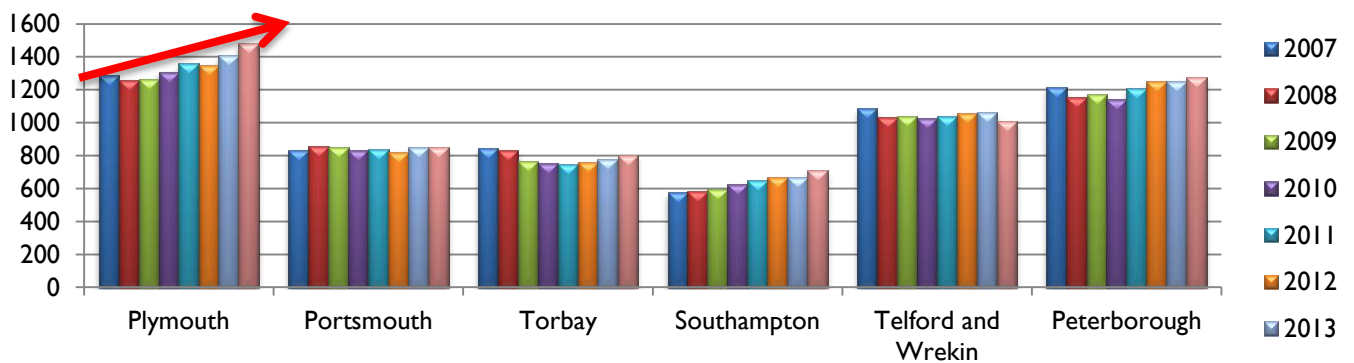


Figure 5

Number of pupils with statements in LAs which are Plymouth’s statistical neighbours.

It can be seen from Figure 5 that, when Plymouth is compared to its statistical neighbours, there is a marked year on year increase in pupils with statements. The rest of our statistical neighbours show either a small change or a downward movement with the exception of Southampton. Peterborough is our only statistical neighbour that has a similar number of statements.

Health Visitor – Children’s Centre Data 2013-2014

Figure 6 below identifies the number of early years children who currently have issues which may translate into SEN requirements upon reaching school age, but these have not currently been specified other than as children with special needs, developmental delays and behavioural problems.

The level of complexity of need, or how it might in the future affect a child’s learning, has not yet been assessed in terms of SEND. The figures are an indication only of potential future need when the children reach primary age.

Health Visitor Data 2013/ 2014

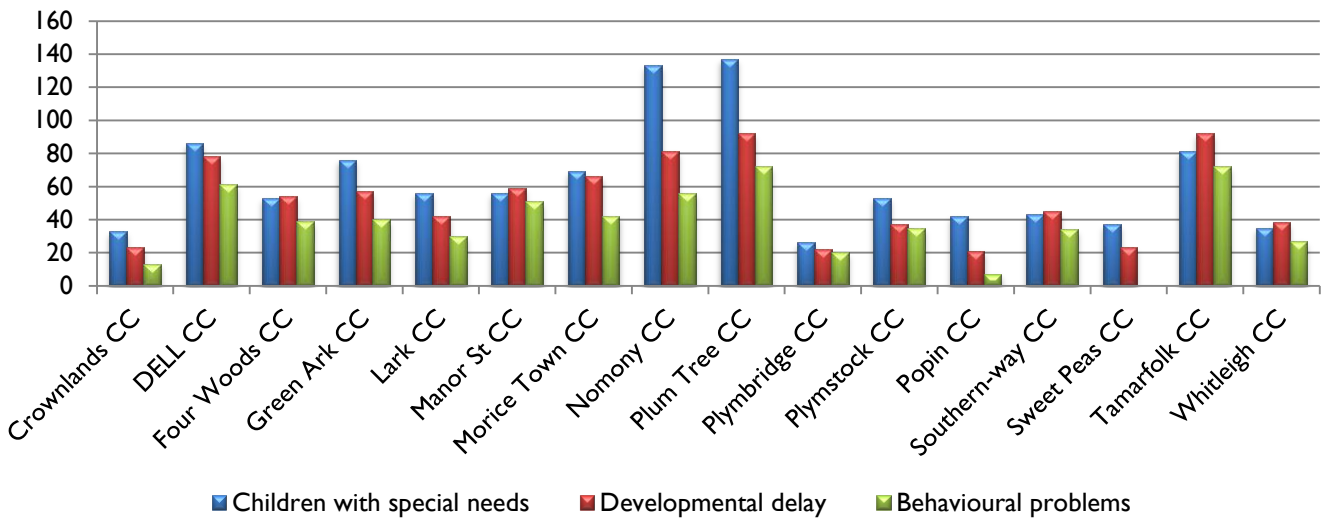


Figure 6

Early Years health visitor data.

2013/ 2014 – Health Visitor Report

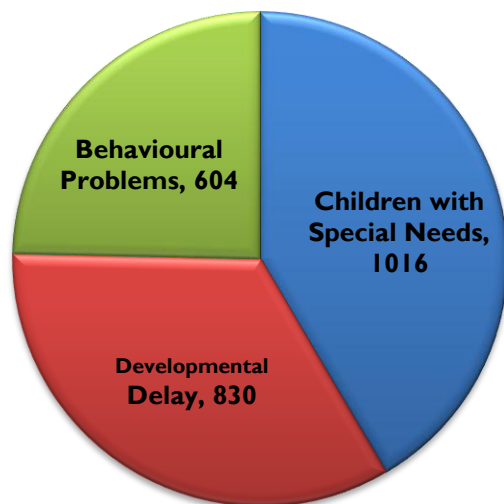


Figure 7

Figure 7 provides the number of children identified in each category for the city of Plymouth neighbourhoods.

4. CURRENT PROVISION

MAINSTREAM SCHOOLS

Plymouth currently has 69 primary schools (70 from September 2015) and 18 secondary schools of which 3 are selective Grammar schools. All of the schools provide additional support for pupils with SEND needs.

Plymouth has a high number of children with a statement or EHC plan compared to our statistical neighbours. Currently there has been an unexpected and significant increase in the number of requests for a statement/ EHC plan for children with ASC and EBD. One reason could be that Plymouth is good at identifying the needs and supporting young people which is demonstrated by the low dropout rate at 16. However, there is a high number of young people who have a learning disability who are NEET.

Legislation makes it clear that mainstream schools must use their best endeavours to meet the needs of children and young people with SEN. The SEND Strategic Advice and Support team works in partnership with primary, secondary and special schools in Plymouth to:

- Develop effective whole-school SEN systems and processes
- Raise the attainment of learners with Special Educational Needs (SEN)
- Evaluate their SEN provision and practice

The service works closely with Special Educational Needs Coordinators (SENCOs) through consultation, advisory and project work on a range of whole-school special educational needs issues with a school improvement focus.

SUPPORT CENTRES AND SPECIAL SCHOOLS

Where appropriate, children with specific special educational needs are educated within seven special schools to ensure that they can develop within an appropriate environment which caters for all their needs. Plymouth has seven schools designed and maintained to cover all special need requirements. The tables below (Figure 8) identify the range and number of needs which the schools currently support.

Primary SEN		ASD	BESD	HI	MLD	MSI	PD	PMLD	SLCN	SLD	SPLD	VI	Total
Brook Green Centre for Learning	2	24		55	1	1			9		2		94
	2.5%	25.53%	0.00%	58.5%	106%	106%	0.00%	9.57%	0.00%	2.5%	0.00%		
Cann Bridge School								2	76				78
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.56%	0.00%	97.44%	0.00%	0.00%		
Courtlands School	2	2		65					4				73
	2.74%	2.74%	0.00%	89.04%	0.00%	0.00%	0.00%	5.48%	0.00%	0.00%	0.00%		
Longcause Community Special School	89								11		2	1	103
	86.4%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	10.68%	0.00%	1.94%	0.97%	
Mill Ford School								19	81				100
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	19.00%	0.00%	81.00%	0.00%	0.00%		
Mount Tamar School	5	83		1									91
	5.49%	91.2%	0.00%	1%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.20%	
Woodlands School			3	5	61	1						5	75
	0.00%	0.00%	4.00%	6.67%	81.33%	1.33%	0.00%	0.00%	0.00%	0.00%	0.00%	6.67%	
Total SEN by Type	98	109	3	121	6	62	22	24	157	4	8		614

Secondary SEN		ASD	BESD	HI	MLD	MSI	PD	PMLD	SLCN	SLD	SPLD	VI	Lo SEN	Total
Brook Green Centre for Learning	0	26	1	28	0	3	0	0	19	0	0	1	15	93
Cann Bridge School	0	0	0	0	0	0	0	0	0	0	0	0	78	78
Courtlands School	2	27	0	4	0	3	0	34	0	0	0	0	1	71
Longcause Community Special School	0	4	1	11	0	5	0	1	0	0	0	0	79	101
Mill Ford School	32	5	0	0	0	20	0	8	0	0	0	6	29	100
Mount Tamar School	14	3	0	1	0	1	0	10	0	0	0	1	50	90
Woodlands School	1	1	2	8	2	10	3	6	3	0	13	26		75
Total SEN by Type	49	66	4	52	2	42	3	78	3	0	21	288		608

Figure 8

The first table shows the primary need of each child attending each special school in Plymouth as at January 2013. The second table identifies that many children also have a secondary special need which requires specialist support.

In addition to the seven special schools, Plymouth has specialist support centres covering Autistic Spectrum Condition (ASC), Social Emotional and Mental Health (SEMH/ BESD), Profound and Multiple Learning Disability (PMLD)/ Multi-Sensory Impairment (MSI)/ Physical Disability (PD)/ Medical, Sensory - Hearing Impairment (HI) and Visual Impairment (VI) and Speech Language and Communication Need (SLCN).

We shall look at each area of need in more depth.

Autistic Spectrum Condition (ASC)

A need for further provision for ASC pupils at or above age-related expectations was initially identified in the ASC Audit conducted in 2009 and resulted in the development of a third additional secondary provision (Stoke Damerel Community College which was previously VI) and additional primary provision at Goosewell and Keyham Barton primary schools.

School	Phase	Designation	PAN
Keyham Barton SP	Primary	ASD	10*
Goosewell SP	Primary	ASD	10
Ridgeway School SP	Secondary	ASD	10
Mayflower SP	Primary	ASD	18**
Stoke Damerel CC SP	Secondary	ASD	10
Longcause Special	Primary and Secondary	ASD/ MLD	98

* Keyham Barton currently only has capacity for 5.

**Mayflower support centre currently has 18 places but from April 2015 this will reduce to 12 pupils.

Requests to Matching Panel have demonstrated that there is still a shortage of places for secondary pupils with ASC. This applies to pupils who are achieving at or above age-related expectations, as well as those with learning difficulties. We only have Special School provision for ASC pupils who have learning difficulties and there is increased demand for Support Centre places which reflects the increase in local need. The decommissioning of the specialist secondary support centre provision at Plymstock has impacted further on the availability of places. We would anticipate that there will be a future pressure on places as the expectation for a specialist offer post-16 increases.

A growing number of pupils with ASC and challenging behaviour has been placed in a specialist provision at Mount Tamar Special School. Some of the young people are able to manage within the school environment while others need to access their education off the school campus. This brings significant issues around access to a suitable environment.

When special schools do not have enough capacity, the Alternative Complementary Education Schools service ensure that additional SEND provision is provided either through placements for in-year admissions or commissioned through SMAP for complex needs students who are not able to access SEND school provision. Working together with Special Schools, ACE and Children's Integrated Disability Service we have provided fulltime bespoke personalised learning packages for a significant number of band 8 needs students. While good outcomes have been achieved we need to establish a sustainable approach to supporting students with very complex needs locally into the future.

Social Emotional and Mental Health (SEMH/ BESD)

We are now seeing a rise in the number of reception pupils with severe SEMH (BESD) needs. Recent requests to the Matching Panel have highlighted a shortage of places in special schools for secondary pupils with SEMH (BESD) both with and without MLD. We have a shortage of places for the increasing number of secondary pupils with SEMH (BESD). The Local Authority has commissioned ACE to retain pupils where places have not been available in special schools and where mainstream schools have been unable to meet needs.

An attempt to address the increasing need for provision for SEMH (BESD) (as identified by mainstream schools and the LA) resulted in the re-designation of two special schools (Courtlands and Brook Green) from MLD to MLD/ SEMH(BESD) in 2008.

School	Phase	Designation	PAN
Courtlands Special	Primary	BESD/ MLD	75
Brook Green Special	Secondary	BESD/ MLD	84
Mount Tamar Special	Primary and Secondary	BESD	101
ACE	Primary and Secondary	Short-term PRU provision	

Profound and Multiple Learning Disability (PMLD)/ Multi-Sensory Impairment (MSI)/ Physical Disability (PD)/ Medical

PMLD pupils are educated at Mill Ford and Woodlands School; both schools are equipped and designed to meet the needs of pupils with PMLD, with Woodlands being a new build and having provision for pupils with MSI and pupils with complex medical needs.

Requests for special school placements for PMLD have remained at a similar level over the last 3 years.

School	Phase	Designation	PAN
Woodlands Special	Primary and Secondary	PD/ PMLD/ MSI	75
Mill Ford Special	Primary and Secondary	PMLD/ SLD	100
Lipson Co-operative SP	Secondary	PD provision	10

Physical Disability

The number of pupils attending maintained specialist provision for PD remains small as mainstream schools are increasingly able to meet these needs. Parents and pupils are increasingly requesting support in their local mainstream school where pupils can be educated alongside mainstream pupils and can remain with their friendship groups. Mainstream provision is supported through an effective school based outreach service which ensures these pupils thrive in this environment.

Severe Learning Difficulties (SLD)

The number of new pupils requiring this type of school provision has not varied significantly in recent years although the number of places available has decreased due to these schools providing Post-16 education.

School	Phase	Designation	PAN
Cann Bridge Special	Primary and Secondary	SLD	80
Mill Ford Special	Primary and Secondary	PMLD/ SLD	100

Both of the above special schools provide for SLD.

Sensory

The number of pupils requiring specialist Hearing Impairment provision in mainstream primary and secondary school has remained reasonably static. Pupils in the primary HI provision benefit from two specialist Teachers of the Deaf with a third Teacher of the Deaf for pupils in the nursery provision. All Staff have BSL training. The school benefits from Soundfield systems throughout the school providing improved access to speech for all pupils. Pupils in the secondary HI provision have access to IFTE Teacher of the Deaf. Some areas of the school have a Sound field system in place with the base being acoustically enhanced.

Hearing Impairment (HI)

The number of pupils requiring specialist HI provision in mainstream primary and secondary school has remained static.

School	Phase	Designation	PAN
Eggbuckland Vale SP	Primary	HI	18
Eggbuckland CC SP	Secondary	HI	12

Visual Impairment (VI)

The LA de-commissioned a specialist secondary VI provision as parents and pupils were expressing a preference for support in their local mainstream school which enabled them to remain in a mainstream environment with their friendship groups. This provision has been modified and re-designated as a secondary ASC provision.

Speech Language and Communication Need (SLCN)

School	Phase	Designation	PAN
ICAN Nursery	Pre-School	SLCN	20 (10am/ 10pm)
Tor Bridge Primary	Primary (KS1)	SLCN	20
Thornbury Primary	Primary (KS2)	SLCN	10
Tor Bridge High	Secondary	SLCN	10

We are identifying an increasing number of pupils with SLCN particularly in primary schools. The number of placements in our Key Stage One provision is currently twice the original designated number with some spare capacity.

Numbers in the pre-school ICAN provision have remained at a similar level as previous years. The number of pupils in the specialist Key Stage 2 provision has remained relatively static. The number of pupils in the specialist secondary provision has remained relatively static.

Early Years

National research carried out on behalf of the DfE indicates that where early years services were reported to be working well, coordination of services appeared to be more embedded, with smooth interaction between identification, family support and early education, and a more strategic approach to linking up Children's Centres and local mainstream and special schools. There was a strong emphasis on early intervention and referral to services, and a focus on actively developing relationships with parents. There was some variation between local authorities in how far their approach included investing in SEN support for private and independent early years' providers¹.

By contrast, where local authorities described less confidence in their early years' provision, there was sometimes less coordination of funding, poorer planning, problems with early diagnosis and assessment and a more limited range of provision. At times, there was also a less systematic use of, or an over reliance on, children's centres, with reports of geographical boundaries making it difficult for parents to access provision, less experienced and trained staff, and weaker relationships with local authority SEN staff.

The implementation of the recommendations of this review will need to consider how SEN provision is developed throughout the early years services available in the city.

5. PRIORITIES FOR SEN PROVISION

According to the 2010 report, Special Educational Needs and Disability: Understanding Local Variation in Prevalence, Service Provision and Support, factors supporting best practice include a strong ethos of inclusion, strong and effective multi-agency working, commitment and strong leadership, effective partnerships with all key stakeholders, and an adequate number of skilled staff at all levels. These factors are key in the development of sufficient effective, quality SEN provision across the whole school estate. To achieve the vision and achieve the outcomes described in this framework it will be vital that communication between all stakeholders is clear and unambiguous.

Based on a range of data and in consultation with schools, parents, children and young people, and other partners the following priorities have been identified which cut across the whole of SEN provision in the city.

Priority 1 Level of SEN provision

The review has identified that there is insufficient SEN provision:

- In mainstream and mainstream specialist centres to meet the needs of pupils with ASC
- For primary and secondary aged pupils with SEMH (BESD)

¹ Chapter 6 Special Educational Needs and Disability Understanding local variation in prevalence service provision and support

- For pupils in Early Years settings with PMLD and a range of complex needs
- To meet the needs of primary aged SLD pupils

There are currently pupils in targeted and specialist provision, who, with the right support could transition successfully to mainstream settings. They should be supported to do so at the earliest opportunity, e.g. a natural transition point. This will free up places in special schools for those pupils who cannot maintain a mainstream placement.

Priority 2 Parental Confidence

Parents and carers need to feel confident that when their child is assessed for SEND there will be an appropriate place available for them in either mainstream, targeted or specialist provision. A plan needs to be developed to both communicate to families the full extent and quality of the school estate.

Priority 3 Joint Commissioning

Joint commissioning as described in the 0-25 Special Educational Needs and Disability Code of Practice will need to be planned and agreed with clear lines of accountability and responsibility established.

Joint Commissioning will be integral to the Children and Young People's commissioning plan to ensure that support requirements for children with SEN are met. Joint commissioning of some key services through the Health and Wellbeing Board will ensure that agreed outcomes are achieved across the whole city.

Priority 4 Sharing Knowledge

The range of specialist knowledge, skills and expertise within specialist and mainstream provision should be identified and shared across all schools

Priority 5 Post-16 SEN provision

The provision to meet the needs of Post-16 pupils with ASC, SEMH and SLD should continue to be developed to deliver high quality provision. The aim is to provide local pathways to paid employment and to achieve this, independent skills and vocational courses need to be fully inclusive for pupils with SEN.

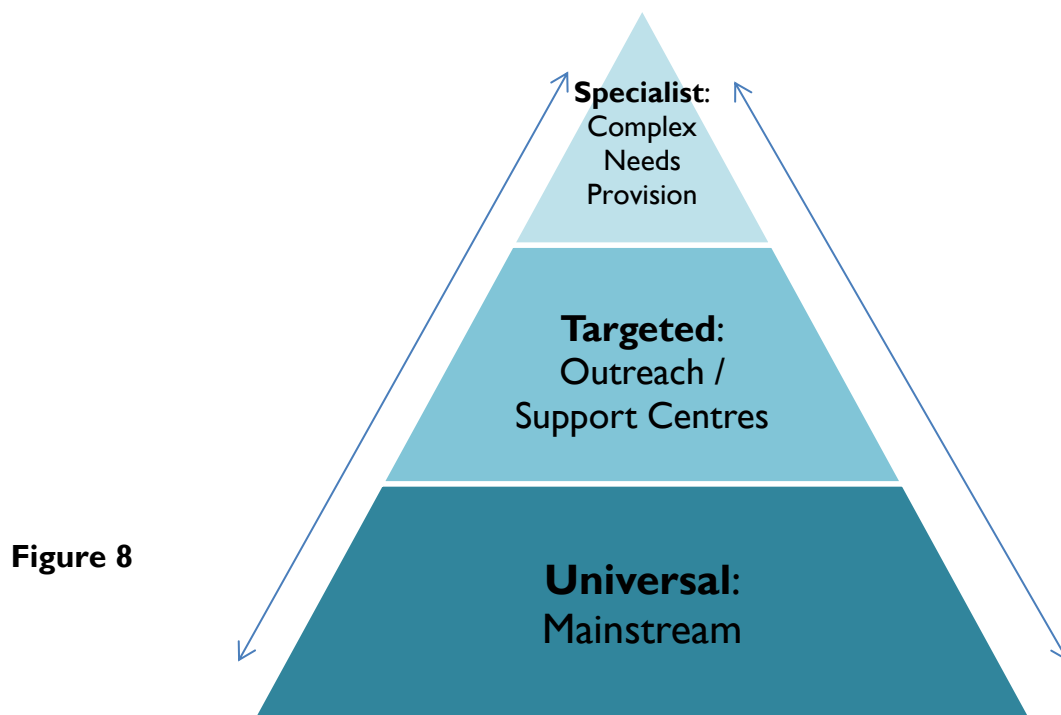
Some pupils with SEN may require a longer, supported transition into Further Education and to achieve this there needs to be development of new provision that will provide a nurturing supportive approach to transition at 16.

Priority 6 Admissions Processes

We need to analyse and review EHC plan Annual Review paperwork to ensure promotion of robust decisions regarding appropriateness of each pupils' placement on a regular basis.

6. OUTCOMES AND NEXT STEPS

The current special educational needs provision across the city can be represented in three layers as shown in Figure 8. Within these broad layers there are further discreet sections and considerable interaction and support between the layers, for example, outreach from special schools and specialist teams going into Mainstream provision and Targeted provision or specialist teams providing support to special schools.



The SEND Local Offer includes details of the arrangements the Local Authority expects all schools and academies in Plymouth to have in place for:

- Identifying the particular SEN of children and young people
- Consulting with parents of children and young people with SEND
- Securing the services, provision and equipment required by children and young people with SEN or disabilities
- Supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living

The SEND Local Offer also provides detailed information about how the Local Authority expects schools and academies to deliver support to children with SEN in the following areas:

- Approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN
- Enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC))
- Assessing and reviewing pupils' progress towards outcomes, including how schools work with parents and young people in doing so

- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels; awareness, enhanced, specialist
- Assessing and evaluating the effectiveness of the education and training provision the local authority makes for children and young people with SEN or disabilities
- Activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities
- Supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying)

National research carried out to understand the local variation in prevalence, service provision and support clearly evidenced that the most successful dynamic between mainstream, targeted and specialist provision is described as a virtuous cycle. 'strong parental consultation, strong support for and within mainstream schools to meet the needs of children with SEN, and some use of out of area placements, combined to mean that provision was broadly seen as successful – even in areas where there was relatively little in the way of specialist provision.

Chapter 6 The Special Educational Needs and Disability Understanding Local Variation in Prevalence, Service Provision and Support

The implementation plan following this review will need to include a clear communication plan with all stakeholders.

6a UNIVERSAL/ MAINSTREAM

Mainstream school will continue to be the first option when considering choices as stated in the SEN 0-25 Code of Practice. Therefore it is important that the way in which the SEND pathway is organised enables this principle to be promoted.

With the right staff training, strategies and support in place the majority of children and young people with SEN are already successfully included in mainstream. That principle is supported by provisions safeguarding the interests of all children and young people and ensuring that the preferences of the child's parents or the young person for where they should be educated are met wherever possible.

Outcomes

- Skills in mainstream schools meet the needs of pupils with SEMH, cognition and learning, communication and interaction and sensory/ physical difficulties
- Children and young people with SEND have their needs met as close to their home as possible.
- There is increased parental confidence in schools' and support services' ability to meet the needs of pupils with SEN
- All settings are able to access a comprehensive professional development offer
- Principles of good practice are shared widely
- Transition procedures are embedded into the Annual Review processes so that provision is matched to pupil need.

Next Steps

- We will make advice, support and training available to schools to enable them to meet needs and provide relevant and current SEND information and advice to schools through Local Authority officer support, the Local Offer and SENCO Conferences
- Offer support to schools and settings to ensure that they can appropriately assess and track the progress and attainment of children and young people with SEND. This will support the evidence schools and settings need for Ofsted under the new Framework for School Inspection (January 2015). Since 2012 the Ofsted framework has an increased focus on the achievement and progress of pupils with disabilities and special educational needs. In addition develop a framework for the recognition of schools' good practice around SEND
- Ensure clear processes are in place for mainstream schools to access the joint outreach model linking the Local Authority Children's Integrated Disability Service and Plymouth special schools
- Establish a training and development programme around SEMH in conjunction with the Teaching School. The programme will include an opportunity for teaching staff exchanges between special and mainstream schools
- Through joint commissioning explore the possibility of developing through joint funding arrangements the THRIVE model of working
- Focus the LA SEN Audit on specific areas of provision or need
- Review the information and support provided for parents of pupils with SEN
- Set up Task and Finish groups to review current transition processes. These to include EYFS/ Key Stage 1, Key Stages 2/ 3, 14 to 25

6b TARGETED OUTREACH TO MAINSTREAM SCHOOLS

The outreach programme needs to reflect the skills mix across all provisions sharing best practice and learning as well as finding innovative solutions for meeting the needs of pupils on a day to day basis. The partnership working will draw on expertise and will develop a robust model of outreach support.

Outcomes

- Joint working and sharing of expertise between specialist support centres, special schools and mainstream schools is in place.
- Targeted outreach services are matched to pupil need and deployed effectively across the city.

Next Steps

- Design a blended approach model to facilitate joint working between special schools, Local Authority outreach services and mainstream schools. This will be in the areas of:
 - LA outreach services
 - Expertise in school-based specialist centres
 - Special school outreach services
 - Expertise in mainstream school
- Develop a plan that will positively foster parental trust in mainstream provision. Research indicates that where there is a high level of specialist provision this was seen to influence the level of parental trust in mainstream provision, and indeed removed a helpful lever on schools to increase their ability to meet need, thus undermining attempts to increase the use of mainstream provision.
- Design a consultation process with parents, carers and pupils to ensure that all services are co-produced with families. This will ensure that the parent and pupil voice are heard.

6c SUPPORT CENTRES

School	Phase	Designation	PAN
Keyham Barton SP	Primary	ASD	10*
Goosewell SP	Primary	ASD	10
Ridgeway School SP	Secondary	ASD	10
Mayflower SP	Primary	ASD	18**
Stoke Damerel CC SP	Secondary	ASD	10
ICAN Nursery	Pre-School	SLCN	20 (10am/ 10pm)
Tor Bridge Primary	Primary (KS1)	SLCN	20
Thornbury Primary	Primary (KS2)	SLCN	10
Tor Bridge High	Secondary	SLCN	10
Eggbuckland Vale SP	Primary	HI	18
Eggbuckland CC SP	Secondary	HI	12

*Keyham Barton only has capacity for 5 currently

**Mayflower is reducing to 12 from April 2015

The support centres based in mainstream schools provide the appropriate support for those children who have a significant SEN requirement but manage to function successfully in the mainstream system with their peers. All specialist units and centres commissioned and funded by the Local Authority have Service Level Agreements (SLA), or contracts for Academy schools, that clarify their responsibilities and accountability. A monitoring framework is being developed to implement the Local Authority's quality assurance measure to monitor Plymouth's targeted and supported educational provision. Parents and carers and young people will be part of evaluating the SLA.

Currently, there is a shortage of places at the primary ASD support centres. One of the recommendations of this review is that we consider how we increase the capacity of the support centre provision to better meet the needs of children across the whole city. This will contribute towards reducing the amount of time and cost of travel to school and support the engagement of children with complex needs in their own community.

The Support Centres for pupils with a Hearing Impairment currently meet the need locally. In some circumstances there is a need for the young person to attend a Special School (out of Plymouth) and these places are commissioning individually. Further work is needed to understand the options to use our shared resources in staff with specialist HI knowledge in the most effective way.

With regard to Speech and Language provision in Plymouth, the work of this review identified that there is a need for a more joined up approach across agencies and schools to meet pupils needs effectively and provide a sustainable approach to workforce skills. A review with children's centres, schools, support services and health services (speech and language) has commenced and will report back its findings to the SEND Strategic Steering Group in order that recommendations are included in this action plan. Children's Centres offer a short window of opportunity to identify children with a speech and language need and children presenting with a primary need of Speech and language need to be prioritised. New Devon CCG offer of speech and language support needs to be described and the Local Authority offer needs to dovetail with it.

Outcomes

- The number of places in and the designations of specialist support centres reflect the current and anticipated pattern of need in the city
- Support Centre monitoring framework is agreed and implemented.

Next Steps

- Review the designations and admissions criteria of existing specialist support centres by July 2015.
- Commission a specialist unit for pre-school children with severe learning disabilities within a mainstream nursery provision.
- Commission a further primary and secondary ASC support centre
- Establish a model of sharing best practice across the city
- Design and agree a process for annual quality assurance visits for specialist support centres. This will include the implementation of the monitoring framework to facilitate this quality assurance
- Identify which pupils would benefit from being with their peers in a mainstream environment and establish a programme of phased transition to mainstream school from support centres.
- Undertake a review across schools, support services and health services to develop a joined up approach across agencies and schools to the potential of an integrated offer for children with speech and language needs effectively maximising the available resources.
- Undertake a review with the aim of understanding the options available to use our shared resources in staff with specialist HI knowledge in the most effective way

6d SPECIAL SCHOOLS – 3 – 16 years

Plymouth special schools cover the broad spectrum of all the SEN needs. Geographically, the schools are mainly focused in the northern part of the city which means that many pupils are transported across the city to access their education and they are often not able to participate in their local community.

Plymouth has a high number of special schools for its population. Our statistical neighbours have between 3 and 5 special schools compared to Plymouth's 7, which have a significant number of pupils from Devon and Cornwall. Only two of the special schools, Woodlands and Mount Tamar, are designated as residential special schools.

The special schools have been working in three task and finish groups to identify pressure points, areas for development and visionary thinking to design and shape the future provision of services. The papers developed as part of this work will inform the commissioning decisions regarding services for children with complex needs. Information from these papers regarding school places has been included in the following paragraphs.

A position paper for the next three years will be produced that will draw together the findings from the three task and finish groups and outline plans for reshaping the special schools. It is anticipated that the reshaping to meet future need will be undertaken over the next three years with a business case developed by September 2017. The special school estate will be reviewed as part of the development and visionary thinking for the re-shaping of future services and any changes will form part of the development plan which will seek to maximise existing spaces.

Cann Bridge, Mill Ford, Woodlands (3-19 years)

School	Age	PAN	On Roll	Indicative Capacity
Cann Bridge	3-19	80	81	
Mill Ford	3-19	100	101	
Woodlands	2-19	75	75	

Currently all three of the above schools are running consistently at PAN, due mainly to the change in designation to maintain Post 16 learners. When places are available they are quickly filled and there are a number of learners in the city requesting places who are unable to have needs met. This also includes learners whose needs would be better met in a different Special School but are unable to transfer due to capacity issues.

Due to the increase in the number of places held by secondary age students (specifically Post 16) the number of entry places at Key stage 1 or Foundation Stage have been reduced and a mainstream nursery setting has been identified to become a partner with the schools to ensure that when appropriate places are available. Ham Drive nursery has already been working in partnership with Cann Bridge and Mill Ford Schools to deliver some of the individual packages and it is proposed to formalise this partnership to establish a specialist unit. The satellite provision will offer 6-8 nursery places for children with SLD.

It is recognised by all special schools that there is an issue for students at Post 16 which needs addressing; this becomes increasingly acute the more complex the needs of the student. This issue is address in section 6e. The following outcomes and next steps refer to the school ages 3-16.

Outcomes

- Children with complex needs are able to access the specialist support that they need from an early age.
- Special schools have sufficient places to meet the current and future needs. The designations reflect the current pattern of need in the city with places available for new referrals
- The protocol for commissioning places in special schools includes an arrangement for reviewing the number of commissioned places on an annual basis
- A supported, phased transition process into post-16 education, employment and training is in place

Next Steps

- Ensure that transition procedures are embedded into the Annual Review processes so that provision is matched to pupil need and a supported phased transition back into mainstream takes place where appropriate
- Ensure that where appropriate Health needs of children and young people are funded by NEW Devon CCG
- Formalise the partnership of Cann Bridge and Mill Ford Schools with the mainstream nursery setting to deliver up to 6 -8 individual places for children with SLD.

Longcause, Brook Green, Courtlands, Mount Tamar

School	Age	PAN	On Roll(as at January 2015)	Indicative Capacity
Longcause	5-17	98	97	
Brook Green	11-16	84	94	
Courtlands	4-11	75	75	
Mount Tamar	4-16	101	98	

Courtlands school has some space available with 3 classrooms currently empty that might be suitable for use as a specialist centre for high functioning ASC or SEMH pupils. Some capital work would be needed to achieve the change of use to ensure that the pupils would be educated in an appropriate and safe environment.

There are alternative options that can be considered for the future location of the school and these will be discussed in more detail in the position paper to be written as stated above.

There is a need to develop the capacity to be able to carry out an assessment of SEN for pupils to better determine which school they will most effectively have their needs met. The EHC and the subsequent review process needs to be robust enough to ensure that the needs of the child are met in the most appropriate setting. This could, at times, result in the movement of pupils across the special schools.

Outcomes

- Pupils with MLD/SEMH/ASC and who are vulnerable are able to access their education in the appropriate school
- Students in Years 10 and 11 are able to access appropriate courses for Life skills and employability skills.
- A satellite provision with a local mainstream to further inclusion opportunities for pupils with MLD to support the transition to mainstream where appropriate.

Next Steps

- Consider how Courtlands capacity could be used to offer places for those primary pupils with SEMH and MLD. This would ensure that they were in the right school and would also release capacity in Mount Tamar.
- Establish shared offsite provision for up to 8 Mount Tamar and Longcause students with ASC and SEMH. The aim would be the short term placement of up to 8 pupils with the goal of returning them back into the special schools as quickly as possible potentially avoiding the need for exclusions of these vulnerable children.
- Review the current use of the Mount Tamar hostel to consider whether it should be adapted to become a short break children's home to support families to keep their children at home with their families.
- Review special school designations and admissions processes to include a regular review of PAN/ capacity of special schools.
- Capture and analyse all data including health data so that special school designations and specialist provision is accurately matched to future needs.
- Co-locate some multi-agency posts in special schools to support the continued development of integrated working.
- Ensure the joint commissioning processes clarify the funding of health needs on an individual and whole-school basis. Look into mental health needs of the cohort and work together to jointly commission support.
- Review current phased supported transition processes, focusing on:
 - EYFS/ Key Stage 1, Key Stages 2/ 3, 14 to 25
 - Transition to mainstream school
 - Parent and pupil voice

ACE

In addition to the 7 special schools, the Alternative Complementary Education Schools Service offers bespoke commissioned placements for pupils with SEN who are experiencing difficulty in their Special school or mainstream school. These pupils are referred via a multi-disciplinary panel and are subject to regular monitoring by an agreed governance structure. Many of these are with ACE to avoid out of city placement.

Pupils sometimes remain in ACE for a longer period until a place at an appropriate special school can be provided. This is mostly at primary phase, for pupils who receive an EHC plan whilst attending ACE but did not arrive with one having been managed out of mainstream school.

As previously stated in this document one of the principles that underpins the framework is to improve outcomes for children and young people with SEN and to achieve this we need to ensure that pupils are appropriately moved on from ACE when necessary to their school place (mainstream or specialist).

The ACE Service also provides the hospital school education for Plymouth which is on four sites as well as outreach home tuition. Pupils can be offered a place in the health and welfare provision on either a short or long term basis, dependent on their physical or mental health need. A small number of these children would be identified as have SEN or disabilities. (Medical referrals; 109, 16 with statements, all mainstream schools as at Jan 2015)

Outcomes

- That all children with SEMH and SEN access their education in an appropriate school or AP provision with the right level of support.

Next steps

- With regard to the small cohort of young people who have individually commissioned provision; either consider the designation of special schools to support the provision of education or continue to commission from ACE with the established governance structure.

6 e 14-25 SEN PROVISION

There is a significant piece of work that needs to be undertaken to develop the market place for Post 16 education, employment and training in the city. This development work needs to address the issues of suitable opportunities for young people with complex needs to maximise their independence and employment opportunities. In line with the new EHC plans it is important that provision for adult learning is developed in or close to Plymouth; again this is more needed for the most complex of learners where current provision for continuing educational opportunities is very poor. Current provision in this phase is very limited for the learners of the three schools and parents are not seeing appropriate provision for their children and are demonstrating that they want more innovative and bespoke schemes/activities to meet the needs of these young adults.

The movement of pupils on to Post 16 destinations has in the past released capacity in the special schools for young children with complex needs entering the school system. However, as needs have become more complex, the post 16 offer is not identified as offering the support that is not required for these young people when they leave school. This gap in provision was recognised and addressed by the Local Authority in 2011 with the development of Post 16 provision in Cann Bridge and Woodlands in addition to existing provision in Mill Ford. This has proved both positive for students and popular with families, who were increasingly unhappy with the offer elsewhere.

The three schools have accommodated students for three years of Post 16, however the underlying issue of increased numbers at this age group taking out capacity across the school still needs to be resolved. For example, in Cann Bridge, additional classroom space would be required to meet the demand for 3-16 year olds and continue to offer a post 16 provision. A review of physical capacity in all the Special School buildings needs to be completed in order to confirm the action required. The question of 19-25 provision also needs to be addressed through engagement and discussion with adult services.

Parents report that they are not seeing appropriate provision for their children and are demonstrating that they want more innovative and bespoke schemes/activities to meet the needs of these young adults. Work on market development of the Post 16 provision is underway and needs to continue to develop a broad range of suitable courses for young people with SEN. This work needs to include the development of courses which are bespoke and highly personalised for individual learners with complex needs. A small group of students in Post 16 provision will require an enhanced, personalised plan to be able to realise their future employment opportunities. Where appropriate and as part of a wider offer pupils are able to remain in the three schools for up to 3 years Post 16. However, it is anticipated that there will be a tailored phased reduction in Post 16 places at special schools once the appropriate provision has been developed across the city.

Some students leaving Brook Green and Mount Tamar require a supported transition so that they can access FE courses that will lead them on to employability. Work has started on developing partnerships with the FE colleges to provide a supported transition in to further education and to ensure that the courses offered are able to meet the needs of the young people who have SEN and support them towards employability. So that 5 day courses are offered where appropriate with an enhanced offer of PHSME and independent living skills.

Cann Bridge, Mill Ford and Woodlands are committed to working in partnership to develop a 19 – 25 provision for young people with complex disabilities in the city. This would require new partnerships with adult social care and CCG to develop the provision.

Next Steps

- Working in partnership with all providers including FE Colleges, Schools and small independent providers design a model that will establish a phased transition Post 16 service to support young people into further education, paid employment and training.
- Development work to continue across Cann Bridge, Mill Ford and Woodlands special schools, with the Post 16 providers for young people with complex needs in order to describe a varied Post 16 provision for young people with complex disabilities. The three schools to explore joint working and design a consortia model so that pupils will have access to a wider range of courses Post-16 which maximises the opportunities for independence skills and employment opportunities. This work need to include clarification for capital requirements.
- Development work to commence between schools, New Devon CCG and adult social care to establish provision for 19-25 young people with complex disabilities.
- The Post-16 provision planning task and finish group will explore the following areas of work and will design a project plan which will be brought to the SEND Core Delivery group for agreement. Initial planning has identified the following lines of enquiry and broad areas of work:

- Communication
- Mapping of current provision including gap and needs analysis
- Monitoring the quality of provision and that planned outcome for young people are being achieved
- Market development including FE colleges and independent providers of day courses in the city.
- Developing clear lines of responsibility and accountability
- Development of Post-16 provision to meet the needs which will include DfE approved recognised qualifications.
- Review of the processes and documentation for referral and funding arrangements.

7. ACTION PLAN

The delivery of the action plan detailed below will be overseen by Jayne Gorton (Head of Access and Planning) and Jo Siney (Head of SEND) working closely with the special schools and support centres to achieve the changes. The action plan will deliver the priorities described in this document across the whole of the SEND provision in the city.

Priority 1	Level of SEN provision
Priority 2	Parental Confidence
Priority 3	Joint Commissioning
Priority 4	Sharing Knowledge
Priority 5	Post-16 SEN provision

The actions will in some cases cut across a number of the priorities and so the plan has been described using the different areas of

- **UNIVERSAL MAINSTREAM**
- **TARGETED OUTREACH**
- **SUPPORT CENTRES**
- **SPECIAL SCHOOLS**
- **POST- 16**
- **PARENTAL CONFIDENCE**

The timescales will be ambitious but achievable.

Short Term	Implemented by September 2015
Medium term	Implemented by September 2016
Long Term	Implemented by September 2018

	Action	Timescale
MAINSTREAM/UNIVERSAL	1. Offer support to schools and settings to ensure that they can appropriately assess and track the progress and attainment of children and young people with SEND.	Short term
	2. Develop a framework for the recognition of schools' good practice around SEND	Medium term
	3. Develop Mainstream Guidance for schools around each of the SEND Code of Practice 2014 four broad areas of need	Medium term
	4. Establish a training and development programme around SEMH/BESD in conjunction with the Teaching School. The programme will include an opportunity for teaching staff exchanges between special and mainstream schools	Medium term
	5. Through joint commissioning, explore the possibility of developing a behaviour and support model of working for CYP with SEMH needs. Joint commissioning of Mental Health services for young people in secondary school or in transition to adult services.	Short term
	6. Review Local Offer across Health, Social care and Education services	Medium term
	7. Focus the LA SEN Audit on specific areas of provision or need	Short term
	8. Set up Task and Finish groups to review current transition processes. These to include EYFS/ Key Stage 1, Key Stages 2/ 3, 14 to 25	Short term
TARGETED OUTREACH	1. Review and clarify a model to facilitate joint working between special schools, Local Authority outreach services and mainstream schools using a blended approach.	Medium term
	2. Establish a model of sharing best practice across the schools in the city.	
	3. Ensure clear processes are in place for mainstream schools to access the joint outreach model linking the Local Authority Support Services and Plymouth special schools.	Medium term Medium term
	4. Establish a LA model for in-house support services monitoring using Ofsted inspection framework criteria and DfE Support Services standards	
SUPPORT CENTRES	1. Review the designations and admissions criteria of existing specialist support centres by July 2015.	Short term
	2. Design and agree a monitoring framework for the quality assurance of specialist support centres	Short term
	3. Commission a further Primary and Secondary ASC support centre for the provision of an additional 10 places in Primary and 12 places in Secondary	Long term
	4. Within the Statements / EHC Annual Review process, identify which pupils would benefit from being with their peers in a mainstream environment and establish a programme of phased transition to mainstream school from support centres and special schools.	Medium term
	5. Commission an interim specialist unit for pre-school children with severe learning disabilities within a mainstream nursery provision	Short term Medium term
	6. Undertake a review across schools, support services and health services to develop a	

	<p>joined up approach across agencies and schools to the potential of an integrated offer for children with speech and language needs effectively maximising the available resources.</p> <p>7. Undertake a review with the aim of understanding the options available to use our shared resources in staff with specialist HI knowledge in the most effective way</p>	Short term
SPECIAL SCHOOLS	<p>1. Consider the designation of special schools to support the provision of education for this small cohort of young people. This needs to be completed within the next 6 months with a view to establishing the options for implementation by September 2016.</p> <p>2. Capture and analyse all data including health data so that special school designations and specialist provision is accurately matched to future needs.</p> <p>3. Co-location of some multi-agency posts in special schools to support the continued development of integrated working.</p> <p>4. Review current phased supported transition processes, focusing on: EYFS/ Key Stage 1, Key Stages 2/ 3, 14 to 25 Transition to mainstream school Parent and pupil voice</p> <p>5. Consider how Brook Green and Courtlands could develop existing space to become available for alternative use.</p> <p>6. Consider how Courtlands capacity could be used to offer places for those pupils with SEMH and identified vulnerabilities.</p> <p>7. Develop the proposal of a shared off-site provision for students with, LDD, ASC and mental health issues. This will be achieved through a partnership of schools, college and business.</p> <p>8. Ensure the joint commissioning processes clarify the funding of health needs on an individual and whole-school basis. Look into mental health needs of the cohort and work together to jointly commission support.</p>	<p>Medium term</p> <p>Short term</p> <p>Short term</p> <p>Medium term</p> <p>Medium term</p> <p>Short term</p> <p>Medium term</p> <p>Short term</p>
POST 16	<p>1. Working in partnership with all providers including FE Colleges, Schools and small independent providers design a model that will establish a phased transition Post 16 service to support young people into further education, paid employment and training.</p> <p>2. Cann Bridge, Mill Ford and Woodlands special schools continue to develop the offer of a varied Post 16 provision.</p> <p>3. The Post-16 task and finish group will design a project plan to explore the areas identified in this review which will be brought back to the SEND Core delivery group</p>	<p>Short term</p> <p>Medium term</p> <p>Short term</p>
PARENTAL CONFIDENCE	<p>1. Design a consultation process with parents, carers and pupils to ensure that all services are co-produced with families.</p>	Medium term

	<ol style="list-style-type: none"> 2. Develop a plan that will positively influence parental trust in mainstream provision and for parents to be clear on the support that their child will receive in school. 3. Review the information and support provided for parents of pupils with SEN 	<p>Medium term</p> <p>Short term</p>
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An implementation plan will detail resource allocation including LA Officers leading each section and monitoring arrangements.

GLOSSARY

ASC/ASD	Autistic Spectrum Condition/Disorder
BESD/EBD	Behavioural/Emotional/Social Difficulties
BSL	British Sign Language
CIT	Communication and Interaction Team
Direct Payments	Direct Payments are payments made by the Local Authority <i>instead</i> of providing or arranging for the provision of the services.
EHC	Education Health and Care Plan
EYFS	Early Years Foundation Stage (Aged 3 -5)
HI	Hearing Impairment
ICAN	I CAN is a model of accreditation for the early years, primary and secondary workforce through a portfolio of Talk Programmes: <i>Early Talk 0-3, Early Talk, Primary Talk</i> and <i>Secondary Talk</i>
Key Stage 1	Ages 5 - 7
Key Stage 2	Ages 7-11
Key Stage 3	Ages 11-14
Key Stage 4	Ages 14-16
Local Offer	The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.
MLD	Moderate learning difficulties
MSI	Multi-sensory Impairment
Personal Budgets	is an amount of money identified to deliver parts of the provision set out in an Education Health and Care plan (EHC).
PD	Physical Disability
PMLD	Profound and multiple learning disabilities
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLD	Severe learning difficulties
SLCN	Speech, language and communication
SEMH	Social emotional and mental health
Support Centre	The aim of the support centres is to provide children with the appropriate level of individual support and enhanced environment to meet their special needs within a mainstream setting which enables them to benefit from the full range of curriculum facilities
VI	Visual Impairment